

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
<p><b>English</b> Reading/Writing Genre</p>	<p><b>Fiction genres</b> e.g. historical, fantasy, science fiction. Children will read a variety of extracts from fiction genres. They will look for key character/setting features and language which identify the genre. They will focus on historical and science fiction writing. Text: Sherlock Holmes The City of Gold and Lead, The Day of the Triffids, War of</p>	<p><b>The power of imagery</b> Children will focus on the vocabulary used to create vivid imagery in poetry through the careful description of different viewpoints about night time. Text: Night Shapes Night <b>Biographies</b> Children will analyse the structure of a biography, the information required, the</p>	<p><b>Formal/impersonal writing</b> Children will read a range of reports to identify common features. They will analyse how paragraphs are used to structure the text, understand the need for accurate technical vocabulary and a formal tone. (Link with Geography: Rainforests) <b>Argument writing</b> Children will read a range of balanced arguments which</p>	<p><b>Finding a voice</b> Children will read a range of poems related to the theme of animal welfare and how animals can be mistreated. Text: <b>Short stories with flashbacks</b> Children will read a flashback story to understand how the story is structured. They will look at the language used to convey that a flashback is</p>	<p><b>SATs</b> <b>Authors and texts</b> Children will discuss the use of a reading journal to record responses to texts they have read. This will feed into writing in different forms e.g., different opinions, thought bubbles, diary entries etc.</p>	<p><b>Myths</b> Children will read a range of Ancient Greek myths. They will look at the structure of a myth and how the gods interfere with the lives of mortals. Text: Icarus (Link with History: Ancient Greece) <b>Play scripts and Drama</b> Children will read and discuss examples of play scripts to</p>

	<p>the Worlds</p> <p><b>Journalistic Writing</b> Children will read an example of journalistic writing to understand the structure of the writing, the language used and the tone of the writing. Text: After The Freeze Come The Floods</p>	<p>language used and the formal nature of the writing. They will research the life and achievements of Thomas Edison to enable them to write a biography. (Link to Science) Text: Malorie Blackman</p> <p><b>Extending Narrative</b> Children will read and discuss the feature of this fantasy story. They will look at the elements which are needed in each section to build the</p>	<p>they will analyse to understand how paragraphs are used to structure the text, understand the need for accurate technical vocabulary, the language of debate and a formal tone. (Link with Geography: Deforestation)</p>	<p>included in the text. They will then write their own flashback based of a video (Monkey Symphony) Text: Hajj</p>		<p>analyse the language and layout features. They will use these to write their own play script based on an Ancient Greek myth (Arachne). They will be learning their lines, rehearsing and performing their end of year play.</p>
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		setting, characterisation and the appropriate use of dialogue to move the story forward. Text: Bloddon				
Punctuation/Grammar	Revision Abstract noun Adjectival phrase Hyphens Homophones Synonyms	Revision of inverted commas Brackets, and dashes	Irregular verbs Modal verbs Active & Passive verbs Antonyms	Colon, semicolon and dash: to mark the boundary between independent clauses Homonyms  <b>SATs Revision</b>	<b>SATs Revision</b>  Synonyms & Antonyms Homophones/Homonyms	Parenthesis: independent use
	Cohesion in different genres		Cohesion in different genres		Cohesion in different genres	
Spelling/Phonics	Synonyms  Homophones and Near Homophones  Adjectives ending -ant into nouns ending in -ance/-ancy	Words ending in able/ably  Word families  Creating diminutives using prefixes micro-/mini-	Adding suffixes beginning with vowel letters to words ending in -fer  Words with a long/e/ sound spelt 'ie' or 'ei' after c (and	Words with endings which sound like /shuhl/ after a vowel letter  Words with endings which sound like /shuhl/ after a	<b>SATs Revision</b>  Word families based on common words, showing how words are related in form and meaning  Words that can be nouns and verbs	Synonyms and Antonyms

