



# SINGLEWELL YEAR 6 LONG TERM PLAN

## Term 1

|           | Unit                                                                                                         | NC Thread                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | PD Opportunity                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading   | <b>Text:</b><br>The Final Year (Lit Shed+)<br><br><b>Genre:</b><br>Fiction, poetry<br><br>Wonder (Lit Shed+) | <b>NC Link:</b><br>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.<br>Reading books that are structured in different ways and reading for a range of purposes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>PD: Empathy, kindness and understanding differences</b><br>Facial differences and disabilities (age-appropriate, respectful texts). Diversity and inclusion. Real-life stories of people with differences.<br><b>Inclusion, belonging and respect</b><br>Inclusion in schools. Children's rights. Anti-discrimination.<br><b>Bullying, bystanders and standing up for others</b><br>Bullying awareness, online safety/ cyberbullying, role of bystanders. |
|           | <b>Genre:</b><br>Fiction                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Writing   | <b>Texts:</b><br>The Final Year<br><br>Happy Here<br><br>Wonder                                              | <b>NC:</b><br>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear<br><br>plan their writing by:<br>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own<br><br>Write narratives using effective paragraphing and viewpoint. Write in first person using formal and informal registers. Write magazine articles using organisational features. Write poetry using figurative language. Use cohesive devices across paragraphs. Use a wide range of punctuation including semi-colons, colons and dashes. Use relative clauses and varied sentence structures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>PD: Justice, Identity, &amp; Inclusion:</b> Class debate on fairness and inequality.                                                                                                                                                                                                                                                                                                                                                                      |
|           |                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Maths     | <b>Number</b>                                                                                                | <b>NC: Number - Place Value</b> read, write, order and compare numbers up to 10,000,000 and determine the value of each digit<br><b>NC: Number - Addition, Subtraction, Multiplication and Division</b><br>multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication<br>Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number, fractions, or by rounding, as appropriate for the context<br>Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context<br>Perform mental calculations, including with mixed operations and large numbers<br>Identify common factors, common multiples and prime numbers<br>Use their knowledge of the order of operations to carry out calculations involving the 4 operations<br>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why<br>Solve problems involving addition, subtraction, multiplication and division<br>Use estimation to check answers to calculations | <b>PD: Collaboration and communication</b> Guiding younger pupils in understanding place value through peer mentoring.<br><br><b>PD: Curiosity &amp; Engagement</b> Ensuring accuracy of results in context (e.g. budgeting, measurement).                                                                                                                                                                                                                   |
| Science   | <b>Electricity</b>                                                                                           | <b>NC Link:</b> Use recognised symbols when representing a simple circuit in a diagram.<br>Associate the brightness of a bulb or the volume of a buzzer with the number and voltage of cells used in the circuit.<br>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers & the on/off position of switches.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>PD: Develop independence and responsibility</b> when planning and testing electrical circuits safely. Build resilience and problem-solving skills when circuits do not work as expected. Work collaboratively, sharing ideas and respecting different approaches.<br>Communicate explanations clearly using correct scientific symbols and vocabulary.                                                                                                    |
| Computing | <b>Networks</b>                                                                                              | <b>NC Link:</b> Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.<br>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>PD: Rule of law</b> – need for rules in networks, cyber-security, rights & responsibilities online.<br><b>Reflecting on own digital footprint</b> , trustworthiness, being responsible.                                                                                                                                                                                                                                                                   |



