



Year 6 Ellington Primary School  
Long Term Plan 2024-2025



	Science	Computing	History	Geography	Art/Design and Technology	French	Music	PE	RE	PSHE
<b>Au tu m n 1</b>	<p><b>Living Things and Their Habitats</b></p> <p>Pupils investigate how living things can be classified. They will develop their understanding of classification keys as well as deepen their knowledge of animals, plants and micro-organisms.</p>	<p><b>E-Safety: Online Reputation</b></p> <p><b>Basic Skills:</b></p> <p>Recapping basic computing skills such as word processing, excel, powerpoint, copying and pasting.</p>	<p><b>What was the impact of World War 2 on the people of Britain?</b></p> <p>Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources.</p>		<p><b>Photography</b></p> <p>What is 'Macro photography' and what makes a good photograph? Children take a range of photographs and edit then evaluate them.</p>	<p><b>A L'Ecole</b></p> <p>Children will learn to discuss lessons they study in school as well as those they like and dislike.</p>	<p><b>Advanced Rhythms</b></p> <p>Spanning across Autumn Term, this unit will allow children to develop their ability to identify, repeat, create and perform increasingly complex rhythms.</p>	<p><b>Football</b></p> <p><b>Health Related Exercise</b></p>	<p><b>Creation and science. Conflicting or complementary?</b></p> <p>Children learn about the Christian story of creation and Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</p>	<p><b>Families and Relationships</b></p> <p>Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief.</p>

