



## Inmans Y6 LTP

Why should rainforests be important to us all? <i>Geography</i>	How did WW2 impact the local area? <i>History</i>	How did WW2 impact the local area? <i>History</i>	What will our coast look like in 20 years' time? <i>Geography</i>	How will the Humber go carbon neutral? <i>Geography/science</i>
<p><b>Knowledge and Understanding of the world</b></p> <p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, rivers and mountains</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p><b>Knowledge and Understanding of the world</b></p> <p>Focus on a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p><b>Knowledge and Understanding of the world</b></p> <p>Focus on a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p><b>Knowledge and Understanding of the world</b></p> <p>Based on counties and cities of the UK, geog. regions and their human and physical characteristics, key topographical features (incl. hills, mountains, coasts and rivers), and land use patterns and changes over time. Using fieldwork to investigate human and physical features in the local area, incl. sketch maps, plans and graphs, and digital technologies. Using maps, atlases, globes and digital/computer mapping.</p>	<p><b>Knowledge and Understanding of the world</b></p> <p>?</p>



<p><b><u>French</u></b></p> <p><b><u>Let's visit a French town</u></b></p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material including through using a dictionary.</p>	<p><b><u>French</u></b></p> <p><b><u>Let's go shopping</u></b></p> <p>Present ideas and information orally to a range of audiences.</p> <p>Speak in increasingly complex sentences, using familiar vocabulary, phrases and basic language structures about myself and others.</p> <p>Listen attentively to spoken language and show understanding by joining in, responding and following follow instructions.</p> <p>Understand more complex words and phrases and some key details in a spoken passage.</p>	<p><b><u>French</u></b></p>	<p><b><u>French</u></b></p> <p><b><u>This is France</u></b></p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Write phrases from memory and adapt these to create new sentences to express ideas clearly.</p> <p>Describe people, places, things and actions orally and in writing using a dictionary, a word bank or ICT resources.</p> <p>Talk about, present and discuss information about a countries culture and talk about more complex issues that may affect a countries culture in the world today.</p>	<p><b><u>French</u></b></p> <p><b><u>All in a day</u></b></p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Use knowledge of word order and sentence construction to increase understanding when reading a text.</p> <p>Write phrases from memory and adapt these to create new sentences to express ideas clearly.</p>
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<p><b>RE &amp; SMSC</b></p> <p><b><u>Unit 6.1 Justice and freedom- is it fair?</u></b>  <b><u>Religion and World view</u></b>  <b><u>focus: Christianity, Islam and Humanism</u></b></p> <p><b><u>Summary</u></b>          Explore issues of justice and freedom          Explore religious teachings of forgiveness and reconciliation.</p> <p><b><u>Jigsaw</u></b></p> <p><b>Being Me in my World</b></p> <p>To recognise we all, have our own rights and responsibilities within society. We need to be a Global Citizen.</p>	<p><b>RE &amp; SMSC</b></p> <p><b><u>Unit 6.1 Justice and freedom- is it fair?</u></b>  <b><u>Religion and World view</u></b>  <b><u>focus: Christianity, Islam and Humanism</u></b></p> <p><b><u>Summary</u></b>          Explore issues of justice and freedom          Explore religious teachings of forgiveness and reconciliation.</p> <p><b><u>Christmas-Is Christmas only for Christians?</u></b>          Year 6 the focus is on diverse and global celebrations</p> <p><b><u>Summary</u></b></p> <ul style="list-style-type: none"> <li>• how Luke’s account of the Christmas story is different from Matthew’s</li> <li>• other stories which have developed from the gospels - The Fourth Wise Man, Papa Panov, Baboushka</li> </ul>	<p><b>RE &amp; SMSC</b></p> <p><b><u>Unit 6.2 Living a faith-what is identity?</u></b>  <b><u>Religion and World view</u></b>  <b><u>focus: Christianity, Islam and Humanism</u></b></p> <p><b><u>Summary</u></b>          This unit takes a Social Science perspective to explore the concept of religious identity through the way people live and practise their beliefs. There is a focus on how rites of passage (may include death and bereavement) give shape to a person’s identity. Consider the ways in which these milestones impact on families and the wider community.