# SINGLEWELL YEAR 6 LONG TERM PLAN

|                                |                                                                                   |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                       |
|--------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Geography/<br>History          | What secrets about old laws & punishments reveal about who had power in the past? | <b>NC Link:</b><br>To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.                                                                                                                                    | <b>PD: Critical thinking:</b> Develops analytical skills by comparing past and present legal systems.<br><b>Empathy:</b> imagining the experiences of people with little power. <b>Power and responsibility:</b> Reflect on how power can be used fairly or unfairly. |
| Art                            | Sculpting Vases                                                                   | <b>NC Link:</b><br>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]                                                                     | <b>PD: Confidence &amp; Creative Identity</b> - Sculptural work builds pride—tangible, finished objects feel substantial. Students develop their own artistic "voice."                                                                                                |
| PSHE                           | Relationships                                                                     | <b>NC Link:</b><br>Navigate complex friendships and peer influences. Understand values needed for respectful relationships. Discuss consent, boundaries and personal space in age-appropriate ways (linked to statutory Relationships Education requirements). | See 'curriculum overview'                                                                                                                                                                                                                                             |
| PE                             | Football                                                                          | <b>NC Link:</b> Competitive games (modified), applying attacking & defending principles, tactics, cooperation/competition, teamwork.                                                                                                                           | <b>PD: High-level leadership</b> Coach or mentor younger pupils during games. Take responsibility for team fairness and behaviour. Reflect critically on personal and team performance and set improvement goals. Taking ownership of own physical and mental health  |
| RE                             | Believing                                                                         | <b>NC Link: U2.5</b><br>Is it better to express your religion in arts and architecture or in charity and generosity?<br>Christianity, Islam and non-religious, e.g. Humanists                                                                                  | <b>PD: Citizenship, creativity, responsibility, and service.</b> "Faith in Action" project – I can create artwork, showing values like kindness, generosity, and creativity.                                                                                          |
| Music                          |                                                                                   | <b>NC Link: (Ukulele)</b><br><b>Sing with harmony; perform complex rhythms</b><br>Activities: Pulse, rhythm and pitch.<br>Ukulele care and posture.<br>Basic strumming.<br>Charanga unit: Happy!                                                               | <b>PD:</b> Builds responsibility, confidence and cultural awareness                                                                                                                                                                                                   |
| French                         | At School                                                                         | <b>NC Link: Speak in sentences</b> using familiar vocabulary, basic structures; develop accurate pronunciation and intonation; present ideas orally; broaden vocabulary. Develop strategies to understand new words (e.g. using a dictionary)                  | <b>PD: Problem-solving:</b> Develop skills and intellectual confidence. Pupils practise using tools independently, take ownership of their learning and become more resourceful.                                                                                      |
| Educational visits/ workshops: |                                                                                   |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                       |



# SINGLEWELL YEAR 6 LONG TERM PLAN

## Term 2

|                   | Unit                               | NC Thread                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | PD Opportunity                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading           | <b>Text:</b><br>Coming to England  | <b>NC Link:</b><br>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>PD: Migration &amp; change</b><br>Migration and immigration, why people move countries, child migration stories.<br><b>Racism and discrimination</b><br>Racism and discrimination (age-appropriate), Equality and fairness, human rights.<br><b>British values, democracy, tolerance and respect</b><br>British Values, equality laws in the UK, diversity in modern Britain. |
|                   | <b>Genre:</b><br>Fiction           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                  |
| Writing           | <b>Texts:</b><br>Coming to England | <b>NC Link:</b> Write letters and recounts using appropriate tone and register. Write biographies using organisational features. Write emotive narratives using figurative language. Use cohesive devices across paragraphs. Use relative clauses and varied sentence structures. Use a wide range of punctuation including colons, semi-colons and dashes. Use precise vocabulary for effect                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>PD: Belonging, Diversity &amp; Respect:</b> Children explore identity and migration. Share family heritage stories                                                                                                                                                                                                                                                            |
|                   | Skellig                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                  |
| Maths             | <b>Number</b>                      | <b>NC Link: Fractions:</b> use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions >1 add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = 1/8$ ]. Divide proper fractions by whole numbers for example, $1/3 \div 2 = 1/6$ . Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. Use written division methods in cases where the answer has up to 2 decimal places. Solve problems which require answers to be rounded to specified degrees of accuracy.<br><b>NC Link: Measurement - Converting Units:</b> solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places. Convert between miles and kilometres | <b>PD: Collaboration and communication</b> Lead a "Fraction Masterclass" for younger pupils.<br><br><b>PD: Curiosity &amp; Engagement</b> Work in groups to scale up/down a recipe using conversions between grams/kilograms and millilitres/litres.                                                                                                                             |
|                   | <b>Measure</b>                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                  |
| Science           | <b>Evolution &amp; Inheritance</b> | <b>NC Link:</b><br>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.<br>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>PD: Develop curiosity</b> about the natural world and how it changes over time. Build critical thinking skills by considering evidence from fossils and adaptations. Show respect for different viewpoints when discussing scientific theories. Develop confidence in explaining ideas using scientific evidence.                                                             |
| Computing         | <b>Graphing</b>                    | <b>NC Link:</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals: collecting, analysing, evaluating and presenting data/information.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>PD: Critical thinking and decision-making</b> – using data sensitively to answer questions.                                                                                                                                                                                                                                                                                   |
| Geography/History | <b>Exploring the Caribbean</b>     | <b>NC Link: Locational Knowledge:</b> locate the Caribbean & know its islands<br><b>Place Knowledge:</b> identify the physical geography of the Caribbean and the different landforms<br><b>Human &amp; Physical Geography:</b> explore climate, settlements, land use and economic activity (tourism) (see T4 as well)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>PD: self-awareness</b> - explore what they can do to protect the planet and support fairer economies.                                                                                                                                                                                                                                                                         |



