Igniting a passion for learning in all;
emboldening a community of high aspiration and fulfilment.

At Rauceby Church of England School, our curriculum is ambitious, inspiring and creative, igniting a passion for life-long learning in all our children. We endeavour to ensure that all children reach their potential academically and personally through a rich curriculum rooted in shared values and consistent high expectations. We aim to embolden our children to be confident, articulate, global citizens who have high aspirations for themselves and others, and who are personally fulfilled.

Year 6 Long Term Plan 2024/2025	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading Spine	Rose Blanche Once Letters from the Lighthouse Goodnight Mr Tom	Floodland Flood	Skellig Darwin's Dragons Origin of the Species Moth	Shackleton Pig Heart Boy A Race to the Frozen North	Island Journey Boy 87 The Arrival	If the World were a Village Holes
Spelling and Grammar	Sentence Structure Text Structure Punctuation Terminology	Sentence Structure Text Structure Punctuation Terminology	Sentence Structure Text Structure Punctuation Terminology	Sentence Structure Text Structure Punctuation Terminology	Sentence Structure Text Structure Punctuation Terminology	Sentence Structure Text Structure Punctuation Terminology
Maths	Number Place value, ordering, factorising, squares Written calculations all operations Mental calculations Addition, subtraction, multiplication, and division	Fractions: Comparing with decimal and percentage Geometry: Classifying and describing 2D and 3D shapes Constructing and measuring shapes Position and direction <u>Extra</u> Statistics: Pie charts Mean as an average Carroll diagrams	Number: Decimal notation and ordering Written methods, multistep problems Percentages Algebra: Express missing number problems Number: Written calculations BIDMAS Time and Money problems	Measurement: Perimeter, area, and volume Number: Ratio Ratio and Proportion: Scale factors of shapes and solving problems involving inequalities Measurement: Area, perimeter and volume of 2D and 3D shapes, converting units <u>Extra</u>	Geometry: Position and direction using coordinates Cardinal points Reflection and symmetry Angles in and around shapes ****SATs week*** Revision as required for SATs Statistics: Conversion of units Line graphs – reading and constructing Maths	Money Week: Multistep problems and financial responsibility Stock market investigation/exercise Investigations: applying mathematical skills in real world contexts using logic and reasoning

'I can do all things through him who gives me strength'. (Philippians 4.13)

#thischildcan

			Calculating with fractions Algebra: Use simple formulae	Number: Factors and multiples Probability Roman numerals	and art – Investigating the maths in art.	
Working Scientifically	• planning different types of scientific enquiries to answer questions, including recognising, and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships, and explanations of results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments.					
Science Content Knowledge	**Light** Recognise that light appears to travel in straight lines. 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.	**Living things & habitats** 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.	**Evolution & inheritance** Recognise that living things have changed 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 adaption may lead to evolution	**Animals including humans** 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 exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.	**Electricity** 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. Use recognised symbols when representing a simple circuit in a diagram.	**Working Scientifically** Investigations linked to global trading Consolidation of KS2 science curriculum.

Igniting a passion for learning in all;

emboldening a community of high aspiration and fulfilment.

RE	What does it mean if God is holy and loving? (UC 2b.1)	Do you have to believe in God to be good? (LAS Additional)	How do Hindus show that they belong? (LAS Life Journey – Hinduism)	What are Muslim rites of passage? (LAS Life Journey – Islam)	Creation and Science, Conflicting or complementary? Core and Digger Deeper (UC 2b.2)	
RSE	Living in the wider world		Relationships		Health and wellbeing	
History Content Knowledge	What were the causes and consequences of WW2? Significant historical place or events, people places and their own locality. A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066. References to: Y5 British Empire and Victorians and building on chronology of local history linked to British history.		What do all Ancient Civilisations have in common? An overview of when the first civilisations appeared and a depth study of the early Islamic. References to Y3 – Egyptians Y4 – Mayans Y5 – Ancient Greece		Why did migrants come to Britain and what experiences and impact did this have? Significant historical place or events, people places and their own locality. A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066. References to: Y3 – Roman Britain and its impact on Britain Y4- Britain's settlement by Anglo-Saxons and Scots. Y5 -The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	
Geography Content Knowledge		How do rivers change our landscape?		North and South Pole		Trade Links and Distribution

