



Manland Primary School-Long Term Curriculum Plan

Overview of Topics and Skills – Year 6



SAT		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overall Theme		Evolution and Revolution		Britain and the World at War		The Cultural Importance of China	
English	Writing	<p>All Wound Up</p> <p>Genre: narrative – re-telling scene from Clockwork</p> <p>Independent write (recount) – describing scene from protagonist point of view (linked to Clockwork)</p> <p>Explanation – create biography describing the life and times of Mary Anning (History topic)</p>	<p>Skellig</p> <p>Genre: narrative – describing scene where main character discovers Skellig in the garage.</p> <p>Independent write – a description of entering an abandoned abbey and discovering a creature.</p> <p>Explanation – findings from Science (circuits). Children to explain what affects the brightness of a bulb (reporting findings from enquiries, causal relationships, reliability of results and conclusion)</p> <p>Independent write – Non-chronological report describing Buddhism.</p> <p>Free verse poetry (snow)</p>	<p>World War One and Two</p> <p>Genre: Flashback</p> <p>Outcome: A narrative describing the moment soldiers leave the trenches to go 'over the top' to the front line. (<i>Independent piece</i>)</p> <p>Genre: Poetry</p> <p>Outcome: Remembrance Poem</p> <p>Narrative to describe settings, characterisation and develop atmosphere – newspaper report describing the Blitz</p> <p>Power of Persuasion</p> <p>Genre: Formal Letter</p> <p>Outcome: A letter in role linked to A letter to Mrs Wicks Headteacher on an issue of their choice, followed up by a Q and A</p>	<p>World War Two</p> <p>Genre: Diary writing</p> <p>Outcome: Diary entry about the first night of the Blitz</p> <p>Genre: Informal Letter</p> <p>Outcome: Letter describing life in the Blitz</p> <p>Discussion text – a debate, followed by a write-up with presents and evaluates the opinions of multiple differing viewpoints.</p> <p><i>The validity/ethics of war</i></p> <p>Read, write and perform free verse poetry</p>	<p>Power of Persuasion</p> <p>Genre: Formal Letter</p> <p>Outcome: A letter in role linked to A letter to Mrs Wicks Headteacher on an issue of their choice, followed up by a Q and A</p> <p>SATs \ moderation prep.</p> <p>Use peer editing to improve previous pieces of independent writing.</p>	<p>Take One Book – writing linked to 'Wonder'</p> <p>Writing with different degrees of formality: Formal letter Informal email Text message (writing from different viewpoints of characters)</p> <p>Drama – end of Year 6 production</p>
	Reading	<p>Clockwork – Philp Pullman</p> <p>Dracula – Bram Stoker (extracts)</p>	<p>Skellig – David Almond</p>	<p>Goodnight Mr Tom (extracts)</p> <p>My Story: Battle of Britain (extracts)</p>	<p>My Story: Blitz (extracts)</p> <p>Kingdom by the Sea (extracts)</p>	<p>Yankee Girl – Mary Ann Rodman</p> <p>SATs prep in streamed in groups</p>	<p>Wonder – R J Palacio</p>
	Grammar	<p>Cohesive devices, fronted adverbials, subordination, hyphens, layout devices (headings, sub-headings, columns, bullet points to list information.), hyphens to avoid ambiguity.</p>	<p>Passive voice</p> <p>Expanded noun phrases</p> <p>Informal Vs formal tone (switching between both, as appropriate, in a single piece)</p>	<p>Informal Vs formal speech</p> <p>Vocabulary typical of informal speech.</p> <p>Vocabulary appropriate for formal speech and writing ('said' Vs 'reported', 'alleged')</p>	<p>Cohesive devices</p> <p>Grammatical connections (adverbials)</p>	<p>Vocabulary typical of informal speech.</p> <p>Vocabulary appropriate for formal speech and writing ('said' Vs 'reported', 'alleged' or 'claimed' in formal speech or writing)</p>	