# SINGLEWELL YEAR 6 LONG TERM PLAN

|                                |                           |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                 |
|--------------------------------|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DT                             | Food :<br>Tortilla pizzas | <b>NC Link:</b> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities<br>Understand & apply the principles of nutrition & learn how to cook.<br>Critique, evaluate & test their ideas & products & the work of others.                                         | <b>PD: Understanding Healthy Choices &amp; Nutrition</b> – awareness of balanced meals.<br><b>Independence &amp; Real-Life Cooking Skills</b> – planning and sequencing skills.                                                                                                 |
| PSHE                           | Health & Well being       | <b>NC Link:</b><br>Learn about risks and safety in wider contexts (including digital safety).<br>Navigate complex friendships and peer influences.                                                                                                                                                                                                                                                   | See 'curriculum overview'                                                                                                                                                                                                                                                       |
| PE                             | Netball                   | <b>NC Link:</b> Competitive games (modified), applying attacking & defending principles, tactics, cooperation/competition, teamwork.                                                                                                                                                                                                                                                                 | <b>PD: High-level leadership-</b> Coach or mentor younger pupils during games.<br>Take responsibility for team fairness and behaviour.<br>Reflect critically on personal and team performance and set improvement goals.<br>Taking ownership of own physical and mental health. |
| RE                             | Believing                 | <b>NC Link: U2.5</b><br>Is it better to express your religion in arts and architecture or in charity and generosity?<br>Christianity, Islam and non-religious, e.g. Humanists                                                                                                                                                                                                                        | <b>PD: Citizenship, creativity, responsibility, and service.</b> "Faith in Action" project – I can create artwork, showing values like kindness, generosity, and creativity.                                                                                                    |
| Music                          |                           | <b>NC Link: (Ukulele)</b><br><b>Listen critically with attention to detail.</b><br><b>Activities: Tempo and dynamics.</b><br><b>Smooth chord changes.</b>                                                                                                                                                                                                                                            | <b>PD: Teamwork, perseverance and self-discipline.</b>                                                                                                                                                                                                                          |
| French                         | The Weekend               | <b>NC Link: Write phrases from memory,</b> adapt them to create new sentences; describe people, places, things, actions — orally and in writing with a broader vocabulary.<br>Understand and use <b>basic grammar:</b> for example, gender (masculine/feminine), conjugation of high-frequency verbs, key patterns of the target language, and know how these differ from or are similar to English. | <b>PD: Develop metacognition:</b> Pupils think about how languages work, compare structures and gain a wider understanding of how people express themselves around the world.                                                                                                   |
| Educational visits/ workshops: |                           |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                 |



# SINGLEWELL YEAR 6 LONG TERM PLAN

| Term 3            |                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   | Unit                                                                                               | NC Thread                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | PD Opportunity                                                                                                                                                                                                                                                                                                                                                                                                |
| Reading           | <b>Text:</b><br>The Giant's Necklace<br>The Lighthouse (Literacy Shed)<br><b>Genre:</b><br>Fiction | <b>NC Link:</b><br>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.<br>Reading books that are structured in different ways and reading for a range of purposes.<br>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>PD: Choices, consequences and responsibility</b><br>Decision-making; how choices affect others, cause and effect.<br><b>Honesty, trust &amp; integrity</b><br>Honesty and trust, building trustworthy relationships, moral decision-making.<br><b>Greed, temptation and self-control</b><br>Recognising temptation; practising self-control; understanding that material things don't bring happiness.     |
| Writing           | <b>Texts:</b><br>The Giant's Necklace<br>The Lighthouse                                            | <b>NC Link:</b><br>Write newspaper reports using formal register. Use direct and indirect speech accurately. Use figurative language to build atmosphere. Use cohesive devices across paragraphs. Use colons, semi-colons and dashes accurately. Vary sentence structure for effect.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>PD: Responsibility, Choices &amp; Consequences:</b> Children debate moral choices.                                                                                                                                                                                                                                                                                                                         |
| Maths             | <b>Number</b><br><b>Ratio &amp; Proportion</b><br><b>Algebra</b>                                   | <b>NC Link: Ratio and Proportion</b> solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts<br>Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison<br>Solve problems involving similar shapes where the scale factor is known or can be found<br>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples<br><b>NC Link: Algebra</b> use simple formulae<br>Generate and describe linear number sequences<br>Express missing number problems algebraically<br>Find pairs of numbers that satisfy an equation with 2 unknowns<br>enumerate possibilities of combinations of 2 variables<br><b>NC Link: Decimals</b><br>Multiply one-digit numbers with up to 2 decimal places by whole numbers | <b>PD: Confidence &amp; Independence</b> explore the perfect glass of squash using and testing squash to water ratio<br><br><b>PD: Collaboration and communication</b> Use algebraic reasoning to crack secret codes or solve "escape room" puzzles.<br><br><b>PD: Curiosity &amp; Engagement</b> Compare currencies using decimal notation and real exchange rates.                                          |
| Science           | <b>Animals including humans</b>                                                                    | <b>NC Link:</b><br>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood<br>Describe the ways in which nutrients and water are transported within animals, including humans<br>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>PD: Develop understanding and responsibility</b> for maintaining a healthy lifestyle. Build self-awareness and respect for personal choices and differences. Communicate sensitively and maturely during discussions about the human body. Apply scientific knowledge to real-life health and wellbeing decisions.                                                                                         |
| Computing         | <b>Coding</b>                                                                                      | <b>NC Link:</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.<br>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.<br>Use logical reasoning to explain how some simple algorithms work & to detect and correct errors in algorithms & programs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>PD: Resilience</b> – steps to success, what to do when coding does not work?                                                                                                                                                                                                                                                                                                                               |
| Geography/History | <b>What mysteries can we solve about the power of the Benin monarchy?</b>                          | <b>NC Link:</b><br>To know about a non-European society that provides contrasts with British history- Benin (West Africa) c. AD 900-1300.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>PD: Critical thinking:</b> piecing together clues from the past. <b>Empathy:</b> Reflect on the human impact of power and privilege. <b>Leadership and responsibility:</b> Understanding of responsibility, decision-making, and accountability. Links to British Values: leadership, fairness, and justice. <b>Respect and cultural appreciation:</b> Promotes respect for diversity and global cultures. |