</p> <p>By the end of this unit, pupils should have a view about who and what influences someone to be who they are and what may shape their identity. When discussing the end of life, be sensitive to pupils who may have</p>	<p><b>RE &amp; SMSC</b></p> <p><b><u>Unit 6.3 Hopes and visions- what is life about?</u></b>  <b><u>Religion and World view</u></b>  <b><u>focus: Christianity, Islam and Humanism</u></b></p> <p><b><u>Summary</u></b>          Know that people of different faiths and beliefs have varying opinions on the meaning of life.          Know that different opinions are equal and valid.          Explore the life and key teachings of faith founders</p> <p><b><u>Jigsaw</u></b></p> <p><b>Relationships</b></p> <p>To recognise when people are trying to gain power or control          To demonstrate ways that they could stand up for themselves and their friends in situations where others are trying to gain power or control.</p>	<p><b>RE &amp; SMSC</b></p> <p><b><u>Unit 6.3 Hopes and visions-what is life about?</u></b>  <b><u>Religion and World view focus: Christianity, Islam and Humanism</u></b></p> <p><b><u>Summary</u></b>          Know that people of different faiths and beliefs have varying opinions on the meaning of life.          Know that different opinions are equal and valid.          Explore the life and key teachings of faith founders</p> <p><b><u>Jigsaw</u></b></p> <p><b>Changing Me</b></p> <p>To describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p>
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	<ul style="list-style-type: none"> <li>• contrasting the mood of secular/religious Christmas images, icons, poems and music</li> <li>• similarities between key aspects of festivals celebrated by different faiths</li> </ul> <p><b><u>Jigsaw</u></b></p> <p><b>Celebrating Difference</b></p> <p>To explain ways that difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation.</p>	<p>recently experienced bereavement.</p> <p><b><u>Easter-what is the message of Easter to the world for today?</u></b></p> <p><b><u>Year 6 focus:the message of Easter for today.</u></b></p> <p><b><u>Summary</u></b></p> <ul style="list-style-type: none"> <li>• the Easter story from different perspectives and the dilemmas of the three Marys, the disciples, Pontius Pilate and Barabbas</li> <li>• what happened next - focussing on Ascension and Pentecost</li> <li>• how the events of Easter translated into the founding of Christianity</li> <li>• hot-seating St Paul after his experience on the road to Damascus</li> </ul> <p><b><u>Jigsaw</u></b></p>		<p>Recognise how I feel when I reflect on the development and birth of a baby</p>
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<p><b><u>Creative Development</u></b> <b><u>Art</u></b> 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><u>Music – Instrumental scheme - Indonesia</u></b></p>	<p><b><u>Creative Development</u></b> <b><u>Art</u></b> To create sketch books to record their observations and use them to review and revisit ideas</p> <p><b><u>Music – Dynamics. Pitch and tempo – Fingal's Cave</u></b></p> <ul style="list-style-type: none"> <li>– To know that the conductor beats time to help the performers work well together.</li> </ul>	<p><b><u>Creative Development</u></b> <b><u>Art</u></b> Learn about great artists, architects and designers in history</p> <p><b><u>Music – WW2 songs</u></b> To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2. To know that the Solfa syllables represent the pitches in an octave. A 'counter-subject' or 'counter-melody'</p>	<p><b><u>Creative Development</u></b> <b><u>Art</u></b> 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><u>Music –film music</u></b></p> <ul style="list-style-type: none"> <li>– Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.</li> </ul>	<p><b><u>Creative Development</u></b> <b><u>Art</u></b> To create sketch books to record their observations and use them to review and revisit ideas</p> <p><b><u>Music - pop art</u></b></p> <ul style="list-style-type: none"> <li>– Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles</li> <li>– Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.</li> </ul>



