

## Inmans Y6 LTP

<p style="text-align: center;"><b>How did WW2 impact the local area?</b> <b>History</b></p>	<p style="text-align: center;"><b>What will our coastline look like in 20 years' time?</b> <b>Geography/Science</b></p>	<p style="text-align: center;"><b>What did the Romans ever do for us?</b> <b>History/ Geography</b></p>	<p style="text-align: center;"><b>Why are the Americas so diverse?</b> <b>Geography</b></p>	<p style="text-align: center;"><b>What happened to the Mayans?</b> <b>Geography/History</b></p>
<p><b>Knowledge and Understanding of the world</b></p> <ul style="list-style-type: none"> <li>♣ Focus on a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</li> <li>♣ 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</li> </ul>	<p><b>Knowledge and Understanding of the world</b></p> <ul style="list-style-type: none"> <li>♣ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>♣ use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> <li>♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<p><b>Knowledge and Understanding of the world</b></p> <ul style="list-style-type: none"> <li>♣ Learn about the Roman Empire and its impact on Britain</li> <li>♣ describe and understand 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</li> </ul>	<p><b>Knowledge and Understanding of the world</b></p> <ul style="list-style-type: none"> <li>♣ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</li> <li>♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>♣ use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>	<p><b>Knowledge and Understanding of the world</b></p> <p>Focus on a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization</p>

<p><b>RE &amp; SMSC</b></p> <p><b><u>Justice &amp; Freedom</u></b></p> <p>Key Question: Is it fair?</p> <p>Jigsaw – Being me in my world</p>	<p><b>RE &amp; SMSC</b></p> <p>Christmas Unit</p> <p>Jigsaw – celebrating difference</p>	<p><b>RE &amp; SMSC</b></p> <p><b><u>Living a faith</u></b></p> <p>Key Question: What gives a sense of identity &amp; belonging?</p> <p>Jigsaw – dreams and goals</p>	<p><b>RE &amp; SMSC</b></p> <p><b><u>Hopes &amp; visions</u></b></p> <p>Key Question: What is life about?</p> <p>Jigsaw – healthy me</p>	<p><b>RE &amp; SMSC</b></p> <p>Jigsaw – relationships (elements of appropriate changing me unit also)</p>
<p><b><u>Creative Development</u></b></p> <p><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 – I’ll be There</u></b> Sing in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p><b><u>Creative Development</u></b></p> <p><b><u>Art</u></b> To create sketch books to record their observations and use them to review and revisit ideas <b><u>Music – Classroom Jazz</u></b></p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p> <p>Improvise and compose structured music for a range of purposes using the inter-related dimensions of music.</p>	<p><b><u>Creative Development</u></b></p> <p><b><u>Art</u></b> Learn about great artists, architects and designers in history <b><u>Music – A New Year Carol / Happy</u></b></p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Play an instrument in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</p> <p>Use and understand staff and other musical notations</p>	<p><b><u>Creative Development</u></b></p> <p><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 – You’ve Got a Friend</u></b> Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Develop an understanding of the history of music.</p>	<p><b><u>Creative Development</u></b></p> <p><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</u></b> Sing in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression (End of year production)</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>
<p><b><u>Physical Development</u></b></p>	<p><b><u>Physical Development</u></b></p>	<p><b><u>Physical Development</u></b></p>	<p><b><u>Physical Development</u></b></p>	<p><b><u>Physical Development</u></b></p>

<ul style="list-style-type: none"> <li>♣ take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<p>Perform dances using a range of movement patterns</p>	<ul style="list-style-type: none"> <li>♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul>	<ul style="list-style-type: none"> <li>♣ 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</li> </ul>	<ul style="list-style-type: none"> <li>♣ 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</li> </ul>
<p><b>Scientific &amp; technological understanding</b></p> <p><b>Computing</b></p> <p><b>D&amp;T</b> In other enquiries</p> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>♣ recognise that light appears to travel in straight lines</li> <li>♣ 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</li> <li>♣ 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</li> <li>♣ use the idea that light travels in straight lines to</li> </ul>	<p><b>Scientific &amp; technological understanding</b></p> <p><b>Computing</b></p> <p><b>D&amp;T</b></p> <p>understand how key events and individuals in design and technology have helped shape the world</p> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>♣ 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</li> </ul>	<p><b>Scientific &amp; technological understanding</b></p> <p><b>Computing</b></p> <p><b>D&amp;T</b></p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p>	<p><b>Scientific &amp; technological understanding</b></p> <p><b>Computing</b></p> <p><b>D&amp;T - Burgers</b></p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p><b>Science</b></p> <p>Pupils should be taught to:</p> <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> </ul>	<p><b>Scientific &amp; technological understanding</b></p> <p><b>Computing</b></p> <p><b>D&amp;T</b> In other enquiries</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> <li>♣ identify how animals and plants</li> </ul>

<p>explain why shadows have the same shape as the objects that cast them.</p>	<ul style="list-style-type: none"> <li>♣ give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	<p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p><b><u>Science</u></b></p> <ul style="list-style-type: none"> <li>♣ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>♣ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>♣ describe the ways in which nutrients and water are</li> </ul>	<ul style="list-style-type: none"> <li>♣ 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</li> <li>♣ use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<p>are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>
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