	<p>Adjectives ending -ent into nouns ending in -ence/-ency</p> <p>Hyphens: to join a prefix ending in a vowel to a root word beginning with a vowel/to join compound adjectives to avoid ambiguity</p>	<p>Statutory Spelling Challenge Words</p>	<p>exceptions)</p> <p>Words with the long/e/ sound spelt 'ie' or 'ei' after c (and exceptions)</p> <p>Word families based on common words, showing how words are related in form and meaning</p>	<p>consonant letter</p> <p>Words with a 'soft c' spelt /ce/</p> <p>Statutory Spelling Challenge Words</p>	<p>Words with a long /o/ sound spelt 'ou' or 'ow'</p> <p>Words ending in -ible/-ibly</p>	
<p>Handwriting</p>	<p>Children should have a neat, joined and legible style. They may use e.g., italics for specific words or phrases in texts where appropriate.</p>					

<p><b>Maths.</b></p>	<p><b>NPV MMD DPE FRP Place value; addition</b> Focus on establishing a robust understanding of place value in relation to whole numbers and decimals, which is then used in written methods and mental strategies in addition.</p> <p><b>Buckstones Big Maths - Number Sift</b></p> <p><b>MAS NPV WAS DPE; PRA Place value; addition</b> Focus on establishing a robust understanding of place value in relation to whole numbers and</p>	<p><b>NPV PRA FRP Negative numbers; fractions</b> Focus on positive and negative whole numbers, and then comparing, ordering, adding and subtracting fractions, including mixed numbers.</p> <p><b>NPV PRA FRP Negative numbers; fractions</b> Focus on positive and negative whole numbers, and</p>	<p><b>MEA GPS Shape, and measurement in relation to shape</b> Focus on 2D shapes, their properties, areas, and perimeters, and 3D shapes, their nets, volumes and properties.</p> <p><b>Buckstones Big Maths - Nets of a cube investigation</b></p> <p><b>MEA PRA NPV Measures</b> Focuses on measurement in and conversion of SI and imperial units; it also covers the use of 24-hour clock and calculation of time intervals</p>	<p><b>MAS WAS PRA Addition and subtraction</b> Focuses on solving addition and subtraction problems involving money and decimals.</p> <p><b>STA DPE Statistics and data</b> Focuses on data representation and manipulation, including line graphs, pie charts and the use and calculation of averages.</p> <p><b>GPD NPV PRA GPSCoordinate</b></p>	<p><b>NPV DPE Revision: place value and decimals</b> Focus on revision of place value in large numbers and in decimal fractions.</p> <p><b>NPV MAS WAS DPE FRP PRA GPS Revision</b> Focus on revision of: mental and written strategies in addition and subtraction; finding percentages; order of operations; and finding unknowns in equations.</p> <p><b>MAS FRP WMD MMD PRA NPV Revision: multiplication and division</b> Focus on revision of: written algorithms for multiplication and division and mental strategies including the use of factors;</p>	<p><b>NPV FRP MEA Revision: fractions; ratio</b> Focuses on revision of: equivalence in fractions; and using this to add, subtract, multiply and divide fractions; and solving ratio problems.</p> <p><b>GPS MEA STA Revision</b> Focuses on revision of: properties of 2D shapes; angle types and theorems; perimeter, area and volume; 24-hour clock time</p>
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	<p>decimals, which is then used in written methods and mental strategies in addition.</p> <p><b>PRA MAS Algebra</b> Focus on algebra - developing the use of trial and improvement methods, knowledge of the order of operations including brackets, and the manipulation of sentences containing unknowns.</p> <p><b>MAS WAS NPV PRA Subtraction</b> Focus on mental strategies and</p>	<p>then comparing, ordering, adding and subtracting fractions, including mixed numbers.</p> <p><b>MMD FRP WMD PRA Division; fractions and percentages</b> Focus on division and fractions; children rehearse mental strategies and short division, giving remainders as fractions; fractions are</p>	<p><b>NPV WAS Place value; subtraction</b> Focus on a robust understanding of place value in large numbers, which underpins the subtraction work that follows.