



Year 6 Long Term Plan						
Subject <i>(Weekly Time Allocation)</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Text Stimulus</b> <i>(1hr 15m)</i>	<b>Kensuke's Kingdom</b> <i>Michael Morpurgo</i>	<b>Who Let the Gods Out</b> <i>Maz Evans</i>	<b>War Horse</b> <i>Michael Morpurgo</i>	<b>War Horse</b> <i>Michael Morpurgo</i>	<b>Holes</b> <i>Louis Sachar</i>	<b>London Eye Mystery</b> <i>Siobhan Dowd</i>
<b>Reading Skill Focus</b> <i>(1hr 40m)</i>	Retrieval	Inference	Respond and explain	Language for effect. Understand words in context.	Clarify and Summarise	Themes and conventions
<b>Reading &amp; Writing Genres</b> <i>(3hr 45m)</i>	Recount-Diary & Report	Narrative & Explanation/Instruction	Poetry & Discussion	Narrative & Letter	Newspaper & Narrative	Playscripts
<b>GaP Skills New Content Focus</b> <i>(45m)</i>	<b>Grammar</b> <i>Cohesion via pronouns/nouns and adverbials</i> <i>Relative clauses</i> <b>Punctuation</b> <i>Semicolon between independent clauses</i>	<b>Grammar</b> <i>Subject, object</i> <i>Passive voice</i> <i>Adverbs showing degrees of possibility</i> <b>Punctuation</b> <i>Colon to introduce list</i>	<b>Grammar</b> <i>Causal conjunctions</i> <b>Punctuation</b> <i>Bullet points</i> <i>Hyphen to avoid ambiguity</i>	<b>Grammar</b> <i>Expanded noun phrases</i> <b>Punctuation</b> <i>Colon &amp; semicolon with list</i>	<b>Grammar</b> <i>Reinforce Use Of Prior Learning</i> <b>Punctuation</b> <i>Reinforce Use Of Prior Learning</i>	<b>Grammar</b> <i>Reinforce Use Of Prior Learning</i> <b>Punctuation</b> <i>Reinforce Use Of Prior Learning</i>
<b>Spelling Skills Focus</b> <i>(1hr 15m)</i>	<b>Read, Writing, Inc Spellings</b> <i>Unit 1-4+SF</i>		<b>Read, Writing, Inc Spellings</b> <i>Unit 5-8 + SF</i>		<b>Read, Writing, Inc Spellings</b> <i>Unit 9-12 + SF</i>	
<b>Numeracy</b> <i>(5hrs)</i>	<b>Arithmetic Skills</b> <b>Place Value, Four operations</b>	<b>Arithmetic Skills</b> <b>Fractions, Geometry – position and direction</b>	<b>Arithmetic Skills</b> <b>Decimals &amp; percentages, Algebra</b>	<b>Arithmetic Skills</b> <b>Measures, Ratio &amp; proportion</b>	<b>Arithmetic Skills</b> <b>Geometry – shapes, Problem solving</b>	<b>Arithmetic Skills</b> <b>Statistics</b> <i>Reinforce Use Of Prior Learning</i>
<b>P.E.</b> <i>(1hr 30m)</i>	<b>Sport</b> <i>Badminton</i> <b>Fitness</b> <i>Pilates</i>	<b>Sport</b> <i>Rugby</i> <b>Fitness</b> <i>Boot Camp Cardio</i>	<b>Sport</b> <i>Dance</i> <b>Fitness</b> <i>Boxercise</i>	<b>Sport</b> <i>Gymnastics</i> <b>Fitness</b> <i>Step Cardio</i>	<b>Sport</b> <i>Rounders</i> <b>Fitness</b> <i>Gymfit Circuits</i>	<b>Sport</b> <i>Athletics</i> <b>Fitness</b> <i>Fitness Cardio</i>
<b>Science</b> <i>(1hr 30m)</i>	Living things	Evolution & Inheritance	Electricity	Light	Heathy bodies	Reinforce Scientific skills



