St Blaise Church of England Primary School

:hieving as we grow together

Long Term plan Maple Year Six (2026-27)

Topic Title	Invaders and Settlers	Invaders and Settlers	Extreme Earth	Extreme Earth	Home Front	Home Front
Hook/ trip		Viking day – school based (end of topic) with showcase of work	Create volcanoes to explode and video clips of disasters and mountaineers			Evacuee Day at Didcot Railway Station
Parent Links	Meet the teacher/open classroom	Show case of work at end of topic Christingle Service	School Production	Showcase of work at end of topic		Showcase of work at end of topic
Assessments	Assess starting point after summer	Past SATS papers (Y6)		Past SATS papers (Y6)	SATS (Y6)	
English texts	Non- fiction texts around Roman empire Escape from Pompeii Christina Balit Charm of Goldfinches – Matt Sewell Tribe of Kids – Lane Smith	Myths and sagas (short stories – including Beowulf) Norse Myths, Viking creation story – tree of life Non-fiction texts on Anglo Saxons Vikings, how they lived, Viking Gods	Non-fiction texts around Tsunami, Earthquakes, Volcanoes, floods…etc Hurricane – Davide Weisner Here we are – notes for living on Planet Earth – Oliver Jeffers	Non-fiction texts around Tsunami, Earthquakes, Volcanoes, floods…etc Water Tower – Gary Crew Here we are – notes for living on Planet Earth – Oliver Jeffers	Non-fiction texts around WW2 and what life was like during the war The Piano – Literacy Shed Video Clip	Non-fiction texts around WW2 and what life was like during the war Blitz – One Families War Martin Impey
Class Novel	She Wolf – Dan Smith	Beowulf and the Sea Hag Beowulf and the Death-Dragon of the Deep	The Somerset Tsunami – Emma Carroll	The Last Bear – Hannah Gold	Skandar and the Unicorn Thief – A.F Steadman	The Book of Stolen Dreams – David Farr
Maths units	Counting, place value, mental calculations and times tables ongoing Place Value (2 weeks) Addition and Subtraction (2 weeks) Multiplication and Division by 10, 100 and 1000 (2 weeks)	Counting, place value, mental calculations and times tables ongoing Reading scales (1/2 week) Multiplication (2 weeks) Division (2 weeks) Fractions (3 weeks)	Counting, place value, mental calculations and times tables ongoing Fractions (3 weeks) Order of Operation (1 week) Prime Numbers and Composite numbers Square and Cubed numbers (1.5week)	Counting, place value, mental calculations and times tables ongoing Rules and Missing number questions (2 weeks) Ratio and % (2 weeks) Time (2weeks) Unit end test throughout and SATS practise questions	Counting, place value, mental calculations and times tables ongoing Area and Perimeter (2 weeks) Geometrical Construction (2weeks) Word problems (1week) SATS TESTS	Counting, place value, mental calculations and times tables ongoing Graphs/Charts (2 weeks) Negative Numbers (2 weeks) Using calculators (1 week) Properties of circles (1 week) Time problems (1.5 weeks)

	Word problems (1 week) Unit end tests throughout and SATS practise questions	Unit end tests throughout and SATS practise questions	Unit end tests throughout and SATS practise questions			Unit end tests throughout and SATS practise questions
Science See Plan Primary Science units of work	Forces Identify the effect of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. (Y5)	Properties and changes of materials Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.	Properties and changes of materials Demonstrate that dissolving, mixing and changes of state are reversible changes. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidisation and the action of acid on bicarbonate of soda. (Y5)	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 eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 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. (Y6)	Living things and their habitats Y5 Describe the difference in the life cycles of a mammal, amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. (Y5)	Living things and their habitats Y6 Give reasons for classifying plants and animals based on specific characteristics. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and difference, including micro-organisms, plants and animals. (Y6)
History See Learning Organiser	Invaders and Settlers – Romans and Anglo-Saxons Understand that some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain, Maya Civilisation and Anglo Saxon England. Independently order and place correctly on a	Invaders and Settlers – Anglo Saxons and Vikings The Roman Empire and its impact on Britain -Julius Caesars invasion 55-54- BCE -The Roman empire by 42 CE and it's army -Invasion by Claudius, conquest and Hadrian's Wall -British resistance – Boudicca -Romanisation, technology, culture and beliefs including early Christianity			Learn about the Second World War in Europe and why the Battle of Britain was such a significant turning point in British History. Learn about the timeline of events such as the outbreak of the war, the Battle of Britain, the heroic rescue at Dunkirk, the Blitz, the D-Day landings, the liberation of the concentration camps and the celebrations of VE Day. Research the lives of the ordinary people who faced the	Learn about the Second World War in Europe and why the Battle of Britain was such a significant turning point in British History. Learn about the timeline of events such as the outbreak of the war, the Battle of Britain, the heroic rescue at Dunkirk, the Blitz, the D-Day landings, the liberation of the concentration camps and the celebrations of VE Day. Research the lives of the ordinary people who faced the

