

**LONG TERM PLAN      YEAR 6**

	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>TOPIC/THEME</b>	Monsters	Victorians / Steam Punk	Out and About		Revision	Other cultures
<b>ENGLISH</b>	Film – Eye of the Storm Research and Report – Mythical creatures	Narrative –Cogheart Biography – Charles Dickens Report – Different religions	Narrative – Romance story Chronological report / Leaflet – Carlton Lodge Report – Science (vertebrates / invertebrates)	Explanation – Science (volcanoes / earthquakes)	Narrative _	Instructions – History (Mayans)
<b>Jane Considine Unit</b>	<b>A Monster Calls</b>	<b>Girl and Robot</b>	<b>Paper Man</b>	<b>Kensuke's Kingdom</b>		
<b>SPELLING</b>	Challenge Words	Words with the short vowel sound /i/ spelled 'y' Words with the long vowel sound /igh/ spelled 'y'	Adding the prefix '-over' Words with the suffix '-ful' Words that can be nouns and verbs Words with an /oa/ sound spelled 'ou' or 'ow' Words with a 'soft c' spelled 'ce' Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'	Words with a /f/ sound spelled 'ph' Words with origins in other countries and languages Words with unstressed vowel sounds Words ending with /shuhl/ spelled '-cial' Words ending with /shuhl/ spelled '-tial' Words beginning with 'acc'	Words with the suffix '-ably' Words with the suffix '-ible' Adding the suffix '-ibly' to create an adverb Words ending in '-ent' and '-ence' Words ending in '-er', '-or' and '-ar' Adverbs synonymous with determination	Adjectives to describe settings / feelings / characters Grammar Vocabulary Mathematical Vocabulary

GRAMMAR & PUNCTUATION	Pronoun, noun & adjectives  Commas, brackets, bullet points Terminology: synonym antonym subject object active passive	Sentence types, similes, metaphors, verbs  Ellipsis, question mark, exclamation mark Ellipsis	Verbs, adverbs, prepositions  Hyphen, colon, semi-colon Use the semi-colon, colon and dash to mark the boundary between independent clauses Terminology: Colon Semi-colon	Revision over all the key areas	Revision	Consolidation of grammar and punctuation skills from the year  Word bank
HANDWRITING	<input type="checkbox"/> write legibly, fluently and with increasing speed by: <input type="checkbox"/> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters <input type="checkbox"/> choosing the writing implement that is best suited for a task.					
MATHEMATICS	Number – Place value Number- Addition, Subtraction, Multiplication and Division	Fractions Converting units	Ratio Algebra Decimals	FDPs Area, perimeter and volume Statistics	Geometry – Properties of shapes Problem solving	Position and direction Problem Solving
SCIENCE	Electricity Light Working scientifically	Evolution and inheritance Working scientifically	Living things and their habitats Working scientifically	Working scientifically	Animals including humans Working scientifically	

<b>HISTORY</b>	A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066 Victorians <ul style="list-style-type: none"> <li>Children and school</li> <li>Transport</li> <li>Inventions</li> <li>The life of Charles Dickens</li> </ul>				Mayan civilisation c. AD 900 <ul style="list-style-type: none"> <li>Mayan life</li> <li>Maths</li> <li>Religion / Gods</li> </ul>	
<b>GEOGRAPHY</b>	Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <b>OUTDOOR LEARNING</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America. <b>OUTDOOR LEARNING</b> (Our local area to compare to New York) Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T)  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. <b>OUTDOOR LEARNING</b>		Describe and understand key aspects of : Physical geography including climate zones, biomes and vegetation belts, volcanoes and earthquakes, looking at plate tectonics and the ring of fire.  Physical geography of a region of the United Kingdom (Yorkshire Dales – linked to Carlton Lodge) <b>OUTDOOR LEARNING</b>  Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied  Extend to 6 figure grid references with teaching of latitude and longitude in depth. (linked to Carlton Lodge)/ Expand map skills to include non-UK countries.  Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <b>OUTDOOR LEARNING</b>		Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America.  Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography). Understand some of the reasons for similarities and differences.	
<b>COMPUTING</b>	<b>Purple Mash Unit - Coding</b>	<b>Purple Mash Unit – Online Safety</b>	<b>Purple Mash Unit - Spreadsheets</b>	<b>Purple Mash Unit - Blogging</b>	<b>Purple Mash Unit – Text Adventures</b>	<b>Purple Mash Unit - Networks</b>
<b>DT</b>			Design, make and evaluate – materials - strengthen, stiffen and reinforce <b>Design an earthquake proof building</b>		Design, make and evaluate <b>Design a mobile phone case</b>	
<b>ART</b>	<b>Drawing</b> Use dry and wet media to experiment using lines, marks, patterns and shapes. Explore colour mixing and blending using coloured pencils. Start to develop own style using various drawing media.	<b>Perspective and Composition</b> Begin to use simple perspective in their work. <b>Outside Learning</b> Begin to show an awareness of composition eg. foreground, middleground, background. <b>Outside Learning</b> Begin to show awareness of how paintings are created ie. composition. <b>Outside learning</b> <b>Romaro Britto (Perspective Art)</b>  <b>Collage</b>	<b>Painting</b> Develop a painting from a drawing. Mix and match colours to create light and atmosphere. Identify primary, secondary and complementary colours. Work with complementary colours. Create work from a variety of sources, including response from poetry and music. Compare own work to artists who work in a similar way. <b>(Andy Warhol-Vesuvius)</b>		<b>3D</b> Use recycled, manmade and natural materials to create 3D structures. <b>(Outside Learning)</b> <b>James Brunt (Outdoor Art)</b>  <b>Digital</b> Record using camera, video. <b>(Outside Learning)</b> Present recorded visual images using software eg. Powerpoint. Use a graphic package to create and manipulate new images. Be able to import an image into a graphics package. Understand that a digital image is created by layering. Create digital image from a sketchbook idea.	

		Add collage to a drawn or painted work. Use different colours, textures and media when creating collage effects.			<b>Textiles</b> Use fabrics to create a 3D structure. Use different grades of needles and threads.	
<b>MUSIC</b>	Charanga Happy	Charanga Classroom Jazz	Charanga A New Year Carol	Charanga You've Got a Friend	Charanga Music and Me	Y6 Production performance Leavers' assembly performance
<b>PSHE</b>	Becoming an active citizen	Keeping myself safe		Me and my future	Me and my relationships	My healthy lifestyle Moving on
<b>RE</b>	Festivals (both years) Rosh Hashanah, Harvest, Diwali, Hannukah, Christmas		Festivals (both years) Birthday of the prophet Mohammed, Birthday of Guru, Holi, Easter		Festivals (both years) Vaisakhi, Birthday of Guru Nanak, Ramadan	
	Is it better to express your beliefs in arts and architecture or in charity and generosity?	What difference does it make to believe in ahisma, grace and/or Ummah?	What matters most to Christians and Humanists?		What do religions say to us when life gets hard?	
<b>PE</b>	Swimming		Swimming	Tennis	Netball	Athletics
	Yoga	Fitness	Outdoor and adventurous activity	Golf	Dodgeball	Rounders
<b>MFL (SPANISH)</b> Using Language angels scheme	The Date My Family	Do you have a pet?	Clothes	At School	In the classroom	What is the weather?