

Year 6 Long Term Plan 2025-2026

Core knowledge to be learned in each topic is included underneath the topic question. Additional knowledge will be covered through child-led curious questions.

| Year 6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------|---|---|---|---|--|--|
| Science | Biology Animals incl humans (heart, diet & nutrition) How should you treat your body? | Biology Where do our ancestors come from? Evolution and Inheritance | Physics What's this thing we call electricity? Electricity | Physics How do we see? Light | | Biology Are you alive? Living things and their habitats |
| | 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 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. | 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 adaptation may lead to evolution. (Find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.) | To 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. | 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. | SCIENCE DAY / SCIENCE WEEK UNIT (5 lessons) Technology through time | 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. |

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Science

1. Ask questions

Recognise scientific questions which do not yet have definitive answers and use a range of scientific enquiries to explore possible answers.

2. Make predictions

Identify scientific evidence that has been used to support or refute ideas or arguments and use this to support predictions. Use test results to make predictions for setting up further comparative and fair tests.

3. Decide how to carry out an enquiry

Recognise significant variables in investigations, selecting the most suitable to investigate. Controlling variables where appropriate. Recognise which type of practical enquiry is most appropriate to the question or idea being investigated, before planning and carrying out the enquiry.

4. Take measurements Correctly choose and use appropriate equipment to support observation and data collection with increasing accuracy. Decide whether it is appropriate to repeat observations or measurements and explain how this impacts on data collection.

5. Record data

Decide on the most appropriate formats to present sets of scientific data, such as using line graphs for continuous variables. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. **6. Present data** Report and present findings from enquiries, including conclusions, causal relationships and explanations of results in oral and written form, such as displays and other presentations.

7. Answer questions using data Use results to answer questions.

8. Draw conclusions

Provide straightforward explanations for differences in repeated measurements or observations.

9. Evaluate their enquiry Compare their results with others and give reasons why they may be different.

| Computing | Computer science | Information Technology | Databases | Computer Science | Information Technology | Information Technology |
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| | (PM - Networks) | (PM – Graphing) Information Technology (PM – Blogging) | (PM – Data detectives) | (PM – Coding) TBC Computer Science (PM – Introduction to Python) TBC | (PM – Spreadsheets) TBC | (PM – 3D Modelling) TBC |

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| | <p>To understand what a computer network is and identify examples of networks at home, school and in the wider world.</p> <p>To understand the difference between the internet and the World Wide Web and explore the services they provide.</p> <p>To explore how the internet can be used for communication and collaboration, and how to do this safely and respectfully.</p> <p>To explore who is in charge of the internet and how rules and website blocking can affect people, society and online platforms.</p> <p>Network, email. Web browser, router, website, Wi-Fi, Local Area Network, Wide Area Network, World Wide Web</p> | <p>To create comparative bar charts using graphing software.</p> <p>To create pie charts using graphing software.</p> <p>To create line graphs using graphing software.</p> <p>To present data in graphs to support an argument.</p> <p>Chart, data, dual bar chart, comparative bar chart, dataset, line graph, pie chart.</p> <p>To understand blogs and their features.</p> <p>To plan the theme, content and structure for a blog post.</p> <p>To write and style a blog post.</p> <p>To review and comment on blog posts with an understanding of online safety.</p> | <p>To find information in databases by filtering and sorting.</p> <p>To create graphs from data within a database.</p> <p>To be able to find information in linked table databases.</p> <p>To be able to find requested information using databases.</p> <p>Bar chart, calculate, condition, data, database, filter, field, group, line graph, linked tables, query, record, sort</p> | | | |
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| | | Approval, Hyperlink, Publish, Moderation, Revise, Blog, commenting, vlog, draft, netiquette. | | | | |
| History | Who was Franz Ferdinand? (British history that extends chronological knowledge beyond 1066 (The Wars)) | Should WWII have happened? (Local history: The Wars- impact on local area) | | | | How was Britain rebuilt after WWII? (Local history: NHS, British settlements: immigration, rebuilding) |
| | <p>WW1 took place between 1914-1918.</p> <p>The assassination of Franz Ferdinand was a trigger for the start of WW1.</p> <p>Talk about life in the trenches</p> <p>To know what happened at the Battle of the Somme</p> <p>Know how & why the war ended.</p> <p>To be able to talk about the Treaty of Versailles.</p> <p>Central Powers</p> <p>Trench life</p> | <p>Explain the causes of WW2.</p> <p>To know about evacuation of children</p> <p>Explain what rationing was</p> <p>Talk about the role of women in the war.</p> <p>Talk about the Holocaust</p> <p>Discuss the impact of WW2 on Britain.</p> <p>Cause and Effect</p> <p>Consequence</p> <p>Holocaust</p> | | | | <p>Explain the impact of WW1 & WW2 on our local area.</p> <p>Talk about how and why the NHS began</p> <p>Know about immigration</p> <p>Explain how jobs, housing and buildings changed</p> <p>To explain how the economy was affected by war</p> <p>National Health Service</p> <p>Economy</p> <p>Immigration</p> |