	timeline the dates of key events	Anglo-Saxon invasion, settlement, kingdoms, place names and village life -Anglo-Saxon art and culture -Christian conversion The Viking raids and Anglo-Saxon struggle for the Kingdoms of England -Viking raids and invasion -Alfred the Great and Athelstan resistance -Further invasion – Danegeld -Anglo-Saxon law and justice -Edward the Confessor and his death in 1066			Blitz and coped with rationing and evacuation. Learn about the inspiring stories and achievements of significant people such as Anne Frank and Winston Churchill.	Blitz and coped with rationing and evacuation. Learn about the inspiring stories and achievements of significant people such as Anne Frank and Winston Churchill.
Geog See Learning Organiser			Extreme Earth – Volcanoes, Floods, Hurricanes and other Natural Disasters Identify main environmental regions. Identify the position and significance of latitude/longitude. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. Describe and understand key aspects of Physical and Human Geography. https://world-explorer.online/geography/	Extreme Earth – Volcanoes, Floods, Hurricanes and other Natural Disasters Changes over time, including the future. Debate: Consider the impact of human geography on the environmental.	Map Work Locating the different countries involved in WW2 and exploring allies countries	Map Work Locating the different countries involved in WW2 and exploring allies countries
Computing	Communication and collaboration	Webpage creation	Variables in games	Introducing spreadsheets	3D modelling	Sensing movement

St Blaise Church of England Primary School

:hieving as we grow together

Using Teach Computing						
Art/DT **Using Access Art Pathways of work**	**2D Drawing to 3D Making** Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome. DT – Roman Mosaics – Design and create own mosaic	**Making Monotypes** Combine the monotype process with painting and collage to make visual poetry zines. DT/Art – Invaders and Settlers Day Creating Hack silver jewellery, Viking Shields Sketching - use of sketching pencils – creating their own Viking	**Architecture: Dream Big or Small?** Explore the responsibilities architects have to design us a better world. Make your own architectural model. Katushika Hokusai – The Great Wave – Printing, Collage, Pastels	**Brave Colour** Exploring how artists use light, form and colour to create immersive environments.	**Take a Seat** Explore how craftspeople and designers bring personality to their work.	**Typography & Maps** Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.
Music	Rocking Romans (BBC Links) Music – God raps(BBC link) Viking Rock – song to perform Wagner – Ride of the Valkyries (Ten Pieces) Choose from a wide range of musical vocabulary to accurately describe and appraise music including: Pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context. *Describe how lyrics often reflect the cultural context of music and have social meaning.	* Create songs with verses and a chorus. * Create rhythmic patterns with an awareness of timbre and duration. * Combine a variety of musical devices, including melody, rhythm and chords. * Thoughtfully select elements for a piece in order to gain a defined effect. * Choose, order, combine and control sounds to create an effect. Use drones and melodic ostinato (based on the pentatonic scale). * Convey the relationship between the lyrics and the melody. * Use digital technologies to compose, edit and refine pieces of music.	Showcase performance – music will be taught as songs and dance routines are learnt for this Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Hold a part within a round.	* Create songs with verses and a chorus. * Create rhythmic patterns with an awareness of timbre and duration. * Combine a variety of musical devices, including melody, rhythm and chords. * Thoughtfully select elements for a piece in order to gain a defined effect. * Choose, order, combine and control sounds to create an effect. Use drones and melodic ostinato (based on the pentatonic scale). * Convey the relationship between the lyrics and the melody. * Use digital technologies to compose, edit and refine pieces of music.	Music – Water Music Handel and Carnival of the Animals – composition to create own piece of music to reflect river animals and the water. Choose from a wide range of musical vocabulary to accurately describe and appraise music including: Pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context. *Describe how lyrics often reflect the cultural context of music and have social meaning.	Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. *Read and create notes on the musical stave. *Understand the purpose of the treble and bass clefs and use them in transcribing compositions. *Understand and use the # (sharp) and ♭ (flat) symbols.
MFL Spanish	Taught using Language Angels →					

St Blaise Church of England Primary School

:hieving as we grow together

RE **Year 6 units**	Year 6 unit What is the significance of Karma and Moksha for a Hindu Hinduism	Understanding Christianity unit 2b.5 (core) What would Jesus do?	What might a Hindu gain from a pilgrimage to India? Hinduism	Understanding Christianity unit 2b.7 (core) What difference does the resurrection make for Christians? Christianity	Understanding Christianity unit 2b.2 (core) Creation and science Conflicting or complementary? Christianity	How does a worldview help people decide what is important?
PHSE	Me and my relationships Safer internet day	Valuing Differences Comic/sports relief	Keeping Safe Fundraising – school project	Rights and Responsibilities Anti-bullying week Year 6 – Junior Citizens Fundraising – school project	Being my Best Autism awareness week Safer internet day Year 6 - IMPS	Growing and Changing Fundraising – international Holiday health and safety Puberty and sex ed
PE	Tag Rugby (Sports Coach) Netball	Gymnastics (Sports Coach) Cross Country	Hockey (Sports Coach) Dance (Through Production)	Handball (Sports Coach) Golf	Athletics (Sports Coach) Rounders	Cricket and Rounders (Sports Coach) OAA/Swimming