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			of writing), use of the subjunctive Cohesive devices to link ideas across paragraphs. Use of semi-colon, colon and dash Hyphens to avoid ambiguity Use of semi-colon, colon and dash to indicate stronger subdivision of sentence than a comma. Elision. Passive voice.	or 'claimed' in formal speech or writing) Cohesive devices to link ideas across paragraphs. Use of semi-colon, colon and dash Hyphens to avoid ambiguity Use of semi-colon, colon and dash to indicate stronger subdivision of sentence than a comma. Elision.	Vocabulary appropriate for formal speech and writing ('said' Vs 'reported', 'alleged' or 'claimed' in	Question tags (informal) Vs subjunctive form in formal writing and speech Cohesive devices
Spelling	Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel. Hyphens: To join compound adjectives to avoid ambiguity Homophones & Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy Adjectives ending in -ant into nouns ending in -ance/ -ancy Adjectives ending in -ent into nouns ending in -ence/ -ency	Words ending in -able Words ending in -ably Word families based on common words, showing how words are related in form and meaning Creating diminutives using prefixes micro or mini	Adding suffixes beginning with vowel letters to words ending in -fer Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) Word families based on common words, showing how words are related in form and meaning	Words with endings which sound like /shuhl/ after a vowel letter Words with endings which sound like /shuhl/ after a consonant letter Words with a 'soft c' spelt /ce/ Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning Words that can be nouns and verbs Words with a long /o/ sound, spelt 'ou' or 'ow' Words ending in 'ible' Words ending in 'ibly'	Synonyms and antonyms
Maths	Place Value Multiply and Divide by 10, 100 and 1000	Fraction and Decimal equivalents Fractions, Decimals and Percentages	Order of operations and algebra Formal written method for Long Division,	Ratio and Proportion Volume, Measures, Statistics – Interpret Line Graphs and Pie Charts,	Statistics – Calculate and Interpret Mean Average, Application of previous years' learning,	Constructing Pie Charts Statistical Representations Further Algebra



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	<p>Choosing effective mental calculation strategies Problem solving with four operations Application of Factors, Multiples and Primes, Equivalent Fractions, Comparing and ordering fractions</p>	<p>Calculating percentages, Formal written methods of multiplication, Area of Parallelograms and Triangles, Formal Written Method of Short Division, Properties of Shape</p>	<p>Exploring r between perimeter and area, Recognise and find angles, Reflection and Translation, Multiplying Fractions, Dividing Fractions, Fraction Problem Solving,</p>	<p>Algebra and Sequences SATs revision</p>	<p>Application of Known Facts and Calculation Strategies SATs revision</p>	<p>Financial Maths and Enterprise Maths prep for KS3</p>
Art	<p>London Calling</p> <p>Develop a personal style of painting, drawing upon ideas from other artists (David Bomburg). Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles. Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p>	<p>Beautiful Biomes</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketchbook. 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. Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. Use ceramic mosaic materials and techniques.</p>	<p>The Blitz in Profile</p> <p>Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture.</p>	<p>Army on the March</p> <p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern.</p>	<p>Asian Inspiration</p> <p>Combine visual and tactile qualities. Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work. Enhance digital media by editing (including sound, video, animation, still images and installations).</p>	
Computing	<p>Quiz Codes</p>	<p>Digital Design</p>	<p>Wonderful Web Pages</p>	<p>Creative CSS</p>	<p>Mastering Micro bit</p>	



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	<p>Set IF conditions for movements. Specify types of rotation giving the number of degrees. Use IF THEN ELSE conditions to control events or objects. Use lists to create a set of variables. Use the Boolean operators $() < () () = () >$ $() \text{and} () () \text{or} () \text{Not} ()$ to define conditions. Use the Reporter operators $() + () () - () * () () / ()$ to perform calculations. Pick Random $()$ to $() \text{Join} () () \text{Letter} ()$ of $() \text{Length of} () () \text{Mod} ()$ This reports the remainder after a division calculation Round $() ()$ of $()$.</p>	<p>Change the position of objects between screen layers (send to back, bring to front). Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. Combine the use of pens with movement to create interesting effects. Set events to control other events by 'broadcasting' information as a trigger.</p>	<p>Collaborate with others online on sites approved and moderated by teachers. Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. Understand how simple networks are set up and used.</p>	<p>Understand the effect of online comments and show responsibility and sensitivity when online. Choose the most suitable applications and devices for the purposes of communication. Use many of the advanced features in order to create high quality, professional or efficient communication. Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.</p>	<p>Use IF THEN ELSE conditions to control events or objects. Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions. Use lists to create a set of variables. Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.</p>	
Design and Technology		<p>Eating the Seasons</p> <p>Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</p>	<p>Soaring Spitfires</p> <p>Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). 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)</p>	<p>Food From Our Past</p> <p>Create and refine recipes, including ingredients, methods, cooking times and temperatures.</p>	<p>The Dragons Are Coming</p> <p>Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips). Write code to control and monitor models or products.</p>	<p>Asian Fusion</p> <p>Demonstrate a range of baking and cooking techniques.</p>
Geography		<p>Breath-taking Biomes</p> <p>Describe and understand key aspects of:</p>	<p>The March Across Countries</p> <p>Describe and understand key aspects of: physical geography, including: Historical borders of European countries during the Second World War</p>		<p>South East Asian Adventure</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p>	