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| | <p>War Hitler Battle of Somme Franz Ferdinand Parliament Triple Entente Alliance</p> <p>Invasion, Power, Diversity, Monarchy</p> <p>Continuity and Change, Cause and Consequence</p> | <p>Evacuation Rationing Equality Impact Propaganda Impact Leader Invasion Society Gender Political</p> <p>Invasion, Power, Diversity</p> <p>Continuity and Change, Cause and Consequence</p> | | | | <p>Society Local area Memorial Housing Economic Interpretation Forming conclusions Making links historical perspective Judgement Contrasting arguments and interpretations</p> <p>Power, Inventions, Migration</p> <p>Cause and Consequence, Continuity and Change, Similarity, Difference and Significance, Interpretation</p> |
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| Geography | | | Where would you find a rainforest and why? <u>Rainforests</u> Biomes/South America | Could you live in the Lake District? Human and Physical geography of a region of the UK (Trafford & Lake District) | |
|-----------|--|--|--|---|--|
| | | | Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions. To identify key physical and human characteristics, countries and major cities in South America. To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night) in the context of rainforests. To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of a tropical climate. To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of the layers of a rainforest. To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity | To construct maps of Davyhulme/Urmston & Elterwater. To locate the Lake District, using maps & Google Earth. To identify & sort the physical & human features of the Lake District. To look at settlements, land use & economic impact in the Lake District. To research employment possibilities in the Lake District. | |

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| | | | <p>including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of rainforest conservation. (Deforestation)</p> <p>Biomes</p> <p>To be able to identify the location of plants around the world.</p> <p>To explore what biomes are and identify major biomes around the world.</p> <p>Exploring how plants survive in extreme environments.</p> <p>To explore ways in which humans use plants.</p> <p>To investigate the plants found in mega-diverse countries.</p> <p>To comprehend the delicate interdependent nature of ecosystems.</p> <p>Know about global environmental problems and solutions.</p> <p>To investigate what the Eden project is.</p> | | | |
| Technology | | <u>Cooking and Nutrition</u> (Afternoon Tea) | | <u>Structures</u> (Biomes) | <u>Textiles</u> Combining different fabric shapes Teddy | |
| | | Investigate and evaluate Children investigate, analyse & evaluate a range of sandwiches and cakes that could be suitable for afternoon tea. Look at nutritional values on sandwich wrapping. | | Investigate and evaluate Children investigate, analyse & evaluate a range of structures. Focused Tasks- Assembling materials as preparation of making their structure (Biome). Focused task- Planning- | Investigate and evaluate Children investigate, analyse and evaluate a range of existing products which have been produced by combining fabric shapes. Focused tasks- Sewing Develop skills of sewing textiles by joining right side | |