'I can do all things through him who gives me strength'. (Philippians 4.13)

#thischildcan

		Location knowledge -locate world countries on a map Place Knowledge -understanding geographical similarities and differences -distribution of resources Human & Physical Geography -recap key aspects of the water cycle -formation of rivers		Location knowledge -locate world countries on a map -identify position and significant of latitude and longitude, Equator, Northern and Southern hemisphere, the Tropics of Cancer and Capricorn, Artic and Antarctica Circle and time zones. Place Knowledge -understanding geographical similarities and differences Human & Physical Geography -describe the key aspects of climate zones, biomes and vegetation belts. - types of settlement and land use, resources for food, minerals and water. Geographical skills and fieldwork -use maps, atlases and digital mapping to locate countries and describe features.		Location knowledge -locate world countries on a map Place Knowledge -understanding geographical similarities and differences Human & Physical Geography -trade links and distribution of natural resources Geographical skills and fieldwork -use maps, atlases and digital mapping to locate countries and describe features. -use eight points of a compass and six-figure grid references, symbols and key with Ordnance Survey maps) to build knowledge of the UK and wider world. -use fieldwork to observe, measure and record the human and physical features in the local area using maps, plans and graphs and digital technologies.
Art and Design	2D Drawing to 3D Making Explore how 2D drawings can be transformed to 3D objects. Work towards a		**Activism** Explore how artists use their skills to speak on behalf of communities.	**Take a Seat** Explore how craftspeople and		

Igniting a passion for learning in all;
emboldening a community of high aspiration and fulfilment.

	sculptural outcome or a graphic design outcome.		Make art about things you care about.	designers bring personality to their work.		
Design and Technology		Bridge Building Investigation use selected tools and equipment precisely *produce suitable lists of tools, equipment, materials needed, considering constraints * select appropriate materials, fit for purpose; explain choices, considering functionality and aesthetics * create, follow, and adapt detailed step-by-step plans *explain how product will appeal to audience; make changes to improve quality * accurately measure, mark out, cut and shape materials/components * accurately assemble, join and combine materials/components * accurately apply a range of finishing techniques * use techniques that involve a number of steps * be resourceful with practical problems			Tastes from around the world *Understand a recipe can be adapted by adding / substituting ingredients *explain seasonality of foods *learn about food processing methods *name some types of food that are grown, reared, or caught in the UK or wider world *adapt recipes to change appearance, taste, texture or aroma. *Describe some of the different substances in food and drink, and how they can affect health *prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of heat source. *Use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading, and baking.	Fashion Design Project * draw on market research to inform design * use research of user's individual needs, wants, requirements for design *think about user's wants/needs and aesthetics when choosing textiles *make product attractive and strong *make a prototype *use a range of joining techniques *think about how product might be sold *think carefully about what would improve product *understand that a single 3D textiles project can be made from a combination of fabric shapes.

'I can do all things through him who gives me strength'. (Philippians 4.13)
#thischildcan

Igniting a passion for learning in all;
emboldening a community of high aspiration and fulfilment.

PE	Football Hockey	Dance Tag Rugby	Gymnastics Fitness	Yoga Forest School	Swimming Netball	Cricket Athletics
Music	Developing melodic phrases	Understanding structure and form	Gaining confidence through performance	Exploring notation further	Using chords and structures	Respecting each other through composition
Computing	Computing systems and networks - Communication and collaboration	Creating media – Web page creation	Programming A – Variables in games	Data and information - Introduction to Spreadsheets	Creating media – 3D Modelling	Programming B - Sensing movement Using the microbit for primary to secondary transition
MFL	Phonics 4 and School		At The Weekend		Me in The World	
Parental Engagement	Welcome to Y6 Harvest Festival Church Service	Remembrance Service Christmas Church Service	Classroom Invitation linked to Evolution	Y6 SATs meeting Mother's Day & Easter Church Service	Come dine with me (Tasting session)	Year 6 Leavers Production
Educational visits	International Bomber Command Centre Workshops	London residential River field studies – visit River Slea for data collection and mapping.		Visit from an Explorer		
Personal Fulfilment	Discovery Arts Award					Transition Days

'I can do all things through him who gives me strength'. (Philippians 4.13)

#thischildcan