# Long Term Curriculum Plan: YEAR 6

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **School Christian Value** | **Friendship** | **Love** | **Responsibility** | **Courage** | **Honesty** | **Respect** |
| **Linked story/quote** | Give thanks to the Lord for he is good; his love endures forever | | As for you, be strong and do not give up | | When you go through deep waters, I will be with you | |
| **British Value** (throughout: Mutual Respect and Tolerance) | Democracy | | Rule of Law | | Individual Liberty | |
| **Maths Gateway to Year 7**  | *Be able to recall additive complements to 10 and 100, deriving facts to other powers of 10 efficiently and automatically.*<br>*Be able to recall and derive multiplication and division facts efficiently up to 12 x 12 efficiently and automatically.*<br>*Be able to use known number facts and place value knowledge to adjust calculations and solutions efficiently. eg 36+ 64 = 100 => 3.6 + 6.4 = 1.*<br>*Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000).*<br>*Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and nonstandard partitioning.*<br>*Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and round numbers, as appropriate, including in contexts.*<br>*Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.*<br>*Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number).*<br>*Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.*<br>*Solve problems involving ratio relationships.*<br>*Divide numbers up to 4-digits by a two-digit number using appropriate formal written methods for division, interpreting remainders as fractions, decimals, or whole number remainders.*<br>*Solve problems with 2 unknowns.*<br>*Identify common factors, common multiples, and prime numbers.*<br>*Multiply two multi-digit numbers together using place value knowledge and adjustments, estimations, and appropriate written methods. For example 172 x 0.035 = 172 x 35 ÷ 1000.*<br>*Recognise when fractions can be simplified and use common factors to simplify fractions.*<br>*Express fractions in a common denomination and use this to compare fractions that are similar in value. For example 1/3 and 3/8.*<br>*Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy.*<br>*Find percentages and fractions of quantities. Use the method of finding 10% and 1% to generate other percentage facts.*<br>*Be able to derive conversions less that 1, using ratio tables as required.*<br>*Use formulae for the area and volume of shapes.*<br>*Add and subtract positive and negative integers for measures such as temperature and depth using a number line.*<br>*Solve problems involving measure to three decimal places, including mass, length, money, and time. Know key decimal conversion facts such as 1g = 0.001kg.* | | | | | |