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| | | Focused Tasks- Healthy plate. Learn about the different food types and what the nutrition on our plates should look like. Focused Task- Cutting & chopping skills/techniques. Focused Task- Planning to plan afternoon tea. Design, make & evaluate Using their knowledge and skills know how to prepare and cook a variety of sandwiches, biscuits & cakes safely and hygienically. | | to plan their structure. (Biome) Design, make and evaluate Children make their biomes. | together and making seams. Focused Task-Planning to plan their teddy. Design, make and evaluate Children make & evaluate their soft toy. | |
| Art | <u>Drawing</u> Artist: Paul Nash | | <u>Collage</u> Artist: Nick Gustafson | | | <u>Painting</u> Landscapes/Cit yscapes Watercolours Artist: Hazel Soan |
| | Children will study the works of famous artists throughout the terms | | | | | |
| | To study the work of Paul Nash. To explore techniques. To use inspiration from Paul Nash's work in their own drawings. Techniques: To use sketch books to practise | | To study the work of Nick Gustafson. To identify what is meant by collage. To identify a variety of materials that could be used to produce a collage of an animal | | | To study the work of Hazel Soan. To look at how watercolours are used in painting and identify how the different from other paint mediums. |

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| | <p>techniques.</p> <p>To observe how to shade to create impact.</p> <p>To produce their own interpretation of Flanders Field using drawing techniques.</p> <p>To analyse and evaluate completed piece.</p> <p>Vocabulary: Paul Nash, Techniques, Inspiration, Observe, Shade, Impact, Interpretation, Analyse, Evaluate.</p> | | <p>from the rainforest.</p> <p>To plan a collage taking inspiration from creatures from the rainforest & Nick Gustafson.</p> <p>To analyse and evaluate completed piece.</p> <p>Vocabulary: Nick Gustafson, Collage, Creatures.</p> | | | <p>Techniques: explore and practise how to use water colours.</p> <p>To use their sketch from the Lake District to produce a water colour piece.</p> <p>To analyse and evaluate completed piece.</p> <p>Vocabulary: Hazel Soan, Watercolours, Paint Mediums.</p> <p>Linked artist: Stephen Wiltshire</p> |
| Music | Film Music | Songs of WW2 | . Dynamics, pitch and texture | Theme and Variations (Theme – Pop Art) | Baroque | Performance Y6 Production / Leavers' Song |
| | <p>Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.</p> <p>accelerando, body percussion, brass, characteristics, chords, chromatics, clashing, composition, conversation, convey, crescendo, descending, dynamics, emotion,</p> | <p>Developing pitch, control and confidence when singing</p> <p>accuracy, backing track, compare, contrast, complement, control, counter-melody, diaphragm, dynamics, era, expression, features, graphic score, harmony, harmonise, lyrics, melody, melody line, morale, notate, octave,</p> | <p>Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.</p> <p>classical, characterise, composition, conductor, depict, dynamics, ensemble, graphic score, improvisation, notation, orchestra, pitch, texture</p> | <p>Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.</p> <p>3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm,</p> | <p>Define some key features of Baroque music, including recitative, canon, ground bass and fugue.</p> <p>Take part in a vocal improvisation task based on Baroque recitative.</p> <p>Play several parts of a canon using staff notation, with or without</p> | <p>Developing pitch, control and confidence when singing</p> |