# SINGLEWELL YEAR 6 LONG TERM PLAN

|                                |                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                  |
|--------------------------------|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DT                             | Textiles:<br>Funky<br>finishings          | <b>NC Link:</b><br>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately<br>select from and use a wider range of materials and components, including construction materials,<br>critique, evaluate and test their ideas and products and the work of others.                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>PD: Safety &amp; Responsibility</b> – awareness of hazards, responsible behaviour.<br><b>Evaluation &amp; Reflection</b> -Analytical thinking. Honest self-assessment. Pride in a high-quality finished product.                              |
| PSHE                           | Living in the wider world                 | <b>NC Link:</b><br>Develop career aspirations and future planning skills.<br>Understand broader social, economic and community roles.<br>One World<br>1. to differentiate between prejudice and discrimination<br>2. how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups<br>3. how stereotypes are perpetuated and how to challenge this<br>4. Is everything you see in the media true? Are all images true? Is all news true? Why are images and stories altered?<br>5. How does social media impact our wellbeing? Is social media real life?<br>Fundraising/volunteering. Local charities -would you give a day's wages to a charity?                                                                                                        | See 'curriculum overview'                                                                                                                                                                                                                        |
| PE                             | Gymnastics                                | <b>NC Link:</b><br>Structured gymnastics/body-management: flexibility, strength, control, balance, technique, linking movements.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>PD: Advanced teamwork: strategy, communication, managing group roles.</b><br>Perform polished sequences for peers or assemblies.<br>Mentor younger pupils during lessons.<br>Critically reflect on personal and group performance to improve. |
| RE                             | Living                                    | <b>NC Link: U2.7</b><br>What matters most to Christians and to Humanists?<br>Christianity and non-religious, e.g. Humanists                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>PD: Ethical reflection, respect for different viewpoints, shared values.</b><br>"Values Debate" – I can identify and discuss my top 5 values, comparing these to religious and non-religious moral codes (Ten Commandments, Humanist values). |
| Music                          |                                           | <b>NC Link: (Ukulele)</b><br><b>Compose extended pieces; refine performances. Perform complete songs with controlled strumming.</b><br>Activities: Song structure.<br>Varied strumming patterns.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>PD: Encourages resilience, leadership and high expectations</b>                                                                                                                                                                               |
| French                         | Term 3 &<br>Term 4<br><br>Me in the World | <b>NC Link: Engage in conversations:</b> ask and answer questions; express opinions; respond to others; seek help/clarification. Recall and apply a broadening range of vocabulary.<br><b>Speak in sentences</b> using familiar vocabulary, basic structures; develop accurate pronunciation and intonation; present ideas orally; broaden vocabulary.<br>Develop strategies to understand new words (e.g. using a dictionary)<br><b>Write phrases from memory,</b> adapt them to create new sentences; describe people, places, things, actions — orally and in writing with a broader vocabulary.<br>Understand and use <b>basic grammar:</b> for example, gender (masculine/feminine), conjugation of high-frequency verbs, key patterns of the target language, and know how these differ from or are similar to English. | <b>PD: PD: Flexible thinking:</b> Develop creativity. Pupils learn to transfer knowledge, make language their own and take pride in producing something original.                                                                                |
| Educational visits/ workshops: |                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                  |