<b>Au tu m n 2</b>	<b>Evolution and Inheritance</b>  Pupils will learn about inherited characteristics, variation within and across species linking to habitat, natural selection and evolution. We will also explore how fossils act as evidence of change over time.	<b>E-Safety: Online Bullying</b>  <b>Variables in Games':</b> Designing and coding a game in Scratch		<b>Why does population change?</b>  Pupils will explore how and why populations change, including factors such as birth and death rates; migration; global warming. We will also apply data handling skills.	<b>Textiles: Waistcoats</b>  Children work on designing a waistcoat to fit a design brief. They then cut out a pattern and sew the waistcoat before decorating and evaluating it.	<b>Les Planetes</b>  Pupils will build on their knowledge of French phrases and apply them to new vocabulary regarding the solar system.		<b>Boccia</b>  <b>Gymnastics: Matching and Mirroring</b>	<b>Why do some people believe in God and some people not?</b>  The unit focuses on ideas and answers from Christians about belief in God, but you can expand this to include other faiths, particularly if they are represented in your classroom. It gives pupils the opportunity to consider their own and others' ideas on this question. The unit question is open, and there are many different reasons people give for their beliefs about God.	<b>Health and Well-Being</b>  Children will learn how to look after their bodies and how important it is to have health goals including those relating to mental health.
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<p><b>Spring 1</b></p>	<p><b>Animals Including Humans: The Circulatory System</b></p> <p>Pupils will explore the circulatory system, its component parts and the role this system plays in the function of the human body. We will also explore how it lifestyle choices impact its functionality.</p>	<p><b>E-Safety: Managing Online Information</b></p> <p><b>'Communication and Collaboration':</b> How data is transferred and shared online</p>	<p><b>How did the Maya civilisation compare to the Anglo-Saxons?</b></p> <p>Comparing the Maya and the Anglo-Saxons, children learn about the Maya civilisation. They investigate how the Maya settled in the rainforest, their religious beliefs, homes and what archaeological remains tell us about Maya cities. Using primary evidence, they examine theories into how the Maya cities declined.</p>		<p><b>Art: Make my voice heard</b></p> <p>Exploring art with a message, children look at the famous 'Guernica' by Picasso and the confronting works of Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture, pupils create their own artworks that speak to the viewer</p>	<p><b>Le Week-end</b></p> <p>Pupils will learn 10 phrases for the activities they may do at the weekend and give their opinion with justifications and time periods.</p>	<p><b>Dynamics, Pitch and Texture</b></p> <p>Pupils will engage in discussion about the sounds of an orchestral piece using varied vocabulary in response to what they hear. As well as changing dynamics and pitch, differentiating between the two and following a conductor to show changes in pitch, dynamics and texture.</p>	<p><b>OAA: Leadership</b></p> <p><b>Dance: The Titanic</b></p>	<p><b>Why do Hindus want to be good?</b></p> <p>This unit covers key Hindu concepts about life, death and rebirth. Pupils have the opportunity focus on different views about life after death in other units.</p>	<p><b>Safety and The Changing Body</b></p> <p>Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.</p>
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<b>Spring 2</b>	<b>Light</b> Pupils will investigate how light travels, understanding the role reflection plays as well as becoming adept at drawing light ray diagrams to demonstrate their understanding.	<b>E-Safety: Health, well-being and lifestyle</b>  <b>'Webpage Creation':</b>  Considering copyright, aesthetics and navigation		<b>Where does our energy come from?</b>  Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment. We will make links with our local area through exploring windfarms and Blyth port.	<b>DT: Structure: Playgrounds</b>  To design and make apparatus for a playground. Pupils will then evaluate their designs within the landscape.	<b>Mode de Vie Sain</b>  Pupils will build on the previous units regarding "Les Fruits" and "Les Legumes" to discuss living a healthy lifestyle.		<b>Netball</b>  <b>Basketball</b>	<b>What do Christians believe Jesus did to 'save' people?</b>  Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.	<b>Citizenship</b>  Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy.
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<b>Su m m e r 1</b>	<b>Electricity</b>  Building on the knowledge acquired in Year 4, pupils will develop their confidence in building and representing circuits and begin to make links between specific ideas such as voltage and volume.	<b>E-Safety: Privacy and Security</b>  <b>"Sensing":</b>  Using Micro:Bits to create a step counter	<b>Unheard histories: Who should feature on the banknotes?</b>  Investigating why historical figures are on banknotes, learning about the criteria for historical significance, participating in a tennis rally debate, creating a video to explain why their historical figure was significant and selecting a historical figure for the £10.00.		<b>Art:Still life</b>  Pupils revisit their still life skills, creating a variety of pieces influenced by different artists and using a range of mediums. They use charcoal, erasers and paint to depict their chosen composition of special objects before using them to construct a memory box to showcase their work	<b>Les Vikings</b>  Pupils will use their knowledge of French phrases to discuss when and where the Vikings lived as well as their lifestyle.	<b>Theme and variations (Theme: Pop Art)</b>  Children will perform rhythms either on their own or in a group as well as identifying the sounds of different instruments and discussing what they sound like. They will make reasonable suggestions for which instruments can be matched to which pieces of art.	<b>Hockey</b>  <b>Tennis</b>	<b>For Christians, what kind of king is Jesus?</b>  Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.	<b>Economic Wellbeing</b>  Exploring: attitudes to money, how to keep money safe, career paths and the variety of different jobs available
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<b>Su m m e r 2</b>	Pupils will develop their skills in working scientifically in preparation for secondary school.	<b>E-Safety: Copyright and Ownership</b>  <b>'3D Modelling':</b>  Planning, developing, evaluating 3D computer models		<b>Can I carry out an independent fieldwork enquiry?</b>  Observing, measuring, recording and presenting their own fieldwork study of the local area.	<b>DT Navigating the digital world</b>  Pupils will work to fulfill a design brief from a client. They will use Tinkercad to produce a digital model.	<b>Moi dans le monde</b>  Pupils will learn about other countries around the globe that speak French as well as their currencies, flags and cultural celebrations.	<b>Composing and Performing a Leavers' Song</b>  As part of their final musical farewell to Ellington Primary, pupils will compose a song to perform in their leavers' assembly.	<b>Athletics</b>  <b>Cricket</b>	<b>How does faith help people when life gets hard?</b>  This unit offers an opportunity to pupils to draw together some previous learning about Christian, Hindu and non-religious beliefs. It explores religious and non-religious responses to life and considers why some people find that their faith can help them celebrate the good times in life but also to cope with the difficult times.	<b>Transition</b>  Preparation for transition to secondary school. How to manage change and the challenges it presents.
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