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| | <p>evoke, features, imagery, improvise, interpret, interval, major, melodic, melody, military, minor, modulate, musical, orchestral, pitch, polished, sequence, solo, soundtrack, symbol, timpani, tension, texture, tremolo, unison, urgency</p> | <p>parts, performance techniques, phrase, phrasing, pitch, purpose, score, Solfa, Solfa ladder, tempo</p> | | <p>rhythmic elements, section, semi-quaver, staccato, tempo, theme, TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations, vocal line, woodwind</p> | <p>letter names.</p> <p>Compose a ground bass melodic ostinato.</p> <p>Name some well-known Baroque composers and describe what musical features they were known for.</p> <p>Baroque, bass clef, bass instrument, canon, counter melody, counter-subject, fugue, ground bass, improvise, melodic ostinato, melody, musical structure, opera, ostinato part, pitch, polyphonic, oratorio, recitative, a round, rhythmic ostinato, sharp note, staff notation, subject, texture</p> | |
| PE | Invasion – Tag Rugby | Indoor Athletics | Competitive-Skittleball | Gymnastics – (Group Sequences PP) | Outdoor Activities (Residential) | Athletics (PP) |
| | <p>Running: Players need speed and agility to evade defenders and make breaks toward the try line.</p> <p>Passing: Accurate passing is crucial, with players often using a lateral or backward pass, as forward passes are not allowed.</p> <p>Tagging (Defending):</p> | <p>Explain/show:</p> <p>Landing foot</p> <p>Hurdles</p> <p>Stance</p> <p>Stamina</p> <p>Approach</p> <p>Leading leg, Hurdles, Throwing</p> <p>Speed, Accuracy, Take off, Stamina</p> | <p>Attacking</p> <p>Defending</p> <p>Teamwork</p> <p>Competition</p> <p>Chest pass</p> <p>landing foot, pivot and stepping</p> <p>Attacking, Defending, Teamwork, Competition, Chest pass, landing foot, pivot, stepping</p> | <p>sequence of rolls</p> <p>formations and pathways</p> <p>change the dynamics within a sequence</p> <p>adapt a floor sequence to make it work on the apparatus</p> <p>Tension, Inverted, Judge, Dynamics, Combination, Canon</p> <p>Counter-tension,</p> | <p>The importance of having a plan before I undertake a challenge</p> <p>How to keep a partner safe</p> <p>Where I need to position myself to give clear instructions and keep my partner safe</p> <p>How to use a simple map to navigate myself around</p> <p>Planning, leadership,</p> | <p>How to control my running over middle distance</p> <p>How running a bend differs from running a straight</p> <p>How to throw safely as part of a group</p> <p>To use my non-throwing arm to help me throw</p> <p>My take off foot and</p> |

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| | <p>Players must practice reaching out to remove an opponent's tag quickly and accurately to stop their progress.</p> <p>Dodging: The ability to change direction quickly helps players avoid being tagged.</p> <p>Support Play: Off-the-ball players should position themselves to receive a pass when the ball carrier is tagged.</p> <p>Ball Handling: Players need to handle the ball confidently, catch passes, and avoid dropping the ball.</p> <p>Try</p> <p>Tag</p> <p>Offside</p> <p>Knock on</p> <p>Pass</p> <p>Tag Belt</p> <p>Restart</p> <p>Attack</p> | | | <p>Counter-balance,</p> <p>Criteria, Performance</p> <p>Imaginative, Parallel,</p> <p>Creativity</p> <p>Flight, Timing,</p> | <p>communication,</p> <p>adaptability,</p> <p>coordination, enthusiasm</p> | <p>lead leg</p> <p>How to hurdle efficiently</p> <p>Leading leg, Hurdles,</p> <p>Throwing</p> <p>Speed, Accuracy,</p> <p>Take off, Stamina</p> |
| | Multi-skills Bootcamp | Multi-skills Speed Stacking | Dance (Dance through the ages PP) (Swap with AT) | Invasion - Hockey (PP) | Dodgeball (PP) | Multi-skills Bootcamp |
| | <p>To develop core strength, stability and resilience</p> <p>Personal challenge, core, strength, resilience</p> | <p>Hand-eye coordination</p> <p>3-6-3 formation</p> <p>1-10-1 formation</p> <p>Speed Stacking</p> <p>formation, stack, hand-eye coordination</p> | <p>A motif demonstrating agility, balance, coordination and precision</p> <p>Change static actions into travelling movements</p> | <p>Push passing</p> <p>Indian Dribble</p> <p>Jab tackle</p> <p>Pass and move</p> <p>Attack and defend.</p> <p>Push passing, Indian Dribble, Jab tackle, Pass</p> | <p>To aim low to get an opponent out</p> <p>Not to turn my back on the other team</p> <p>That by moving around I make myself more difficult to hit</p> | <p>To develop core strength, stability and resilience</p> <p>Personal challenge, core, strength, resilience</p> |