# “Love to Learn”



	<i>Classification Systems, Linnaeus</i>	<i>Fossils &amp; Adaptation</i>	<i>Symbols, Circuits, Effect Of Changes In Circuits</i>	<i>The Eye, How Light Travels &amp; Shadows</i>	<i>Circulatory System, Diet</i>	<i>Including. Floating &amp; Sinking</i>
<b>Computing*</b> <i>(45m)</i>	<b>Video Creation</b> <i>Movie Advert, Filming, Editing, Use Of iMovie</i>		<b>Digital Literacy &amp; Citizenship</b> <i>Talking Safely, Spotting Poor Citizenship, Privacy Rules, Cyberbullying, Stereotypes</i>		<b>Computer Science</b> <b>Code.Org - F</b> <i>Lesson 1-5 &amp; 7-18</i> <i>Functions, Sprites &amp; Variables</i>	
<b>D.T.*</b> <i>(45m)</i>	<b>Cooking &amp; Nutrition – Pop Up Café</b> <i>Food Sources &amp; Preparation, Marketing &amp; Design</i>		<b>Textiles – Compact Organiser</b> <i>Design &amp; Sewing</i>		<b>Electrical Systems - Game</b> <i>Electrical Circuits For A Manufacturing Purpose</i>	
<b>Art*</b> <i>(45m)</i>	<b>Japanese Art</b> <i>Line, Shape &amp; Manga</i>	<b>Photography</b> <i>Macro Art, Texture &amp; Photo Editing</i>	<b>Holocaust Memorial Art</b> <i>Henry Moore, Cross-Contouring</i>	<b>Cubism &amp; Fauvism</b> <i>Picasso &amp; Marc, Colour, Shape, Shade</i>	<b>Formal Elements Of Art</b> <i>Pencil Drawing Architecture</i>	<b>Transition Skills</b> <i>Transition Elements To Secondary</i>
<b>Music</b> <i>(45m)</i>	<b>Composition – Taiko Drumming</b> <i>Advanced Rhythms, Dynamics, Pitch &amp; Tempo</i>	<b>Recorders</b> <i>Progressive Tuned Instrument Provision</i>	<b>Songs Of WW2</b> <i>Pitch, Control &amp; Confidence</i>	<b>Theme &amp; Variations</b> <i>Translating &amp; Use Of Instrument</i>	<b>Film Music</b> <i>Characteristics &amp; Composition</i>	<b>Performance</b> <i>Leavers Song, Singing, Acting &amp; Dancing</i>
<b>History*</b> <i>(45m)</i>		<b>Ancient Greeks</b> <i>Greek Life, Achievements &amp; Influence</i>	<b>The Impact Of War</b> <i>Historical Theme Beyond 1066, Sources From WWI &amp; WWII</i>			<b>Maya Civilisations</b> <i>Achievements Of A Non-European Society</i>
<b>Geography*</b> <i>(45m)</i>	<b>Protecting The Environment</b> <i>Settlement, Land-use Change &amp; Sustainability</i>			<b>Local Area Study</b> <i>Name &amp; Locate Counties &amp; Cities Within UK, Changes To The Local Community</i>	<b>Journeys: Trade &amp; Migration</b> <i>Use Maps, Atlases &amp; Digital mapping To Locate Countries &amp; Describe Features</i>	
<b>R.E.*</b> <i>(45m)</i>	<b>World Religions</b> <i>Reinforcement Of All Religions</i>		<b>Buddhism</b> <i>Origins &amp; Beliefs</i>		<b>Celebrations</b> <i>Exploring Celebrations &amp; Their Purpose</i>	
<b>P.S.H.E.</b> <i>(45m)</i>	<b>Being Me In My World</b> <i>Global Citizenship &amp; Democracy</i>	<b>Celebrating Differences</b> <i>Disabilities &amp; Bullying</i>	<b>Dreams &amp; Goals</b> <i>Global Issues, &amp; Impact On Self</i>	<b>Healthy Me</b> <i>Drugs, Physical &amp; Mental Health</i>	<b>Relationships</b> <i>Bereavement, Coercive Control, E-Safety</i>	<b>Changing Me</b> <i>Self-Image, Pregnancy &amp; Birth, Transitions</i>
<b>MfL French</b> <i>(45m)</i>	<b>Our School</b>	<b>The World Around Us</b>	<b>Then &amp; Now</b>	<b>Out &amp; About</b>	<b>Setting Up A Cafe</b>	<b>What's In The News?</b>

*\*equivalent to 45 minutes a week, but delivered at a 1hr 30 minute lessons. RE and Art alternate every other week throughout the year.*