# SINGLEWELL YEAR 6 LONG TERM PLAN

| Term 4            |                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   | Unit                                                                                                             | NC Thread                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | PD Opportunity                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Reading           | <b>Texts:</b><br>Holes<br>(Lit Shed + /Planbee)<br>Kensuke's Kingdom<br>(Lit Shed +)<br><b>Genre:</b><br>Fiction | <b>NC Link:</b><br>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.<br>Reading books that are structured in different ways and reading for a range of purposes.<br>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>PD: Resilience &amp; Survival skills</b><br>Coping with challenges and adversity; problem-solving under pressure; developing perseverance and determination.<br><b>Courage and facing fears</b><br>Understanding physical and moral courage, learning to face fears safely, building confidence.<br><b>Respect for nature and environmental awareness</b><br>Respecting nature and wildlife, understanding sustainability, learning how humans affect fragile ecosystems. |
| Writing           | <b>Texts:</b><br>Holes<br><br>Kensuke's Kingdom                                                                  | <b>NC Link:</b> Write balanced arguments. Write non-chronological reports. Write letters using appropriate register. Write poetry using figurative language. Use cohesive devices across paragraphs. Use formal tone and modal verbs. Use punctuation including colons, semi-colons and brackets.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>PD: Resilience, Independence &amp; Survival:</b> Children create survival guides and write arguments about best survival choices.                                                                                                                                                                                                                                                                                                                                         |
| Maths             | <b>Number</b><br><br><b>Measure</b><br><br><b>Statistics</b>                                                     | <b>NC Link: Fractions (including decimals and percentages)</b><br>associate a fraction with division and calculate decimal fraction equivalents [0.375] for a simple fraction [3/8]<br>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts<br><b>NC Link: Measurement – area, perimeter, volume</b><br>Recognise that shapes with the same areas can have different perimeters and vice versa<br>Recognise when it is possible to use formulae for area and volume of shapes<br>Calculate the area of parallelograms and triangles<br>Calculate, estimate and compare volume of cubes and cuboids using standard units: (cm <sup>3</sup> ) (m <sup>3</sup> ), and extending to other units [mm <sup>3</sup> and km <sup>3</sup> ]<br><b>NC Link: Statistics</b> interpret and construct pie charts and line graphs and use these to solve problems<br>Calculate and interpret the mean as an average | <b>PD: Confidence &amp; Independence</b> Create geometric designs using fractions or percentages of colour. Calculate proportions precisely.<br><br><b>PD: Curiosity &amp; Engagement</b> Explore volume and capacity in a "Water Efficiency Challenge."<br><br><b>PD: Confidence &amp; Independence</b> Collect data to present as a bar graph/pie chart/line graph to represent secondary school choices                                                                   |
| Science           | <b>Living things and their habitats</b>                                                                          | <b>NC Link:</b><br>Give reasons for classifying plants and animals based on specific characteristics.<br>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>PD: Develop analytical thinking</b> by justifying classification decisions. Work collaboratively to research, classify and present information. Build respect for the diversity of living things. Communicate findings clearly using scientific terminology.                                                                                                                                                                                                              |
| Computing         | <b>Introduction to Python</b>                                                                                    | <b>NC Link:</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.<br>~Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>PD: Growth-mindset:</b> tackling something new and more challenging.<br><b>Tolerance</b> – code is used by different cultures; respect for diverse users.                                                                                                                                                                                                                                                                                                                 |
| Geography/History | <b>Trade and Economics</b>                                                                                       | <b>NC Link: Locational Knowledge:</b> use maps & other resources to identify the UK's trade links with other countries<br><b>Human &amp; Physical Geography:</b> know the distribution of natural resources within the global supply chain<br><b>Geographical skills &amp; Fieldwork:</b> plan a route to the Caribbean using GIS, considering a variety of modes of transport (see link to T2 also)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>PD: debate</b> issues around fast fashion/ fair trade and global supply chains.                                                                                                                                                                                                                                                                                                                                                                                           |
| Art               | <b>Art:</b><br><b>Landscapes</b>                                                                                 | <b>NC Link:</b><br>to create sketch books to record their observations and use them to review and revisit ideas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>PD: Persistence &amp; Problem Solving</b> - Painting skies and gradients requires patience and practice. Students learn to adapt mistakes through layering or repainting.                                                                                                                                                                                                                                                                                                 |