</p> <p><b>FRP PRA DPE</b> Focus on mental strategies to find simple percentages of amounts, including money.</p> <p><b>DPE FRP Multiplication of decimals and fractions</b> Focus on understanding decimal and proper fractions and their</p>	<p><b>geometry; angles</b> Focus on position on a 4-quadrant coordinate grid, with polygons being plotted, translated and reflected; the week concludes with angle theorems.</p> <p><b>WMD PRA Multiplication and division</b> Focus on the use of written algorithms in multiplying and dividing large numbers; both long and short versions of these methods are taught.</p>	<p>finding fractions of amounts; and calculating mean average.</p> <p><b>WMD PRA NPV STA GPD Revision: multiplication and division</b> Focus on revision of: written algorithms for multiplication and division and mental strategies including the use of factors; finding fractions of amounts; and calculating mean average.</p>	<p>intervals; and tables, graphs and charts.</p> <p><b>NPV PRA GPD WMD Further mathematical ideas</b> Focus of a variety of interesting mathematical concepts and processes, including binary numbers and Napier's bones; playing with numbers, discovering patterns and solving mathematical puzzles.</p> <p><b>NPV PRA GPS Further mathematical</b></p>
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	<p>written methods in subtracting and the appropriate use of both with whole and decimal numbers, including money.</p> <p><b>MMD WMD MAS; PRA NPV Multiplication</b> Focus on mental strategies and written methods in multiplying; both long and short multiplication are rehearsed, alongside a range of mental tactics.</p>	<p>added, subtracted.</p> <p><b>FRP PRA DPE Division; fractions and percentages</b> Focus on division and fractions; children rehearse mental strategies and short division, giving remainders as fractions; fractions are added, subtracted.</p> <p><b>FRP Division; fractions and percentages</b> Focus on division and</p>	<p>equivalences; calculations including multiplication of these numbers are rehearsed.</p> <p><b>GPS PRA 2D shapes; angles</b> Focus on 2D shapes and interior angles; circles are also taught, along with relevant terminology.</p> <p><b>MAS NPV WAS PRA Addition and subtraction</b> Focus on mental and written addition and subtraction methods, including solving word problems.</p> <p><b>WMD NPV PRA</b></p>	<p><b>PRA FRP Algebra; ratio</b> Focus on the use of generalizations and simple formulas, including to find the nth term in a sequence; then moves on to ratio</p> <p><b>MEA GPS Shape, and measurement in relation to shape</b> Focus on 2D shapes, their properties, areas, and perimeters.</p>		<p><b>ideas</b> Focus on exploration of a variety of interesting mathematical concepts and processes, including binary numbers and Napier's bones; playing with numbers, discovering patterns and solving mathematical puzzles.</p>
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		<p>fractions; children rehearse mental strategies and short division, giving remainders as fractions; fractions are added, subtracted; finding percentages is also covered.</p> <p><b>GPS PRA 2D shapes; angles</b> Focus on 2D shapes, particularly quadrilaterals , in relation to their diagonals and interior</p>	<p><b>Multiplication and division</b> Focus on number patterns involving factors and multiples, and on long division</p>			
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		angles.				
<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>	<b>Christianity + Humanism</b> How does being a	<b>Christianity</b> Christmas in the Gospels:	<b>Christianity + Islam</b> How and why do	<b>Christianity + Islam</b> Is it better to	<b>Christianity + Islam</b> What does religion look like in Oldham, including places of worship? What will	

