



Year 6 – Long Term Plan

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Poetry: <i>Poetry Please :The Seasons – Various; If All The World Were – Joe Coelho</i> (1 week)</p> <p>Creating Narrative: <i>Quest</i> <i>How To Train Your Dragon – Cressida Cowell</i> (2 weeks)</p> <p>Informative Writing: Experimenting with Formality & Voice <i>Fantastic Beasts and Where to Find Them – JK Rowling</i> (3 weeks)</p>	<p>Creating a New Chapter: <i>SeaBEAN – Sarah Holding</i> (3 weeks)</p> <p>Persuasion: Reducing waste campaign (2 weeks)</p>	<p>Multi-text Storytelling: <i>The Arrival – Shaun Tan</i> Poetry Link - 'On The Move' - Michael Rosen (4 weeks)</p> <p>Biographies: <i>Little Leaders - Vashti Harrison</i> (2 weeks)</p>	<p>Discussion: <i>What Is Right & Wrong?...</i> -Michael Rosen & Annemarie Young (2 weeks)</p> <p>Narrative Non-fiction: <i>Moth – An Evolution Story/ Fox – A Life Cycle Story – Isabel Thomas</i> (3 weeks)</p>	<p>Modern Retellings: Shakespeare <i>Mr. William Shakespeare's Plays – Marcia Williams</i> (3 weeks)</p> <p>Journalism: Critical literacy & bias (3 weeks)</p>	<p>Class Anthology: <i>Book of Hopes – Katherine Rundell</i> Poetry Link (3 weeks)</p> <p>Fact or Fiction: <i>History's Mysteries - National Geographic Kids</i> (2 weeks)</p>
Guided Reading	Core Text Big Question VIPERS Core Text Reading Comprehension	Core Text Big Question VIPERS Core Text Reading Comprehension	Core Text Big Question VIPERS Core Text Reading Comprehension	Core Text Big Question VIPERS Core Text Reading Comprehension	Core Text Big Question VIPERS Core Text Reading Comprehension	Core Text Big Question VIPERS Core Text Reading Comprehension
Spelling	<p>Ambitious Synonyms: Adjectives</p> <p>Homophones & Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy</p> <p>Adjectives ending in -ant into nouns ending in -ance/ -ancy</p>	<p>Words ending in -able</p> <p>Words ending in -ably</p> <p>Word families based on common words, showing how words are related in form and meaning</p> <p>Creating diminutives using prefixes micro- or mini-</p>	<p>Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Words with a 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 vowel letter</p> <p>Words with endings which sound like /shuhl/ after a consonant letter</p> <p>Words with a 'soft c' spelt /ce/</p> <p>Word families based on common words,</p>	<p>Word families based on common words, showing how words are related in form and meaning</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</p>	Synonyms & Antonyms



	<p>Adjectives ending in -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.</p> <p>Hyphens: To join compound adjectives to avoid ambiguity</p>		<p>Statutory Spelling Challenge Words</p>	<p>showing how words are related in form and meaning</p> <p>Statutory Spelling Challenge Words</p>	<p>Words ending in -ibly</p>	
<p>Punctuation and Grammar</p>	<p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>Using modal verbs to indicate degrees of possibility</p> <p>Indicating degrees of possibility using modal verbs</p> <p>Using adverbs to indicate degrees of possibility</p> <p>Indicating degrees of possibility using adverbs</p> <p>Using brackets, dashes or commas to indicate parenthesis</p> <p>Using expanded noun phrases to convey complicated information concisely</p>	<p>Synonyms and Antonyms How words are related by meaning as synonyms and antonyms</p> <p>Word Classes</p> <p>Subjunctive form</p>	<p>Punctuation 1 Using a colon to introduce a list</p> <p>Use of the colon to introduce a list</p> <p>Use of semi- colons within lists</p> <p>Punctuating bullet points consistently</p> <p>Punctuation of bullet points to list information Active and Passive</p> <p>Using passive verbs to affect the presentation of information in a sentence</p> <p>Use of the passive to affect the presentation of information in a sentence</p> <p>Formal and Informal</p>	<p>Punctuation 2 Using semi-colons to mark boundaries between independent clauses</p> <p>Using colons to mark boundaries between independent clauses</p> <p>Using dashes to mark boundaries between independent clauses</p> <p>Use of the semi-colon to mark the boundary between independent clauses</p> <p>Use of the colon to mark the boundary between independent clauses</p> <p>Use of the dash to mark the boundary between independent clauses</p> <p>Hyphens</p>	<p>Cohesion- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections</p> <p>Consolidation</p>	<p>Consolidation</p>



	<p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Using commas to clarify meaning or avoid ambiguity in writing</p>		<p>Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing</p>	<p>Using hyphens to avoid ambiguity</p> <p>How hyphens can be used to avoid ambiguity</p>		
Maths	<p>Place Value</p> <p>Addition, subtraction, multiplication and division</p>	<p>Fractions A</p> <p>Fractions B</p> <p>Converting Units</p>	<p>Ratio</p> <p>Algebra</p> <p>Decimals</p>	<p>Fractions, decimals and percentages</p> <p>Area, perimeter and volume</p> <p>Statistics</p>	<p>Geometry- Shape</p> <p>Geometry- Position and Direction</p>	<p>Themed projects, consolidation and problem solving</p>
Science	Physics- Electricity	Biology- Evolution	Physics- Light	Biology- Further classification	Biology-functions of the human body	Chemistry – Physical and chemical changes
History	<p>European history: Settlement by Anglo-Saxons</p> <p>Using artefacts identified at Sutton Hoo to explore what life was like for Anglo-Saxons</p>			<p>European history: Viking invasions</p> <p>Understanding who the Vikings were and how their reputation has changed over time; making arguments as to whether they deserve a violent reputation</p>	<p>Global history: Power, empire, and democracy</p> <p>A short introduction to the rise and fall British Empire, and its legacy in Britain from the 1960s to today</p>	



