

LONG TERM FORECAST		YEAR 6		2019-2020	
	ENGLISH				
English Reading: Word reading Reading: Comprehension Speaking and Listening Writing: Transcription Writing: Grammar and Punctuation Writing: Spelling Writing: Handwriting		English Text Types: Film scripts Stories (flashbacks, issue/dilemma) Plays Traditional stories (fables, myths, legends) Explanations Persuasion Recount Instructions Biography/autobiography Journalistic writing Non-chronological reports Poetry			
	MATHS				
Number: Place value Addition and Subtraction Multiplication and division Fractions Problem solving		Geometry: Position and direction Number: Decimals Number: Percentages Number: Algebra Statistics		Measuring and converting units Measurement, perimeter, area and volume Number: Ratio Geometry: Properties of shape Investigations	
	SCIENCE				
<ul style="list-style-type: none">Animals inc Humans-Growth of HumansEvolution & Inheritance.		<ul style="list-style-type: none">Electricity		<ul style="list-style-type: none">Light	
	COMPUTING				
<ul style="list-style-type: none">We are app planners: Computer networks – Planning the creation of a mobile appWe are project managers: Computational thinking – Developing project management skillsWe are market researchers: Productivity – Researching the app marketWe are interface designers: Communication/collaboration – Designing an interface for an appWe are app developers: Programming – Developing a simple mobile phone appWe are marketers: Creativity – Creating video and web copy for a mobile phone app.					
	GEOGRAPHY				
Geographical Enquiry <ul style="list-style-type: none">Confidently explain scale and use maps with a range of scalesChoose the best way to collect information needed and decide the most appropriate units of measureMake careful measurements and use the dataUse OS maps to answer questionsUse maps, aerial photos, plans and web resources to describe what a locality might be like.		Physical Geography <ul style="list-style-type: none">Give extended description of the physical features of different places around the worldDescribe how some places are similar and others are different in relation to their human featuresAccurately use a 4 figure grid reference?Can they create sketch maps when carrying out a field study		Human Geography <ul style="list-style-type: none">Give an extended description of the human features of different places around the worldMap land use with their own criteriaDescribe how some places are similar and others are different in relation to their physical features	
Geographical Knowledge <ul style="list-style-type: none">Recognise key symbols used on ordnance survey mapsName the largest desert in the worldIdentify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circlesExplain how the time zones work					
	HISTORY				
Chronological understanding <ul style="list-style-type: none">Say where a period of history fits on a timelinePlace a specific event on a timeline by decadePlace features of historical events and people from past societies and periods in a chronological framework		Knowledge and interpretation <ul style="list-style-type: none">Summarise the main events from a specific period in history, explaining the order in which key events happenedSummarise how Britain has had a major influence on world history?Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recentlyDescribe features of historical events and people from past societies and periods they have studiedRecognise and describe differences and similarities/ changes and continuity between different periods of history		Historical enquiry <ul style="list-style-type: none">Look at two different versions and say how the author may be attempting to persuade or give a specific viewpointIdentify and explain their understanding of propagandaDescribe a key event from Britain's past using a range of evidence from different sources	

