St Jude's Catholic Primary School

Year 6 Long Term Plan 2026-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE **Come and See**	**Domestic Church** (Loving) **Baptism/ Confirmation** (Vocation & commitment)	**Judaism** (Yom Kippur) **Advent/ Christmas** (Expectations)	**Local Church** (Sources) **Eucharist** (Unity)	**Eucharist** (Unity) **Lent/Easter** (Death & new life)	**Islam** (The 5 pillars Zakat) **Pentecost** (Witnesses)	**Reconciliation** (Healing) **Universal Church** (Common good)
RSE	The wonder of God's love in creating new life Develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families.		The wonder of God's love in creating new life Explain how human life is conceived.		The wonder of God's love in creating new life Show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships.	
All Are Welcome	**The Only Way is Badger** (consequences of actions, can link to friendships)	**The Island** (racism)	**King of the Sky** (feeling a sense of belonging)	**Leaf** (acceptance)	**When the Dragons Came** (Diversity)	**If I were Prime Minister** (Democracy and politics)
English	**The Arrival**	**The Promise**	**The Invention of Hugo Cabret**	**Boy in the Tower**	**The Wind in the Wall**	**Some Places More than Others**

'Together we learn, love and grow with Jesus'

	Extended own version narratives Letters, Lists of rules, Character descriptions, Diaries, Short playscripts, Short reports, Guides **Windrush Child** Persuasive pitch to the local council, Thought bubble, informal letter, Poem, Diary entry, Advice, Informal letter	Sequels to continue the cyclical story, Experimentation with figurative language, Reports **Suffragette: The Battle for Equality** Persuasive campaigns, Formal letters, Diaries, Balanced arguments, Speeches, Short news reports	Biographies Diaries, Journalistic writing, Flashback narratives, Speeches, Discussions, Letters, Film critiques **Can We Save the Tiger?** Discussion texts, Letters, Explanations, Persuasive posters & speeches, Simple poems	Own version narratives (past and present tense), Journalistic writing, Formal letters, Non-chronological reports	Extended narrative, Posters, Figurative writing, Descriptions, Old English letter	A transition project to represent children including maps, Recipes, Poems, Biography
Maths	Place value Number: Four operations	Fractions Converting units of measurement	Decimals Percentages Algebra	Ratio Statistics Perimeter, Area and Volume	Properties of shapes Geometry: Position & direction	Consolidation and themed projects
Science	**Animals including humans** • identify and name the main	**Light** • recognise that light appears to travel in straight lines	**Electricity** • associate the brightness of a lamp or the volume of a		**Living things and their habitats** • describe how living things are classified into	**Evolution and inheritance** • recognise that living things have changed

	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.	• 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 • 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 • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	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 use recognised symbols when representing a simple circuit in a diagram.		broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics.	over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. **Sustainability –**

						Light pollution **Sustainability – Renewable energy**
History	**<u>World War 2</u>** Why WW2 happened. Churchill and Hitler The Battle of Britain. The impact of the war on Britain. The Holocaust. Do you think a German child learns about WW2 in the same way as you? NC- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.				**<u>A Northern Powerhouse</u>** The coal mines, canals and industry. Rugby league and the power of sport. How Wigan had 'Norther Soul' Wigan today. Why is Wigan class? NC- A local history study	
Geography	**The Himalaya** A Study of Southern Asia focusing on mountains. With an in depth study of the Himalaya mountain range/Mount Everest.				**Local Study – Lake District** A local study of the Lake District with an in depth study of the physical geographical features.	
Art and Design	**Photo Opportunities** Developing photography skills and techniques to design a range of creative photographic outcomes.		**Drawing: Expressing ideas** Exploring how drawing can be used to express ideas and messages, inspired by a range of		**Sculpture and 3D: Making memories** Creating a personal memory box using a collection of found objects and hand-sculptured forms,	

			street art examples and environmental themes.		reflecting primary school life with symbolic and personal meaning.	
Design and Technology	**Structures: Playground pioneers** Investigating how playground structures are designed and reinforced through using triangulation and computer-aided design.		**Textiles: Bags** Designing pattern pieces, making a bag for a specific user and thinking about aesthetics and functionality.		**Digital world: Navigating the world** Programming a navigation tool to produce a multifunctional device for trekkers.	
Computing	**Creating formula in Excel** Pupils will learn how to organise data and make calculations using the application Microsoft Excel.	**. Edublocks- Introduction to Python** Pupils will learn how block-based programming compares to written code. Pupils will be introduced to Python as a text-based method of programming.	**Programming a Game** Using the application Scratch, pupils will create an interactive, playable game using conditionals, variables, and operators. Enrichment: Co Spaces Microbits	**Creating a Podcasting** Pupils will produce a podcast based on a piece of writing from another curriculum area or aspect of school life. Enrichment: Green Screen	**HTML** Pupils will learn how to design a multi-page informational website, considering the layout, user experience and key features including home page, links and images.	**Social Media & Being Safe Online** Pupils will learn about the purpose of social media and different aspects of social media and how to use it safely. Enrichment: Canva

