

## Year 6 Long Term Plan

	1 <sup>st</sup> . Autumn Sep/Oct	2 <sup>nd</sup> . Autumn Nov/Dec	1 <sup>st</sup> . Spring Jan/Feb	2 <sup>nd</sup> . Spring Mar/Apr	1 <sup>st</sup> . Summer Apr/May	2 <sup>nd</sup> . Summer June/Jul
English Reading/Writing Genre	Fiction genres e.g. historical, fantasy, science fiction. Journalistic Writing	The power of imagery Extending Narrative Biographies and autobiographies	Formal/impersonal writing Short stories with flashbacks	Finding a voice Argument writing SATs Revision	Authors and texts SATs revision	Play scripts and Drama
Punctuation/Grammar	Abstract noun Adjectival phrase Brackets, dashes or commas Cohesion Synonym	Passive sentence Synonyms Antonyms Brackets, dashes or commas Parenthesis Cohesion Relative pronoun	Cohesion Hyphen Irregular verbs Modal verb Synonym	Colon, semi-colon and dash: can be used to mark the boundary between independent clauses Parenthesis Cohesion Modal verb Synonym	Cohesion Homophones Synonym	Cohesion Homophones Synonyms Parenthesis
Spelling/Phonics	common exceptions able/ably ible/ibly prefixes changing root words i before e	common exceptions silent letters aero/trans/port use of hyphens en/ify/ate or	common exceptions tion/sion/ssion our/ous homophones	common exceptions ful/less/ness/hood/ship SATs Revision	SATs Revision	common exceptions phone/dict/struct ly plurals trans/bi On-going, individual spellings
Handwriting	Children should have a neat, joined and legible style. They may use e.g., italics for specific words or phrases in texts where					

	appropriate.					
<b>Maths.</b>	Place value and rounding off Mental and written addition and subtraction of large numbers Multiples, factors and prime numbers Written methods for multiplication and division: HTU × TU and HTU × U Circles and angles Units of measure e.g., length, mass, time	Written methods for multiplication and division Comparing, ordering and simplifying fractions Multiplying decimals by 10, 100 and 1000 Order of operations (BODMAS) 2D and 3D shapes Pie charts	Negative numbers, and solving problems involving numbers Mental and written addition and subtraction of decimals and money Mental and written multiplication and division Calculating with fractions Reflections and translations on coordinate axes Perimeter, area and volume	Negative numbers, and solving problems involving numbers Mental and written addition and subtraction of decimals and money Mental and written multiplication and division Calculating with fractions Reflections and translations on coordinate axes Perimeter, area and volume	Problems involving number Adding and subtracting large and small numbers Long multiplication and division Working with fractions Problems involving percentages, fractions and decimals Ratio and proportion	Solving problems involving money Number puzzles Fractions with different denominators Problems involving percentages and decimals Problems involving measures Using data e.g., interpret and construct pie charts and line graphs and use these to solve problems, calculate and interpret the mean as an average.
<b>Science</b>	<b>Electricity</b>	<b>Light</b>	<b>Living Things &amp; their habitats</b> (Charles Linnaeus)	<b>Animals, including humans</b>	<b>Evolution and inheritance</b> (Charles Darwin and Mary Anning)	
<b>R.E.</b>	How does faith	Christmas in the	How and why do	Is it better to express	What does	If God is

	enable resilience?	Gospels: Why do Christians believe that Jesus is the Messiah? [Incarnation]	some people inspire others?	your religion in arts and architecture or in charity and generosity?	religion look like in Oldham? What will make our community a more respective place?	everywhere, why go to a place of worship?
<b>Computing</b>	<b>E-Safety be?</b>	<b>Data retrieving and organising</b>	<b>Algorithms and Programs</b>		<b>Communicating / Presentation</b>	<b>Communicating / Presentation</b>
	<b>PEGI</b> <b>BBFC</b> <b>Influence Manipulation</b> <b>Password Managers</b> <b>Scams</b> <b>Phishing</b>					<b>Screen Grab</b>
	<b>E Safety – revisit and reinforce at the start of each term.</b>					
	<b>Using technology – reinforce across the curriculum.</b>					
<b>Geography</b>		<b>Geog Skills:Grid Ref's, Time zones, Climate Zones (part 1)</b> identify the position and significance of latitude, longitude, Equator, Northern	<b>Geog Skills: Grid Ref's, Time zones, Climate Zones</b> Identify the Prime/Greenwich Meridian and time zones (including day and night)			
			<b>RAINFORESTS (South America)</b>	<b>LONDON</b>		

		Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle				
<b>History</b>	<b>Battle of Britain</b> (a study of an aspect of history which extends beyond 1066)				<b>Ancient Greece – a study of Greek life and achievements and their influence on the western world</b>	
<b>Art</b>	<b>Painting</b> <i>Use a wide range of techniques in your work including texture through paint mix and brush techniques</i> <i>Mix appropriate colours to create a suitable colour palette that conveys mood and atmosphere.</i> <b>O Little Town of Bethlehem</b>		<b>Collage</b> <i>Combine visual &amp; tactile qualities. Experiment with techniques that use contrasting textures, colours or patterns (rough/smooth, light/dark, plain/patterned)</i> <i>Justify the materials you have chosen.</i> <i>Combine pattern, tone and shape</i> <b>Rousseau.</b>		<b>Drawing</b> <i>Understand effect of light on objects from different directions. To interpret the texture of a surface.</i> <i>Produce increasingly accurate drawings of structures with concept of perspective.</i> <b>London landmarks</b>	
<b>D. and T.</b>	<b>Textiles</b> <b>Combining Different materials and more complex stitching</b> <b>Calendar</b> <b>Bridget Riley</b>		<b>Electrical/ Mechanisms</b> <b>More complex switches, circuits, buzzers</b> <b>Gears and Pulleys etc ACCURACY</b> <b>Electrical Kit Cars</b>		<b>Control</b> <b>Lego WeDo</b>	
<b>P.E.</b>	<b>Gymnastics</b>  <b>Games</b> Handball Tag Rugby	<b>Games</b> Basketball Netball  <b>Dance</b>	<b>Gymnastics</b>  <b>Games</b> Lacrosse Hockey	<b>Archery</b>  <b>Outdoor/ adventurous</b> Orienteering	<b>Athletics</b>  <b>Games</b> Badminton Tennis	<b>Athletics</b>  <b>Games</b> Rounders/ Softball

				Dance		Cricket
PSHE	Mental Well-Being/Pressure of Media		Physical Wellbeing		Healthy Relationships	
	<p><b>Democracy:</b> <i>Election of School Council and House captains</i></p> <p><b>Individual Liberty:</b> <i>Resisting pressure / asking for help and having the vocab. to do so</i></p> <p><b>Mutual Respect</b> <i>Media images - effect on young people R4 Respecting ourselves and each other and our uniqueness</i></p> <p><i>Viewpoints - debate topical issues, problems and events</i></p> <p><b>Tolerance of Different Faiths and beliefs:</b> <i>How do different religions worship?</i></p>		<p><b>Mutual Respect:</b> <i>for self and keeping a healthy lifestyle</i></p> <p><b>Individual Liberty:</b> <i>choices we make to stay safe when taking part in orienteering at Castleshaw and Dovestones.</i></p> <p><b>Tolerance of Different Faiths and beliefs:</b> <i>The Qur'an</i></p> <p><b>Rule of Law:</b> <i>Age limits and restrictions.</i></p>		<p><b>Tolerance of Different Faiths and beliefs:</b> <i>Islam</i></p>	
					<p><b>Our World-</b></p> <p><b>Global warming</b></p> <p><b>Use of water and energy</b></p> <p><b>Biodiversity</b></p>	
Music	Pitch Pulse Duration Tempo Dynamics Timbre Texture Structure	Pitch Pulse Duration Tempo Dynamics Timbre Texture Structure	Pitch Pulse Duration Tempo Dynamics Timbre Texture Structure	Pitch Pulse Duration Tempo Dynamics Timbre Texture Structure	Pitch Pulse Duration Tempo Dynamics Timbre Texture Structure	<p><i>Performing</i></p> <p><i>Listening and</i></p> <p><i>Appraising</i></p> <p><i>Recording</i></p> <p><i>Vocal Skills</i></p> <p><i>Year 6 Production</i></p>
	Duration-	Composition –	Jazz and Blues	Vocal performance &	MusicTechnology	

	Pulse&Rhythm	Graphic scores		Notation		
<b>French</b>	Vive le sport! (Our sporting lives)	Vive le sport! (Our sporting lives)	Le Carnaval des animaux (Carnival of the Animals)	Le Carnaval des animaux (Carnival of the Animals)	Quel temps fait-il? (What's the weather like?)	Quel temps fait-il? (What's the weather like?)