# SINGLEWELL YEAR 6 LONG TERM PLAN

|        |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                  |
|--------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PSHE   | Relationships                          | <b>NC Link:</b><br>Learn about risks and safety in wider contexts (including digital safety).<br>Navigate complex friendships and peer influences.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | See 'curriculum overview'                                                                                                                                                                                                                        |
| PE     | Racket Skills                          | <b>NC Link:</b><br>Use and combine movements; refine control, agility, coordination, technique                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>PD: Leadership &amp; coaching skills</b><br>Leading warm-ups or mini coaching sessions for peers                                                                                                                                              |
| RE     | Living                                 | <b>NC Link: U2.7</b><br>What matters most to Christians and to Humanists?<br>Christianity and non-religious, e.g. Humanists                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>PD:</b> Ethical reflection, respect for different viewpoints, shared values.<br>"Values Debate" – I can identify and discuss my top 5 values, comparing these to religious and non-religious moral codes (Ten Commandments, Humanist values). |
| Music  |                                        | <b>NC Link: (Ukulele)</b><br><b>Compose with structure and purpose.</b><br>Activities: Improvisation and composition.<br>Simple notation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>PD:</b> Creativity and responding to feedback.                                                                                                                                                                                                |
| French | Term 3 & Term 4<br><br>Me in the World | <b>NC Link: Engage in conversations:</b> ask and answer questions; express opinions; respond to others; seek help/clarification. Recall and apply a broadening range of vocabulary.<br><b>Speak in sentences</b> using familiar vocabulary, basic structures; develop accurate pronunciation and intonation; present ideas orally; broaden vocabulary. Develop strategies to understand new words (e.g. using a dictionary)<br><b>Write phrases from memory</b> , adapt them to create new sentences; describe people, places, things, actions — orally and in writing with a broader vocabulary.<br>Understand and use <b>basic grammar</b> : for example, gender (masculine/feminine), conjugation of high-frequency verbs, key patterns of the target language, and know how these differ from or are similar to English. | <b>PD: PD: Flexible thinking:</b> Develop creativity. Pupils learn to transfer knowledge, make language their own and take pride in producing something original.                                                                                |

Educational visits/ workshops:



# SINGLEWELL YEAR 6 LONG TERM PLAN

## Term 5

|                   | Unit                                                                       | NC Thread                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | PD Opportunity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading           | <p><b>Text:</b><br/>Goodnight Mr. Tom</p> <p><b>Genre:</b><br/>Fiction</p> | <p><b>NC Link:</b><br/>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p>                                                                                                                                                                                                                                                                                                                                         | <p><b>PD: Overcoming adversity</b><br/>Coping with challenges and difficult experiences; building resilience and perseverance; understanding that people can recover from adversity.</p> <p><b>Family care &amp; support networks</b><br/>Understanding different family roles; valuing support from carers and mentors; recognising the importance of love and care.</p> <p><b>Hope &amp; optimism</b><br/>Maintaining hope in challenging circumstances, encouraging positive thinking &amp; the power of optimism.</p> |
| Writing           | <p><b>Texts:</b><br/>Goodnight Mr Tom</p>                                  | <p><b>NC Link:</b><br/>Write formal and informal letters using correct register</p> <ul style="list-style-type: none"> <li>• Write third-person recounts</li> <li>• Write information and instruction texts</li> <li>• Use modal verbs and passive voice</li> <li>• Use colons, semi-colons and dashes</li> <li>• Use cohesive devices across paragraphs</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>PD: Community, Safety &amp; Responsibility:</b> Children to create Anderson shelters.</p>                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Maths             | <p><b>Geometry</b></p>                                                     | <p><b>NC Link: Geometry - Shape</b> draw 2-D shapes using given dimensions and angles<br/>Recognise, describe and build simple 3-D shapes, including making nets<br/>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons<br/>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius<br/>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</p> <p><b>NC Link: Geometry - Position and Direction</b> describe positions on the full coordinate grid (all 4 quadrants)<br/>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes</p> | <p><b>PD: Curiosity &amp; Engagement</b> Explore art through tessellations and rotational symmetry (inspired by Escher).</p> <p><b>PD: Curiosity &amp; Engagement</b> use Scratch for coding and coordinates</p>                                                                                                                                                                                                                                                                                                          |
| Science           | <p><b>Light</b></p>                                                        | <p><b>NC Link:</b><br/>Recognise that light appears to travel in straight lines &amp; to explain that objects are seen because they give out or reflect light into the eye; or from light sources to objects and then to our eyes.<br/>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>PD: Develop curiosity and questioning</b> skills when exploring how light behaves. Show perseverance when modelling and explaining abstract scientific ideas.<br/>Work cooperatively during investigations, taking on shared roles. Build confidence in presenting explanations clearly to others.</p>                                                                                                                                                                                                              |
| Computing         | <p><b>Spread-sheets</b></p>                                                | <p><b>NC Link:</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals: collecting, analysing, evaluating and presenting data/information.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>PD: Digital proficiency:</b> being confident across different technologies.</p> <p><b>Everyday application</b> – where are these programs used in the world?</p>                                                                                                                                                                                                                                                                                                                                                    |
| Geography/History | <p><b>Uncover the secrets of the biggest battles of World War 2</b></p>    | <p><b>NC Link:</b><br/>To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.<br/>A local history study.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>PD: Empathy:</b> Encourages reflection on human experiences during conflict. <b>Teamwork:</b> Encourages cooperation in problem-solving and critical discussion.</p>                                                                                                                                                                                                                                                                                                                                                |
| DT                | <p><b>Wire sculptures</b></p>                                              | <p><b>NC Link:</b><br/>Talk about great artists, architects and designers in history.<br/>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>PD: Building Perseverance &amp; Resilience-</b> Wire sculpture requires trial and error—shapes often need reworking. Students learn to adapt and problem-solve creatively.</p>                                                                                                                                                                                                                                                                                                                                      |