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		<p>physical geography, including: climate zones, biomes and vegetation belts Collect and analyse statistics and other information in order to draw clear conclusions about locations. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <p>Key questions: what is a biome? What are the major biomes of the world? How do the world's biomes differ from each other?</p>		<p>Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent. Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p>
History	<p>Great Men and Women of Science</p> <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century 		<p>The World at War</p> <p>Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate. Identify continuity and change in the history of the locality of the school. Use dates and terms accurately in describing events. Use original ways to present information and ideas.</p>	<p>The Shang Dynasty</p> <p>Describe the social, ethnic, cultural or religious diversity of past society. Identify periods of rapid change in history and contrast them with times of relatively little change. Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy.



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	<ul style="list-style-type: none"> • decade • legacy. <p>Key questions: when were they prolific? How did they change our thinking? What is their legacy?</p>					
Modern Foreign Languages (French)	Listen to spoken language and join in. Explore the patterns and sounds of language through songs and rhymes.	Engage in conversations; ask and answer questions. Speak in sentences, using familiar vocabulary, phrases and basic language structures.	Develop accurate pronunciation and intonation so that others understand when reading aloud. Use familiar words and phrases present ideas and information orally to a range of audiences.	Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language.	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly Describe people, places, things and actions orally and in writing feminine and masculine forms.	Use singular and plural forms adjectives pronouns and the conjugation of high-frequency verbs. Identify the gender of a noun from its article in spoken French.
	Understand the main points and some of the detail from a short spoken passage, including more complex phrases and sentences.	Join in with a longer continuous conversation, including longer sentences and more complex opinions, e.g. giving reasons. Use familiar words and sentence structures to construct new sentences.	Use a range of spoken language confidently, using accurate pronunciation and intonation. Develop a simple sketch or role-play and perform.	Understand the main points and some of the detail from a short written text, which contains some unfamiliar language. Understand the main points and some of the detail from a spoken story or poem, which contains some unfamiliar language. Appreciate why certain words have been used in written stories, songs or poems.	Use familiar words and sentence structures to write new sentences. Write a short passage from memory, including longer or more complex sentences. Construct a short text to describe a place, person or thing, using more complex sentences. Use French articles confidently and accurately.	Write some regular French nouns and the correct forms of some simple adjectives with a noun. Recognise that 'vous' is used for more than one person. Talk about what I am going to do, using the future tense. Talk about what I have done, using the past tense. Recognise the 'vous'/'ils'/'elles' forms and that some verbs are irregular can recognise the past tense of some common verbs. Write the correct form of some irregular verbs in the first and third person singular and write simple sentences using the future and past tense, with help. Use the rules I know about building sentences in French to create new sentences using different vocabulary.
Music	Making music from words	Singing in parts – Christingle carols	WW2 medley – listen, compose and perform	Digital compositions- Garage band	China – pentatonic music	Singing – KS2 performance
	Create songs with verses and a chorus. Combine a variety of musical devices,	Sing a harmony part confidently and accurately. Perform with controlled breathing	Convey the relationship between the lyrics and the melody.	Use digital technologies to compose, edit and refine pieces of music	Describe how lyrics often reflect the cultural context of music and have social meaning.	Sing a harmony part confidently and accurately. Perform with controlled breathing (voice)



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	including melody, rhythm and chords.	breathing (voice) and skilful playing (instrument).	Use and understand simple time signatures. Choose to include: <ul style="list-style-type: none"> • lyrics and melody • harmonies • accompaniments • cyclic patterns • combination of musical elements Understand the purpose of the treble and bass clefs and use them in transcribing compositions			
PE	Dance Tennis Compose creative and imaginative dance sequences. Perform expressively and hold a precise and strong body posture. Perform and create complex sequences. Express an idea in original and imaginative ways. Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. Vary speed, direction, level and body rotation during floor performances. Use forehand and backhand when playing racket games.	Gymnastics Basketball Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. Hold shapes that are strong, fluent and expressive. Include in a sequence set pieces, choosing the most appropriate linking elements. Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).	Gymnastics Football Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. Hold shapes that are strong, fluent and expressive. Include in a sequence set pieces, choosing the most appropriate linking elements. Vary speed, direction, level and body rotation during floor performances. Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).	Dance Hockey Compose creative and imaginative dance sequences. Perform expressively and hold a precise and strong body posture. Perform and create complex sequences. Express an idea in original and imaginative ways. Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.	Cricket Athletics Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Work alone, or with team mates in order to gain points or possession. Strike a bowled or volleyed ball with accuracy. At Caythorpe: Embrace both leadership and team roles and gain the commitment and respect of a team. Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. Remain positive even in the most challenging circumstances, rallying others if need be. Use a range of devices in order to orientate themselves.	Rounders Athletics Choose the best place for running over a variety of distances. Throw accurately and refine performance by analysing technique and body shape. Show control in take off and landings when jumping. Compete with others and keep track of personal best performances, setting targets for improvement Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team.
PSHE	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me



