

Year 6 Long Term Plan 2024-25

	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	<p><b>Fiction genres</b> <b>e.g. historical, fantasy, science fiction.</b> 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</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/ Debate writing</b></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 included in the</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, letters between characters, review 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: Arachne (Link with History: Ancient Greece)  <b>Drama</b> Children will learn their lines, rehearse and perform their end of Year 6 production.</p>

	<p>Triffids, War of the Worlds</p> <p><b>Diary 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: Anne Frank's Diary</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 features of this fantasy story. They will look at the elements which are needed in each section to build the setting, characterisation</p>	<p>Children will read a range of balanced arguments which 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>text. They will then write their own flashback based on a video (Monkey Symphony) Text: Hajj</p> <p><b>Persuasive Writing</b> Children will look at London tourist attractions and create their own for the Tower of London. (Link with Geography topic.)</p>		
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		n 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 Multi-clause sentences	Colon, semicolon and dash: to mark the boundary between independent clauses Multi-clause sentences 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	Words ending in able/ably  Word families  Creating diminutives	Adding suffixes beginning with vowel letters to words ending in -fer	Words with endings which sound like /shuhl/ after a vowel letter	<b>SATs Revision</b>  Word families based on common words, showing how words are related in form and meaning	Synonyms and Antonyms

	<p>nouns ending in - ance/-ancy</p> <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>using prefixes micro-/mini-</p> <p>Statutory Spelling Challenge Words</p>	<p>Words with a long/e/ sound spelt 'ie' or 'ei' after c (and 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>Words with endings which sound like /shuhl/ after a consonant letter</p> <p>Words with a 'soft c' spelt /ce/</p> <p>Statutory Spelling Challenge Words</p>	<p>Words that can be nouns and verbs</p> <p>Words with a long /o/ sound spelt 'ou' or 'ow'</p> <p>Words ending in - ible/-ibly</p>	
Handwriting	<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>					

<b>Maths.</b>	<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>MAS NPV WAS DPE; PRA 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</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</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 GPS Coordinate geometry; angles</b> Focus on</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</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 intervals;</p>

	<p>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 written methods in subtracting and the</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>calculation of time intervals</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</b></p>	<p>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><b>PRA FRP Algebra; ratio</b> Focus on the</p>	<p>division and mental strategies including the use of factors; 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>and tables, graphs and charts.</p>
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	<p>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 fractions;</p>	<p><b>fractions</b> Focus on understanding decimal and proper fractions and their 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</p>	<p>use of generalisations and simple formulas, including to find the nth term in a sequence; then moves on to ratio</p> <p><b>Buckstones Big Maths - Number Sift</b></p> <p><b>MEA GPS Shape, and measurement in relation to shape</b> Focus on 2D shapes, their properties, areas, and perimeters.</p>		
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		<p>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 angles.</p>	<p>addition and subtraction methods, including solving word problems.</p> <p><b>WMD NPV PRA Multiplication and division</b> Focus on number patterns involving factors and multiples, and on long division</p>			
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<b>Science</b>	<b>Light</b>	<b>Electricity</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 Christian or Humanist enable resilience?	<b>Christianity</b> Christmas in the Gospels: what do they tell us about Jesus?	<b>Christianity + Islam</b> How and why do some people inspire others in Christianity and Islam?	<b>Christianity + Islam</b>  Is it better to express your religion in arts and architecture or in charity and generosity? What does religion look like in Oldham, including places of worship?	
<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</b> <b>Manipulation</b> <b>Password</b> <b>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>				

Geography	Geog Skills:Grid Ref's, Time zones, Climate Zones (part 1) identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Map reading including OS maps.		Geog Skills: Grid Ref's, Time zones, Climate Zones  Identify the Prime/Greenwich Meridian and time zones (including day and night)			
			RAINFORESTS (South America)	LONDON		
History		Battle of Britain (a study of an aspect of history which extends beyond 1066)			Ancient Greece – a study of Greek life and achievements and their influence on the western world	
Art	Painting		Collage		Drawing	

	<p>Use a wide range of techniques in your work including texture through paint mix and brush techniques</p> <p>Mix appropriate colours to create a suitable colour palette that conveys mood and atmosphere.</p> <p><b>O Little Town of Bethlehem</b></p>		<p>Combine visual &amp; tactile qualities. Experiment with techniques that use contrasting textures, colours or patterns (rough/smooth, light/dark, plain/patterned)</p> <p>Justify the materials you have chosen.</p> <p>Combine pattern, tone and shape</p> <p><b>Rousseau.</b></p>		<p>Understand effect of light on objects from different directions. To interpret the texture of a surface.</p> <p>Produce increasingly accurate drawings of structures with concept of perspective.</p> <p><b>London landmarks</b></p>	
D. and T.	<p><b>Textiles</b></p> <p>Combining Different materials and more complex stitching</p> <p><b>Calendar</b></p> <p><b>Bridget Riley</b></p>				<p><b>Electrical/ Mechanisms</b></p> <p>More complex switches, circuits, buzzers</p> <p>Gears and Pulleys etc <b>ACCURACY</b></p> <p><b>Electrical Kit Cars</b></p>	
P.E.	<p><b>Football (OSD)</b></p> <p><b>OAA/ Orienteering</b></p>	<p><b>Gymnastics (OSD)</b></p> <p><b>Fitness</b></p>	<p><b>Gymnastics (OSD)</b></p> <p><b>Netball</b></p>	<p><b>Tennis (OSD)</b></p> <p><b>Dance</b></p>	<p><b>Basketball (OSD)</b></p> <p><b>Dance</b></p>	<p><b>Athletics (OSD)</b></p> <p><b>Rounders</b></p>
PSHE	<p><b>Mental Well-Being/Pressure of Media</b></p>		<p><b>Mental Well-Being/Pressure of Media</b></p> <p><b>Physical Wellbeing</b></p>		<p><b>Physical Wellbeing</b></p> <p><b>Healthy Relationships</b></p>	

	<p><b>Democracy:</b> Election of School Council and House captains</p> <p><b>Individual Liberty:</b> Resisting pressure / asking for help and having the vocab. to do so</p> <p><b>Mutual Respect</b> Media images - effect on young people</p> <p>R4 Respecting ourselves and each other and our uniqueness</p> <p>Viewpoints - debate topical issues, problems and events</p> <p><b>Tolerance of Different Faiths and beliefs:</b> How do different religions worship?</p>		<p><b>Mutual Respect:</b> for self and keeping a healthy lifestyle</p> <p><b>Rule of Law:</b> Age limits and restrictions.</p>		<p><b>Tolerance of Different Faiths and beliefs:</b> Islam</p> <p><b>Individual Liberty:</b> choices we make to stay safe when taking part in orienteering at Castleshaw and Dovestones.</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>	
<b>Music</b>	Pitch Pulse Duration Tempo Dynamics Timbre Texture Structure	Pitch Pulse Duration Tempo Dynamics Timbre Texture Structure  Composition -	Pitch Pulse Duration Tempo Dynamics Timbre Texture Structure  Jazz and Blues	Pitch Pulse Duration Tempo Dynamics Timbre Texture Structure	Pitch Pulse Duration Tempo Dynamics Timbre Texture Structure  Music Technology	Performing Listening and Appraising Recording Vocal Skills  Year 6 Production

	Black History Month	Graphic scores		Vocal performance & Notation		
French	La seconde guerre mondiale (PKS2*)	A l'école (PKS2**)		Le weekend (PKS2**)	Manger et Bouger (PKS2**)	