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| | | | <p>Communication Good timing, execution and performance skills Improvisation, Unison, Canon Action, Reaction, Motif, Phrase Interpret, Exploration</p> | and move, Attack and defend. | <p>What my own strengths are and where I can improve Who to target on the opposition and what tactics might be best deployed opponent, tactics, team, instructions, honesty, resilience, coordination, accuracy</p> | |
| RE | U2.2 Creation and Science: conflicting or complimentary? | U2.11 Why do some people believe in God and some people not? (C/NR) <i>Experience Christmas</i> | U2.7 Why do Hindus want to be good? | U2.5 What do Christians believe Jesus did to 'save' people? | U2.6 For Christians, what kind of king is Jesus? | U2.12 How does faith help people when life gets hard? |
| Assessments sheets: Christmas / Easter | | | | | | |
| | <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify what type of text some Christians say Genesis 1 is, and its purpose Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between | <p>Make sense of belief:</p> <ul style="list-style-type: none"> Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from Give examples of reasons why people do or do not believe in God <p>Understand the</p> | <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. <p>Understand the</p> | <p>Make sense of belief:</p> <ul style="list-style-type: none"> Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it Explain what Christians mean when they say that Jesus' death was a sacrifice <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between the Christian belief in | <p>Make sense of belief:</p> <ul style="list-style-type: none"> Explain connections between biblical texts and the concept of the kingdom of God Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between belief in the kingdom of God and how Christians put | <p>Make sense of belief:</p> <ul style="list-style-type: none"> Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and |

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| | <p>Genesis 1 and Christian belief about God as Creator</p> <ul style="list-style-type: none"> • Show understanding of why many Christians find science and faith go together <p>Make connections:</p> <ul style="list-style-type: none"> • Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views. | <p>impact:</p> <ul style="list-style-type: none"> • Make clear connections between what people believe about God and the impact of this belief on how they live • Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) <p>Make connections:</p> <ul style="list-style-type: none"> • Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging • Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not • Make connections | <p>impact:</p> <ul style="list-style-type: none"> • Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live • Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. • Give evidence and examples to show how Hindus put their beliefs into practice in different ways <p>Make connections:</p> <ul style="list-style-type: none"> • Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus • Reflect on and | <p>Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper</p> <ul style="list-style-type: none"> • Show how Christians put their beliefs into practice in different ways <p>Make connections:</p> <ul style="list-style-type: none"> • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today • Articulate their own responses to the idea of sacrifice, recognising different points of view | <p>their beliefs into practice</p> <ul style="list-style-type: none"> • Show how Christians put their beliefs into practice in different ways <p>Make connections:</p> <ul style="list-style-type: none"> • Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today • Articulate their own responses to the idea of the importance of love and service in the world today. | <p>differences</p> <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) • Give examples of ways in which beliefs about resurrection/judgement/heaven /karma/reincarnation make a difference to how someone lives <p>Make connections:</p> <ul style="list-style-type: none"> • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these • Offer a reasoned response to the unit question, with |
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| | | between belief and behaviour in their own lives, in the light of their learning. | articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view. | | | evidence and example, expressing insights of their own. |
| PSHE | Being Me In My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| | Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling | Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy | Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments | Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress | Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use | Self-image Body image Puberty and feelings Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition |
| MFL | Spanish | Spanish | Spanish | Spanish | Spanish | Spanish |
| | | | | | | |
| Other Areas | Book loan box from IWM Loan box for Science from | Trip to WW2 Stockport Air Raid Shelter Book loan box from | Nick Gustafson work with work on autism. Send him messages/ | Biomes – Wellacre Link | Residential | End of Year performance Link with other faiths (zoom |

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| | Wellacre Black History Month | IWM Fabulous Finish – World War Workshops Inter-school Athletics competition | questions Links with church | | | working group?) |
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