# SINGLEWELL YEAR 6 LONG TERM PLAN

|        |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                     |
|--------|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PSHE   | Living in the wider world                | <b>NC Link:</b><br>Learn about financial awareness and decision-making in a more complex context.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | See 'curriculum overview'                                                                                                                                                                                                                           |
| PE     | Athletics                                | <b>NC Link:</b><br>Running, jumping, throwing/catching in isolation or combination; athletics events as part of PE.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>PD: Independence &amp; self-motivation</b><br>Set ambitious personal targets and monitor progress over time.<br>- Critically reflect on strengths and areas to improve.<br>- Mentor younger pupils in running, jumping, or throwing techniques.  |
| RE     | Living                                   | <b>NC Link: U2.8</b><br>What difference does it make to believe in Ahimsa? (Harmlessness), Grace, and Ummah (community)? Christianity, Hinduism and Islam.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>PD:</b> Global responsibility, compassion, and intercultural understanding. "Global Citizenship Challenge" – I can design a campaign or poster promoting peace, kindness, or unity (e.g., anti-bullying, eco action, equality).                  |
| Music  |                                          | <b>NC Link: (Ukulele)</b><br><b>Sustain a part within an ensemble.</b><br>Activities: Performance skills.<br>Secure chord transitions.<br>Singing while playing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>PD:</b> Leadership, independence and confidence.                                                                                                                                                                                                 |
| French | Term 5 & Term 6<br><br>Healthy Lifestyle | <b>NC Link: Engage in conversations:</b> ask and answer questions; express opinions; respond to others; seek help/clarification. Recall and apply a broadening range of vocabulary.<br><b>Speak in sentences</b> using familiar vocabulary, basic structures; develop accurate pronunciation and intonation; present ideas orally; broaden vocabulary. Develop strategies to understand new words (e.g. using a dictionary)<br><b>Write phrases from memory</b> , adapt them to create new sentences; describe people, places, things, actions — orally and in writing with a broader vocabulary.<br>Understand and use <b>basic grammar</b> : for example, gender (masculine/feminine), conjugation of high-frequency verbs, key patterns of the target language, and know how these differ from or are similar to English. | <b>PD: Develop metacognition:</b> Pupils think about how languages work, compare structures and gain a wider understanding of how people express themselves around the world, which helps them value diversity and broaden their world perspective. |

Educational visits/ workshops:  
Y6 Residential – Lower Grange Farm  
Bikeability