Online Safety – Project Evolve	Online Relationships	Online Bullying	Privacy and Security	Online Reputation	Managing Online Information	Health, Well-Being and Lifestyle
Music	**Classroom Jazz 2** (Jazz, Latin Blues)		**BBC Ten Pieces** **Dr. Who Theme Tune** – Delia Derbyshire		**Make your own Hit Single** **Yu Studio** **(Music technology)**	
PE	**Coordination & Agility** In this unit, the children will develop and apply their ball skills and reaction and response through focused skill development sessions, modified/non-traditional games and sports and healthy competition. *Enjoy competing with each*	**Dynamic Balance and Counter Balance** In this unit, the children will develop and apply their dynamic balance on a line and counter balance with a partner through focused skill development sessions, modified/non-traditional games and sports and healthy	**Static Balance and Coordination** In this unit, the children will develop and apply their stance and footwork through focused skill development sessions, modified/non-traditional games and sports and healthy competition. *Enjoy communicatin g,*	**Static Balance** In this unit, the children will develop and apply their seated balance and floor work balance through focused skill development sessions, modified/non-traditional games and sports and healthy competition. *Enjoy communicatin g,*	**Dynamic Balance to Agility & Static Balance** In this unit, the children will develop and apply their jumping and landing and one leg balance through focused skill development sessions, modified/non-traditional games and sports and healthy competition.	**Coordination & Agility** In this unit, the children will develop and apply their sending and receiving and ball chasing through focused skill development sessions, modified/non-traditional games and sports and healthy competition. *Use running, jumping, throwing and*

	other and develop an understanding of how to improve in an activity. Use throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. .	competition. *Enjoy communicating, collaborating and competing with each other and develop an understanding of how to improve in an activity. Develop strength, control and balance. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and*	*collaborating and competing with each other and develop an understanding of how to improve in an activity. Develop strength, control and balance, and technique. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.*	*collaborating and competing with each other and develop an understanding of how to improve in an activity. Develop strength, control and balance, and technique. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.*	*Enjoy communicating, collaborating and competing with each other and develop an understanding of how to improve in an activity. Develop strength, control and balance, and technique. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.*	*catching in isolation and in combination. Enjoy communicating, collaborating and competing with each other and develop an understanding of how to improve in an activity. Develop strength, control and balance, and technique. Play competitive games, modified where appropriate, and apply basic principles*

		defending. **Swimming** *Swim competently, confidently and proficiently over a distance of at least 25 metres.* *Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)* *Perform safe self-rescue in different water-based situations.*				*suitable for attacking and defending.* **Outdoor Adventurous Activity** *Take part in outdoor and adventurous activity challenges both individually and within a team.* **Swimming** *Swim competently, confidently and proficiently over a distance of at least 25 metres.* *Use a range of strokes*

						effectively (for example, front crawl, backstroke and breaststroke) Perform safe self-rescue in different water-based situations.
MFL- Spanish	Unit 7: Classroom Objects, Numbers to 100 & Further Articles		Unit 8: Sports, Weather & Further Likes/Dislikes		Unit 9: Wild Animals & Habitats/Verb Conjugations & Further Adjectives	
PSHE	**PSHE – Mental Health and Emotional Wellbeing** How can I recognise my feelings and look after my wellbeing?	**Relationships, Respect & Anti-Bullying** How can I build kind friendships and show respect to everyone?	**PSHE – Health & Wellbeing** How can I make healthy choices to look after my body and mind?	**Living in the Wider World** How can I make a positive contribution to my community and the wider world?	**Keeping Safe and Managing Risk** How can I recognise risks, make safe choices and know where to go for help?	**Money and Work** How can I make sensible choices about money, work and my future?
My Happy Mind	**Meet Your Brain**	**Celebrate**	**Appreciate**	**Relate**	**Engage**	**Transition**