

Year 6 Long Term Planning	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Educational	<p>Maths – Sainsbury’s English - Heaven Eyes Cross-curricular – BBC - Newcastle</p>	<p>History – Eden Camp Art – Hatton Gallery</p>				
English	<p><u>Text - Skellig</u> Narrative Persuasion Poetry The Tiger William Blake</p> <p><u>Cross-curricular link</u> <u>Climate/Weather</u> <u>Around the</u> <u>World/Continents</u> Explanation Report</p>	<p><u>Text - Blitzed</u> Narrative Description Poetry <u>Cross-curricular link</u> <u>WW2/Battle of</u> <u>Britain</u> Narrative Persuasion Recount Report</p>	<p><u>Text - Blitzed</u> Narrative Persuasion Comparison Poetry <u>Cross-curricular link</u> <u>WW2/Battle of</u> <u>Britain</u> Narrative Persuasion Instruction Report</p>	<p><u>Text - Holes</u> Report Explanation Narrative Poetry <u>Cross-curricular link</u> <u>Distribution of</u> <u>Natural Resources</u> <u>Around the world</u> Comparison Evaluation Report</p>	<p><u>Text - Stormbreaker</u> Narrative Recount Comparison Poetry <u>Cross-curricular link</u> <u>Cultural and</u> <u>political changes in</u> <u>Britain since the</u> <u>end of WWII</u> Report Summary Comparison Recount</p>	<p><u>Text - Room 13</u> Narrative Description Poetry <u>Cross-curricular link</u> <u>Map Work/Local</u> <u>Area</u> Summary Report Recount</p>
<u>Speaking and</u> <u>Listening</u>	<u>Reading</u>		<u>Writing</u>		<u>Grammar and Punctuation</u>	
<p>Use questions to build knowledge Articulate arguments & opinions Use spoken language to emulate, hypothesise &</p>	<ul style="list-style-type: none"> • Read a broad range of genres • Recommend books to others • Make comparisons within/across books • Support inferences with evidence • Summarising key points from texts • Identify how language, structure, etc. contribute to meaning • Discuss use of language, inc. figurative 		<ul style="list-style-type: none"> • Use knowledge of morphology & etymology in spelling • Develop legible personal handwriting style • Plan writing to suit audience & purpose; use models of writing • Develop character & setting in narrative • Select grammar & vocabulary for effect 		<ul style="list-style-type: none"> • Use appropriate register/ style • Use the passive voice for purpose • Use features to convey & clarify meaning • Use full punctuation • Use language of subject/object 	

explore Use appropriate register & language	<ul style="list-style-type: none"> Discuss & explain reading, providing reasoned justifications for views 	<ul style="list-style-type: none"> Use a wide range of cohesive devices Ensure grammatical consistency 	
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Maths	Place value incl. decimals Mental and written addition Mental and written multiplication (time) 2D and 3D shape Mental and written subtraction Mental and written division	Fractions Fractions, percentages, ratio and proportion Geometry - angles Statistics – pie charts Measurement – length, including perimeter and mass Measurement – area and volume	Place value, sequences and coordinates 2D shape, coordinates, translation and reflection Measurement – temperature, mean Calculating with fractions Mental and written division Mental and written multiplication	Mental and written addition and subtraction Measurement, ratio and proportion 2D and 3D shape Area, perimeter and volume of shapes Statistics – line graphs and pie charts	Place value, decimals and fractions Mental and written calculation Calculating fractions, ratio and proportion Coordinates, translation and reflection Algebra and sequences Measurement (length and time) and statistics - mean	Measurement – mass and volume / capacity Mental and written calculations Fractions Place value and decimals 2D and 3D shape
Science	Evolution and Inheritance Have we always looked like this?	Electricity Could you be the next Nintendo apprentice?	Light How could you light up your life?	Animals (inc. humans) What would a journey through your body look like?	Living Things and their habitats Could Spiderman really exist?	Evolution and Inheritance Have we always looked like this?
ICT	Programming – Scratch (GPIO) – controlling led's, motors, sensors etc.) - Procedures	Digital Music – Sonic Pi (Raspberry Pi) – Live coding and music making	Digital Literacy – Social networking Minecraft-Pi (Altering the code)	3D design (e.g. Google Sketchup) Website design – more advanced	Lego Mindstorms EV3 Robotics Digital Literacy – copyright and	Programming – Kodu game lab Python programming basics