Geography		Improving the environment: Recognising the importance of renewable energy and reducing waste, and the actions that humans can take to improve the environment	On the move: Understanding push and pull factors in migration from the Northern Triangle to the USA, and Syria to countries in Europe; understanding the benefits of migration to the UK		I am a geographer: Posing questions, completing fieldwork and presenting a geographical investigation	
Music Charanga - EMMC	How does music bring us together?	How does music connect us with our past?	How does music improve our world?	How does music teach us about our community?	How does music shape our way of life?	How does music connect us with the environment?
Spanish	Phonetics 1to4 Core vocabulary unit	Presenting Myself Intermediate language unit	Do You Have A Pet? Intermediate language unit	What Is The Date? Weather? Intermediate language unit	My House Intermediate language unit	School Progressive language unit
Art and Design		Recycled Materials Using plastic waste to create an installation about the natural world. Ifeoma Anyaeji Serge Attukwei Clottey Veronika Richterová Katherine Harvey [Links to Geography, Science]	Displacement Looking the work of artists who have been refugees. 'Challenges' is an alternate theme if 'Displacement' is not appropriate. Judith Kerr Frank Auerbach Kurt Schwitters [Links to Geography]			Global Connections Considering the impact of the British Empire on art. Global influence on art. Collaborative outcome celebrating diversity. Yinka Shonibare Lubaina Himid Sonia Boyce [Links to History]
Design and Technology	Structures Understand why structures sometimes fail Investigate and use techniques to			Mechanisms: electrical and computer control Understand how products can be driven by electricity	Textiles Design for a range of needs – appearance, safety, size, warmth Use patterns, templates and	



	reinforce and strengthen structures Design and make a structure for a specific tasks Design and build an aqueduct			Use motors to control speed and direction of movement Develop structures with cladding and finishing techniques	detailed working drawings Develop finishing techniques T Shirts	
Computing	Unit 6.2 Online Safety Number of lessons- 3 Programs – Various Unit 6.1 Coding Number of lessons- 3 out of 6 Programs – Various	Unit 6.1 Coding Number of lessons- 3 out of 6 Programs – Various Unit 6.3 Spreadsheets Number of lessons- 3 out of 5 Programs – 2Calculate	Unit 6.3 Spreadsheets Number of lessons- 2 out of 5 Programs – 2Calculate Unit 6.4 Blogging Number of lessons- 4 Programs – 2Connect 2Blog	Unit 6.5 Text Adventures Number of lessons- 4 Programs – 2Connect 2Create a story Unit 6.6 Networks Number of lessons- 2 Programs- Various	Unit 6.7 Quizzing Number of lessons- 6 Programs – Various	Unit 6.8 Binary Number of lessons- 4 Programs- Various Unit 6.9 Spreadsheets MS Excel Number of lessons- 8 Program- MS Excel
Religious Education	THEOLOGY Christianity Why is the resurrection significant for Christians? Different gospel narratives, truth claims, salvation.	THEOLOGY (Christianity) Are religion & science in conflict? (Link science – Evolution) Creation, interpretation, diversity of opinion.	SOCIAL SCIENCES Hindu Dharma In what diverse ways do Hindus build a sense of community? Festivals & Pilgrimage	PHILOSOPHY What do philosophers teach us about life's purpose? Self & Soul (link Yr5 Knowledge unit)	SOCIAL SCIENCES Islam How is an understanding of life's purpose reflected in people's lives? Diverse expression of purpose in lived worldviews.	THEOLOGY Christianity Why is the resurrection significant for Christians? Different gospel narratives, truth claims, salvation.
PSHCE	Being me in my world I can identify my goals for this year, understand my fears and worries about the future and know how to express them	Celebrating differences I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with	Dreams and goals I can describe some ways in which I can work with other people to help make the world a better place	Healthy me I can evaluate when alcohol is being used responsibly, antisocially or being misused I can tell you how I feel about using	Relationships I can recognise when people are trying to gain power or control I can demonstrate ways I could stand up for myself and my friends in situations	1 Decision SRE



	<p>I know that there are universal rights for all children I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities I understand how democracy and having a voice benefits the school community</p>	<p>people in either situation</p>	<p>I can identify why I am motivated to do this</p>	<p>alcohol when I am older and my reasons for this</p>	<p>where others are trying to gain power or control</p>	
<p>Thrive (Emotional Health and Wellbeing)</p>	<p>A letter (Skills and Structure)</p> <p>Who supports me? (Skills and Structure)</p> <p>Upstairs Brain (Skills and structure)</p>	<p>Personifying the brain (Skills and Structure)</p> <p>Feelings Map (Skills and Structure)</p> <p>How can I help? (Skills and Structure)</p>	<p>Oxytocin (Skills and Structure)</p> <p>Rules, Rules, Rules (Skills and Structure)</p> <p>Social Brain (Skills and Structure)</p>	<p>Nerves? That's Okay! (Skills and Structure)</p> <p>Celebration Time (Skills and Structure)</p> <p>What if? (Skills and Structure)</p>	<p>Dilemma Help! (Skills and Structure)</p> <p>Imagine a country.. Your own country! (Skills and Structure)</p>	<p>Change Tunnel (Skills and Structure)</p> <p>I am amazing! (Skills and Structure)</p> <p>The good old times! (Skills and Structure)</p>
<p>Physical Education</p>	<p>Step to the beat</p>	<p>Mighty Movers (Boxercise)</p>	<p>Nimble Nets</p>	<p>Invaders</p>	<p>Striking and Fielding</p>	<p>Young Olympians</p>