# SINGLEWELL YEAR 6 LONG TERM PLAN

## Term 6

|                   | Unit                                                                                 | NC Thread                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | PD Opportunity                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading           | <p><b>Text:</b><br/>Letters from the Lighthouse</p> <p><b>Genre:</b><br/>Fiction</p> | <p><b>NC Link:</b><br/>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes.<br/>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p>                                                                                       | <p><b>PD: Courage &amp; bravery</b><br/>Understanding moral and physical courage; stepping out of comfort zones; standing up for oneself and others.<br/><b>Moral choices and Ethical decision making</b><br/>Understanding consequences of actions; making ethical choices under pressure; developing integrity.<br/><b>Cultural awareness</b><br/>Understanding cultural differences; appreciating diversity; reflecting on personal identity.</p> |
| Writing           | <p><b>Texts:</b><br/>Rock, Paper, Scissors (Lit Shed+ Film Study)</p>                | <p><b>NC Link:</b><br/>Write narratives with cohesive devices. Use varied sentence structure. Use figurative language for atmosphere. Use punctuation accurately including semi-colons.</p>                                                                                                                                                                                                                                                                                                                                                                   | <p><b>PD: Conflict Resolution &amp; Communication:</b> Children explore conflict resolution. Role play negotiations.</p>                                                                                                                                                                                                                                                                                                                             |
| Maths             | <p><b>Gap analysis</b></p>                                                           | Themed Projects, consolidation of previously taught topics and problem solving.                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Science           | <p><b>Looking after the environment</b></p>                                          | <p><b>NC Link:</b><br/>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.<br/>Report &amp; present findings from enquiries, including conclusions, causal relationships and explanations of with a degree of trust in results, in oral and written forms.<br/>Identifying scientific evidence that has been used to support or refute ideas or arguments, using test results to make predictions to set up further comparative &amp; fair tests.</p> | <p><b>PD: Develop responsibility and pride in producing accurate and well-presented work.</b> Build confidence when presenting findings to different audiences. Develop critical thinking and reflection when evaluating evidence and results. Work independently and collaboratively, managing time and resources effectively.</p>                                                                                                                  |
| Computing         | <p><b>Blogging (4 wks)</b></p> <p><b>3D Modelling (3wks)</b></p>                     | <p><b>NC Link:</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals: collecting, analysing, evaluating and presenting data/information. Use IT safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>                                                                                               | <p><b>PD: Individual liberty</b> – freedom of expression (within rules).<br/><b>Rule of law</b> – understanding defamation, copyright, acceptable use policies.<br/><b>PD: Technology and innovation:</b> designing models for everyday use.<br/><b>Collaboration:</b> peer feedback, sharing designs.</p>                                                                                                                                           |
| Geography/History | <p><b>Mountains</b></p>                                                              | <p><b>NC Link: Human &amp; Physical Geography:</b> use maps and atlases to identify and explore climate, settlements, land use and economic activity (tourism) within &amp; around mountain ranges<br/><b>Geographical skills &amp; Fieldwork:</b> confidently use 8-point compass and 6-figure grid references and OS map symbols when studying Mountain ranges</p>                                                                                                                                                                                          | <p><b>PD: consider conflicting viewpoints on land use / planning/ tourism...</b> present to a mock or real audience.</p>                                                                                                                                                                                                                                                                                                                             |
| DT                | <p><b>Building Bridges</b></p>                                                       | <p><b>NC Link:</b><br/>build structures, exploring how they can be made stronger, stiffer and more stable</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>PD: Critical Research Skills</b> - Understanding how engineering works in real life. Curiosity about the world around them<br/><b>Practical Construction Skills</b> – careful, accurate craftsmanship.</p>                                                                                                                                                                                                                                     |
| PSHE              | <p><b>Health &amp; well-being</b></p>                                                | <p><b>NC Link:</b><br/>Understand mental wellbeing more deeply (how to seek help/support).<br/>Recognise the importance of sleep, nutrition, exercise and healthy habits.<br/>Learn age-appropriate information about body changes, puberty and personal care (statutory Health Education).</p>                                                                                                                                                                                                                                                               | <p>See 'curriculum overview'</p>                                                                                                                                                                                                                                                                                                                                                                                                                     |
| PE                | <p><b>Rounders</b></p>                                                               | <p><b>NC Link:</b> Reflect on performance, compare against personal bests; learn about fitness, health, safe practice, and improvement.</p>                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>PD: Resilience &amp; sportsmanship</b><br/>Critically reflect on strengths and areas for improvement.<br/>Mentor younger pupils, modelling resilience, effort, teamwork, and sportsmanship</p>                                                                                                                                                                                                                                                 |



# SINGLEWELL YEAR 6 LONG TERM PLAN

|                                |                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                            |
|--------------------------------|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RE                             | Believing                                           | <p><b>NC Link: U2.3</b><br/>What do religions say to us when life gets hard? Christianity, Hinduism, Islam and non-religious responses. E.g. Humanists</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>PD:</b> Emotional resilience, empathy, mental well-being, understanding comfort and coping mechanisms. "Circle of Support" I can identify sources of comfort and resilience in my own life (family, faith, friendship, nature).</p>                  |
| Music                          |                                                     | <p><b>NC Link:</b><br/><b>Perform to an audience; evaluate learning.</b><br/><i>Activities: Evaluation and reflection.</i><br/><i>Confident ensemble performance.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>PD:</b> Self-awareness and responsibility, confidence, aspiration and transition to KS3</p>                                                                                                                                                          |
| French                         | <p>Term 5 &amp; Term 6</p> <p>Healthy Lifestyle</p> | <p><b>NC Link: Engage in conversations:</b> ask and answer questions; express opinions; respond to others; seek help/clarification. Recall and apply a broadening range of vocabulary.</p> <p><b>Speak in sentences</b> using familiar vocabulary, basic structures; develop accurate pronunciation and intonation; present ideas orally; broaden vocabulary. Develop strategies to understand new words (e.g. using a dictionary)</p> <p><b>Write phrases from memory</b>, adapt them to create new sentences; describe people, places, things, actions — orally and in writing with a broader vocabulary.</p> <p>Understand and use <b>basic grammar</b>: for example, gender (masculine/feminine), conjugation of high-frequency verbs, key patterns of the target language, and know how these differ from or are similar to English.</p> | <p><b>PD: Develop metacognition:</b> Pupils think about how languages work, compare structures and gain a wider understanding of how people express themselves around the world, which helps them value diversity and broaden their world perspective.</p> |
| Educational visits/ workshops: |                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                            |