	Multimedia presentation (advanced tools and software)	Understanding binary, bit patterns and file size	to change the game) – Raspberry Pi	tools e.g. HTML snippet tool	evaluating digital content	(Raspberry Pi)
History		World War 2 British History (taught chronologically) An extended period study. World War 2 Major events of the war Main characters involved Home front				Cultural and political changes in Britain since the end of WWII British History (taught chronologically) An extended period study
Geography	Weather and Climate Name & locate counties, and climate zones. Understand latitude, longitude, Equator, hemispheres, tropics, polar circles			Distribution of Natural Resources Around the world Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc.	Local Study Geography of Local area Name & locate counties, cities, regions & features of UK Use 4- and 6-figure grid references on OS maps Use fieldwork to record & explain areas	
Art/DT	Work in a sustained and independent way to create a detailed drawing. Develop close observation skills	Create printing blocks by simplifying an initial sketchbook idea. Mix and match colours to create atmosphere and	Experiment with a range of media to overlap and layer creating interesting colours and textures and effects	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt	Shape, form, model and construct from imagination or observation. Plan a sculpture through drawing and other preparatory work.	Add collage to a painted, printed or drawn background. Use different techniques, colours and textures etc. when designing and

	using a variety of viewfinders.	light effects.		their work according to their views and describe how they might develop it further. Annotate work in a sketchbook.	Develop skills in using clay including slabs, coils, slips etc.	making pieces of work. Use collage as a means of extending work from initial ideas.
Music	Development of confidence through singing rounds. African Drumming experience	Children will lead the communal singing in the <i>Christmas Carol Services</i>	WWII Project: children will learn traditional songs from WWII and perform them to people from the local community.		Develop acting/drama skills alongside musical ability through the learning of the songs and script of the <i>KS2 Summer Production: Oliver</i> . Children will have the opportunity to take lead roles within the production.	
	Each child should be able to sing confidently and alone. Experiences of live/recorded music throughout the year.					
P.E.	<u>KJ</u> Dance	OAA	Net and Wall Tennis	Athletics Multi-skills	Swimming	Athletics Speed Agility
P.E	Gymnastics	Invasion Netball/Basketball	Invasion Futsal	Invasion Rugby		Strike and Field Softball
	<u>PI</u> Gymnastics Dance	Athletics Multi-skills OAA	Invasion Football Net and wall Tennis	Invasion Rugby Athletics Speed Agility	Invasion Netball/Basketball Invasion Futsal	Swimming
R.E.	<u>Christianity</u> Why do Christians have ceremonies and use ritual in	<u>Christianity</u> What do the gospels tell us about the birth of	<u>Christianity</u> Why should people with a religious faith care about the	<u>Christianity</u> Why are Good Friday and Easter Monday the most	<u>Christianity</u> What can we learn about Christian symbols and beliefs	<u>Christianity</u> So, what do we now know about Christianity?

	<p>their lives?</p> <p>Demonstrating understanding of meaning and importance of rituals in more than one religion, comparing similarities and differences in religious beliefs and expression.</p>	<p>Jesus?</p> <p>Demonstrating understanding of significance of Christian story, Christian symbols and practices today.</p>	<p>environment?</p> <p>Demonstrating understanding of the impact of religious faiths on actions.</p>	<p>important days for Christians?</p> <p>Demonstrating understanding of crucifixion and resurrection on a basis of Christianity and significance for Christians today.</p>	<p>by visiting churches?</p> <p>Demonstrating understanding of Christian worship. Differing practices, symbols.</p>	<p>(exploration through the concepts)</p> <p>Demonstrating understanding of what the children have learnt about Christianity through the 4 concepts:</p> <p>Belief, Authority, Expressions of Belief and Impact of Belief. Statuary Bridging Unit.</p>
French	<ul style="list-style-type: none"> • Listen & engage • Develop appropriate pronunciation • Show understanding of words & phrases • Appreciate stories, songs, poems & rhymes • Broaden vocabulary 					