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	<p>Fast Fashion I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make.</p> <p><i>Link to Buddhism (wants Vs needs).</i></p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>	<p>I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place.</p>	<p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure</p>	<p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>
RE	<p>The Origins of Buddhism</p> <p>Explain how religious beliefs shape the lives of individuals and communities. Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</p> <p><i>Key questions: How do religious beliefs shape lives? How do the beliefs and practices of Buddhism vary? How does Buddhism compare with other religions and beliefs?</i></p>	<p>Spiritual Diversity</p> <p>Explain the practices and lifestyles involved in belonging to a faith community.</p> <p><i>Key questions: what are the practices in belonging to a faith community? How do different religions worship God? How do these beliefs compare to my own worldview?</i></p> <p><i>Link to previous module on Buddhism. How do these religious worldview compare to Buddhism?</i></p>	<p>Ethics and War</p> <p>Express their own values and remain respectful of those with different values Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. Explain their own ideas about the answers to ultimate questions. Explain why their own answers to ultimate questions may differ from those of others.</p>	<p>Ethics and Responsibility</p> <p>Express their own values and remain respectful of those with different values Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. Explain their own ideas about the answers to ultimate questions. Explain why their own answers to ultimate questions may differ from those of others.</p>	<p>Sacred Texts and Stories</p> <p>Explain some of the different ways that individuals show their beliefs. Explain their own ideas about the answers to ultimate questions. Explain why their own answers to ultimate questions may differ from those of others.</p>	<p>Inspirational Leaders</p> <p>Show an understanding of the role of a spiritual leader. Explain their own ideas about the answers to ultimate questions. Explain why their own answers to ultimate questions may differ from those of others.</p>



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	Link to PHSE – Fast Fashion (wants Vs needs).					
Science	Light Fantastic	It's Electric	Circulating the Human Body	The Key to Classification	Evolution and Inheritance	Topic linked investigations
	<p>Recognise that light appears to travel in straight lines. Explain that we see things because light travels from the light source to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the object that cast them. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Working Scientifically Plan different types of scientific enquiries to answer questions, recognising and controlling variables where necessary. Take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using</p>	<p>Use recognised symbols when representing a simple circuit in a diagram. Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Working Scientifically Plan different types of scientific enquiries to answer questions recognising and controlling variables where necessary. Take measurements, in standard units, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record and present findings using scientific diagram and labels, classification keys, tables, scatter graphs, bar and line graphs. Identify causal relationships and explanations of results. Draw conclusions, explain and interpret results (including the degree of trust). Use test results to make predictions and to set up further comparative and fair tests.</p>	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, vessels and blood. Recognise the impact of diet, exercise, drugs, and lifestyle on the way their bodies function. Describe the way in which nutrients and water are transported within animals, including humans.</p> <p>Working Scientifically To plan different types of scientific enquiries to answer questions, recognising and controlling variables where necessary. Take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Report and present findings from enquiries including conclusions, causal relationships and explanations, of a degree of trust in results, in oral and written forms such as displays and other presentations.</p>	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Working Scientifically Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p>	<p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Working Scientifically Identify scientific evidence that has been used to support or refute ideas or arguments. Use test results to make predictions and to set up further comparative fair tests.</p>	<p>Deciding as a class where to take our learning. Planning different types of enquiries to answer scientific questions.</p>



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	<p>scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Report and present findings from enquires including conclusions, causal relationships and explanations, of and a degree of trust in results, in oral and written explanations such as displays and other presentation. Use test results to make predictions and to set up further comparative and fair tests.</p> <p>Key questions: How are we able to see? Why do shadows exist? How does light travel?</p>	<p>Key questions: What are the components of a circuit? What affects the brightness of a bulb? Why are switches able to turn lights on and off?</p> <p><i>Link to previous unit on light and how we're able to see.</i></p>				
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