	Christian or Humanist enable resilience?	what do they tell us about Jesus?	some people inspire others in Christianity and Islam?	express your religion in arts and architecture or in charity and generosity?	make our community a more respectful place?
<b>Computing</b>	<b>E-Safety</b>	<b>Data retrieving and organising</b>	<b>Algorithms and Programs</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>	<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</b>	<b>LONDON</b>	

		identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle	(South America)			
<b>History</b>	<b>Battle of Britain</b> (a study of an aspect of history which extends beyond 1066)				<b>Ancient Greece</b> - a study of Greek life and achievements and their influence on the western world	
<b>Art</b>	<p align="center"><b>Painting</b></p> <p><i>Use a wide range of techniques in your work including texture through paint mix and brush techniques</i></p> <p><i>Mix appropriate colours to create a suitable colour palette that conveys mood and</i></p>		<p align="center"><b>Collage</b></p> <p><i>Combine visual &amp; tactile qualities. Experiment with techniques that use contrasting textures, colours or patterns (rough/smooth, light/dark, plain/patterned)</i></p> <p><i>Justify the materials you have chosen.</i></p>		<p align="center"><b>Drawing</b></p> <p><i>Understand effect of light on objects from different directions. To interpret the texture of a surface.</i></p> <p><i>Produce increasingly accurate drawings of structures with concept of perspective.</i></p> <p align="center"><b>London landmarks</b></p>	

	<i>atmosphere.</i> <b>O Little Town of Bethlehem</b>		<i>Combine pattern, tone and shape</i> <b>Rousseau.</b>			
D. and T.	<b>Textiles</b> Combining Different materials and more complex stitching <b>Calendar</b>  <b>Bridget Riley</b>				<b>Electrical/ Mechanisms</b> <i>More complex switches, circuits,          buzzers</i> <b>Gears and Pulleys etc ACCURACY</b> <b>Electrical Kit Cars</b>	
P.E.	<b>Dance</b> During the Blitz (LCP L1-6)  <b>Football</b> (OSD)	<b>Gymnastics</b> (OSD)  <b>Orienteering/          cross country</b> (Own plan Castleshaw Dovestones)	<b>Gymnastics</b> (OSD)  <b>Dance</b> <b>Rainforest</b> (Val Sabin L1-6)	<b>Lacrosse</b> (Own plan)  <b>Basketball</b> (OSD)	<b>Athletics</b> (LCP L1-6)  <b>Volleyball</b> (OSD)	<b>Rounders</b> (LCP <b>Striking &amp;          Fielding</b> L1-6)  <b>Dodgeball</b> (OSD)
PSHE	<b>Mental Well-Being/Pressure of          Media</b>		<b>Physical Wellbeing</b>		<b>Healthy Relationships</b>	
	<i>Democracy: Election of School          Council and House captains</i> <i>Individual Liberty: Resisting          pressure / asking for help and          having the vocab. to do so</i> <i>Mutual Respect Media images -          effect on young people</i> <i>R4 Respecting ourselves and          each other and our uniqueness</i> <i>Viewpoints - debate topical          issues, problems and events</i>		<i>Mutual Respect: for self and          keeping a healthy lifestyle</i> <i>Rule of Law: Age limits and          restrictions.</i>		<i>Tolerance of Different Faiths and          beliefs: Islam</i> <i>Individual Liberty: choices we make to          stay safe when taking part in          orienteering at Castleshaw and          Dovestones.</i>	

	<b>Tolerance of Different Faiths and beliefs:</b> <i>How do different religions worship?</i>					
					<b>Our World-</b> <b>Global warming</b> <b>Use of water and energy</b> <b>Biodiversity</b>	
<b>Music</b>	Pitch Pulse Duration Tempo Dynamics Timbre Texture Structure  <b>Black History Month</b>	Pitch Pulse Duration Tempo Dynamics Timbre Texture Structure  <b>Composition - Graphic scores</b>	Pitch Pulse Duration Tempo Dynamics Timbre Texture Structure  <b>Jazz and Blues</b>	Pitch Pulse Duration Tempo Dynamics Timbre Texture Structure  <b>Vocal performance &amp; Notation</b>	Pitch Pulse Duration Tempo Dynamics Timbre Texture Structure  <b>MusicTechnology</b>	<i>Performing</i> <i>Listening and</i> <i>Appraising</i> <i>Recording</i> <i>Vocal Skills</i>  <i>Year 6</i> <i>Production</i>
<b>French</b>	Presenting myself 2022-2023  Phonetics 1-3 2023-2024	Phonetics 1 2022-2023  Vegetables 2023-2024	My class 2022-2023  Presenting Myself 2023-2024	My home 2022-2023  Family (2023-2024)	Phonetics 2 2022-2023  What is the date? Or Weather 2023-2024	Family 2022-2023  Clothes 2023-2024