	<ul style="list-style-type: none"> <li>– To understand that improvisation means making up music ‘on the spot’.</li> <li>– To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</li> <li>– To know that timbre can also be thought of as ‘tone colour’ and can be described in many ways</li> </ul>	<p>provides contrast to the main melody. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p>	<ul style="list-style-type: none"> <li>– Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</li> <li>– Identifying the way that features of a song can complement one another to create a coherent overall effect.</li> <li>– Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</li> <li>– Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</li> <li>– Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and</li> </ul>	<ul style="list-style-type: none"> <li>– Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</li> <li>– Identifying the way that features of a song can complement one another to create</li> </ul> <p><b><u>End of year production</u></b></p> <p>Sing in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</p>
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	e.g. warm or cold, rich or bright.			
<p><b><u>Physical Development</u></b></p> <p><b>6.1 Invaders</b> <b>6.1 Boot Camp</b></p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p><b><u>Physical Development</u></b></p> <p><b>6.2 Dynamic Dance</b> <b>6.2 Mighty Movers (Boxercise)</b></p> <p>Perform dances using a range of movement patterns</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b><u>Physical Development</u></b></p> <p><b>6.3 Gym Sequences</b> <b>6.3 Step to the Beat</b></p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Perform dances using a range of movement patterns</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b><u>Physical Development</u></b></p> <p><b>6.5 Nimble Nets</b> <b>6.5 Cool Core (Pilates)</b></p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic</p>	<p><b><u>Physical Development</u></b></p> <p><b>6.6 Young Olympians</b> <b>6.6 Fitness Frenzy</b></p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p>



			principles suitable for attacking and defending	
<p><b>Scientific &amp; technological understanding</b></p> <p><b>Computing</b></p> <p><u>Unit 6.2, 6.6 and 6.4</u></p> <p>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.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of</p>	<p><b>Scientific &amp; technological understanding</b></p> <p><b>Computing</b></p> <p><u>Unit 6.3</u></p> <p>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, including collecting, analysing, evaluating and presenting data and information.</p> <p>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.</p>	<p><b>Scientific &amp; technological understanding</b></p> <p><b>Computing</b></p> <p><u>Unit 6.7 and 6.1</u></p> <p>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, including collecting, analysing, evaluating and presenting data and information.</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Understand computer networks, including the</p>	<p><b>Scientific &amp; technological understanding</b></p> <p><b>Computing</b></p> <p><u>Multi-Layered Music (Bespoke)</u></p> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul> <p>Identify how animals and plants are adapted to suit their environment in different</p>	<p><b>Scientific &amp; technological understanding</b></p> <p><b>Computing</b></p> <p><u>Revisit</u></p> <p><b>Design Technology</b>  <b><u>Mechanical / Electrical systems / Shell Structures: Research, design, build &amp; evaluate a small wind turbine.</u></b></p> <p><b>Design</b>  Carry out research into land and sea based wind turbines. Develop a simple design specification to guide the development of their ideas and product. Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. <b>Make</b>  Formulate a clear plan, including a step-by-step list of what needs to</p>





<p>ways to report concerns about content and contact.</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p><b>Science</b> 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</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><b>Design Technology</b></p> <p><b><u>Making a belt for garden tools (Dig for Victory)</u></b></p> <p><b>Design</b> Know that a 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.</p> <p><b>Make</b> Fabrics can be strengthened, stiffened and reinforced when appropriate</p>	<p>Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p><b>Design Technology</b> <b><u>Food – Research, design &amp; make an afternoon tea for a group of local elderly residents</u></b></p> <p><b>Design</b> Generate innovative ideas through research and discussion with peers and adults to develop a design</p>	<p>ways and that adaptation may lead to evolution.</p>	<p>be done and lists of resources to be used.</p> <p>Select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks.</p> <p>Use finishing and decorative techniques suitable for the product they are designing and making</p> <p><b>Evaluate</b> Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development.</p> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>- Pupils should be taught to:             <ul style="list-style-type: none"> <li>- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of</li> </ul> </li> </ul>
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	<p>Know how to use the equipment safely Explore a range of fabrics</p> <p><b><u>Evaluate</u></b> Know the intended user Know how to compare the product to the original design specification Similar textile products</p> <p><b><u>Science</u></b> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function - Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>brief and criteria for a design specification.</p> <p>Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.</p> <p>Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.</p> <p><b><u>Make</u></b> Write a step-by-step recipe, including a list of ingredients, equipment and utensils</p> <p>Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.</p> <p>Make, decorate and present the food product</p>		<p>buzzers and the on/off position of switches -Use recognised symbols when representing a simple circuit in a diagram.</p>
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		<p>appropriately for the intended user and purpose.</p> <p><b><u>Evaluate</u></b> Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams.</p> <p>Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.</p> <p>Understand how key chefs have influenced eating habits to promote varied and healthy diets.</p> <p><b><u>Science</u></b></p> <ul style="list-style-type: none"><li>- Recognise that light appears to travel in straight lines</li><li>- Use the idea that</li></ul>		
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		<p>light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <ul style="list-style-type: none"><li>- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li></ul> <p>-</p>		
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