DT -To take inspiration from design throughout history: Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. Create innovative designs that improve upon existing products. Evaluate the design of products so as to suggest improvements to the user experience.			
Food: <ul style="list-style-type: none"> • I can understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • I can measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • I can demonstrate a range of baking and cooking techniques. • I can create and refine recipes, including ingredients, methods, cooking times and temperatures • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	Materials: <ul style="list-style-type: none"> • I can show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). 	Textiles: <ul style="list-style-type: none"> • I can create objects (such as a cushion) that employ a seam allowance. • I can join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • I can use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion). 	Electricals and Electronics: <ul style="list-style-type: none"> • I can create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).
			To Design, Make, Evaluate and Improve: <ul style="list-style-type: none"> • I can design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • I can make products through stages of prototypes, making continual refinements. • I can ensure products have a high quality finish, using art skills where appropriate. • I can use prototypes, cross-sectional diagrams and computer aided designs to represent designs.
	ART – sketch books required I can Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.		
Painting: <ul style="list-style-type: none"> • I can Sketch (lightly) before painting to combine line and colour. • I can use the qualities of watercolour and acrylic paints to create visually interesting pieces. • I can use brush techniques and the qualities of paint to create texture. • I can develop a personal style of painting, drawing upon ideas from other artists. 	Collage: <ul style="list-style-type: none"> • Justify the materials they have chosen • Combine pattern, tone and shape 	Sculpture: <ul style="list-style-type: none"> • Create models on a range of scales • Create work which is open to interpretation by the audience • Include both visual and tactile elements in their work • Independently plan, create and evaluate a sculpture. Use a wide variety of tools and refine skills. Evaluate and edit their sculpture using artistic language. 	
Drawing: <ul style="list-style-type: none"> • I can use a choice of techniques to depict movement, perspective, shadows and reflection. • I can choose a style of drawing suitable for the work (e.g. realistic or impressionistic). 	Textiles: <ul style="list-style-type: none"> • I can Show precision in techniques. • I can choose from a range of stitching techniques.I can combine previously learned techniques to create pieces. 	Multi Media: <ul style="list-style-type: none"> • Create a piece of art work which includes the integration of digital images they have taken • Combine graphics and text based on their research • Scan images and take digital photos, and use software to alter them, adapt them and create work with meaning. • Create digital images with animation, video and sound to communicate their ideas. 	Great Artists: <ul style="list-style-type: none"> • I can give details (including own sketches) about the style of some notable artists, artisans and designers. • I can show how the work of those studied was • I can influential in both society and to other artists. • I can create original pieces that show a range of influences and styles.

	Religious Education		
Creation and science: Conflicting or complementary?	Why do some people believe in God and some people not?	For Christians, what kind of king is Jesus?	
Why do Hindu's want to be good?	What do Christians believe Jesus did to 'save' people?	How does faith help people when life gets hard?	
	PSHCE – Jigsaw Scheme of work		
Autumn 1: Being me in my world My year ahead Being a global citizen The learning charter Our learning charter Owning our learning charter	Spring 1: Dreams & Goals Personal learning goals Steps to success My dreams for the world Helping makes a difference Recognising our achievements	Summer 1: Relationships My relationships web Love and loss Power and control Being safe with technology	
Autumn 2: Celebrating Difference Am I normal? Understanding disability Power struggles Why bully Celebrating differences	Spring 2: Healthy Me! Food Drugs Alcohol Emergency aid Emotional and mental health Managing stress	Summer 2: Changing Me! Self-image Puberty Girl/boy talk Babies: conception to birth Attraction Transition to secondary school	
	Music		
To Perform <ul style="list-style-type: none">• I can perform solos or as part of an ensemble.• I can hold a part within a round.• I can sing a harmony part confidently and accurately.• I can sustain a drone or a melodic ostinato to accompany singing.• I can perform with controlled breathing (voice) and skillful playing (instrument).	To Compose <ul style="list-style-type: none">• I can combine a variety of musical devices, including melody, rhythm and chords.• I can thoughtfully select elements for a piece in order to gain a defined effect.• I can use drones and melodic ostinati (based on the pentatonic scale).• I can convey the relationship between the lyrics and the melody.• I can use digital technologies to compose, edit and refine pieces of music.	To Transcribe <ul style="list-style-type: none">• I can read and create notes on the musical stave.• I can understand the purpose of the treble and bass clefs and use them in transcribing compositions.	To describe Music Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none">• pitch • dynamics • tempo• timbre • texture• lyrics and melody• sense of occasion• expressive • solo• rounds • harmonies• accompaniments• drones • cyclic patterns• combination of musical elements• cultural context.• Describe how lyrics often reflect the cultural context of music and have social meaning.
Appraising Music <ul style="list-style-type: none">• Refine and improve their work• Evaluate how the venue, occasion and purpose affects the way a piece of music is created• Analyse features within different pieces of music• Compare and contrast the impact that different composers from different times will have had on the people of the time			
	MFL		
Term 1: Classrooms, Clothes and Christmas	Term 2: Families, homes and Easter	Term 3: Holidays	
	PE		
Autumn 2015-2016 Gymnastics Invasion game	Spring 2015-2016 Dance Net game	Summer 2015-2016 Athletics Striking and fielding game Outdoor Adventurous Activity	