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| | *Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. Use a protractor effectively to measure and draw angles.*<br>*Know that the area of a rectangle can be calculated by multiplying the length by the width and that the area of a triangle is half the area of its enclosing rectangle (draw a diagonal on a rectangle and you have two congruent triangles).*<br>*Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.*<br>*Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.* | | | |
| | ***Minimum sufficiency within Year 6***<br>*Learners should be able to use formal written methods for all four operations including long multiplication and division. They should be working confidently with fractions, decimals, percentages, and simple ratios. Learners should be able to solve a range of problems demanding efficient written and mental methods of calculation. They are beginning to use algebraic representations as a tool for problem-solving.*<br>*Learners are able to:*<br>*• compare, order, and calculate with fractions, decimals, and percentages*<br>*• use simple formulae*<br>*• recognise and generate number sequences*<br>*• calculate the area and volume of simple shapes*<br>*• classify shapes using correct vocabulary.*<br>*• measure and draw angles*<br>*• interpret a range of graphs and charts and calculate the mean average* | | ***Typically by the end of Year 6***<br>*Learners should be fluent in formal written methods for all four operations including long multiplication and division. They should be working confidently with fractions, decimals, percentages, and ratios. Learners should be able to solve a wide range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. They are beginning to use algebraic representations as a tool for problem-solving.*<br>*Learners are able to:*<br>*• compare, order, and calculate with fractions, decimals, and percentages*<br>*• use simple formulae*<br>*• recognise and generate number sequences*<br>*• describe positions on the four-quadrant grid*<br>*• calculate the area and volume of simple shapes*<br>*• classify shapes with increasingly complex geometric properties using correct vocabulary.*<br>*• measure and draw angles*<br>*• interpret a range of graphs and charts and calculate the mean average* | |
| **MATHS**<br>**Power Maths** | Number: Place Value<br>Number: Four operations +, -, x and ÷<br>Fractions<br>Geometry: Position & Direction | Number: Decimals; Percentages; Algebra<br>Measures: Imperial and Metric<br>Measures: Area & Perimeter; Volume<br>Number: Ratio & Proportion | Geometry: Properties of shapes<br>Problem Solving<br>Statistics<br>Investigations | |
| **Reading**<br>**Gateway to Year 7**<br>  | ***Knowledge, Skills and Behaviours***<br>*1. Discuss and evaluate how the author's use of language impacts on the reader*<br>*2.Identify how language, structure and presentation contribute to meaning*<br>*3.Draw sound inferences relating to characters' feelings, thoughts and motives, justifying these with evidence*<br>*4.Provide a succinct summary, paraphrasing the main ideas across a text* | ***Step 1***<br>*1.Discuss an author's use of figurative language and the image the reader gains from this.*<br>*2.Discuss ingredients that create a desired effect, e.g. short sentences and ellipsis.*<br>*3.Answer inference questions orally, using evidence and quotations from the text.*<br>*4.Record the key details/points from narrative and non-fiction texts.*<br>*5.Make a written recommendation of a text.* | ***Step 2***<br>*1.Discuss how the author indicates different levels of formality in a text.*<br>*2.Identify how vocabulary choice creates a desired effect in a piece of writing.*<br>*3.Answer inference questions in written form, using evidence and quotations from the text.*<br>*4.Record the key details/points from narrative and non-fiction texts in a paragraph summary.*<br>*5.Express preferences for genre, citing examples.* | ***Step 3***<br>*2.Discuss the role of structural and presentational devices in fiction and non-fiction texts.*<br>*6.Engage in dialogue about a text, courteously challenging ideas.* |

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| | *5.Share preferences for reading and make recommendations to others*<br>*6.Express personal opinions and discuss these with others* | *6.Discuss a favourite moment/section of a text and give reasons.* | | *6.Engage in dialogue about a text, adding to ideas.* | | |
| | *Pupils read and understand a wide range of texts independently and with ease. They understand how organisational structures and language are used to contribute to meaning and how this affects the reader. Through discussion, and in writing about their reading, they show that they are able to build inferences around characters' feelings, thoughts and motives, supporting these with evidence from the text. Pupils can provide a succinct summary drawn from more than one paragraph.* | | | | | |
| **ENGLISH** | | | | | | |
| **Entertain** | Poetry<br>Narrative | Narrative | | Description | Description | Preparation for moderation portfolio |
| **Recount** | Diary writing | Newspapers | Alternative point of view | | | |
| **Inform** | | | Eye witness account<br>Information text | | Newspaper | |
| **Persuade** | Formal Letter writing | Persuasive leaflets (evacuation) | Advert for 'Café Hero' | | Non-chronological report | |
| **Focus Texts** | *Cloudbusting*<br><br>*Letters From The Lighthouse* | *Letters From The Lighthouse*<br><br>*A Christmas Carol* | *Who Let The Gods Out* | *Who Let The Gods Out*<br><br>*Amalie* | *Moths / Darwin's Dragons* | *Macbeth* |
| **ENGLISH Grammar, Punctuation** | **Ready to Write**<br>• Modal verbs<br>• Adverbs<br>• Parenthesis<br>• Expanded noun phrases<br>**Synonyms and antonyms**<br><br>**Formal and Informal** | **Formal and Informal**<br><br>**Subjunctive Form**<br><br>**Word Classes** | **Punctuation**<br>• Colons<br>• Semi Colons<br>• Bullet points<br>• **Brackets, dashes, commas**<br>**Active and Passive** | **Cohesion and consolidation** | **Cohesion and consolidation** | **Cohesion and consolidation** |
| **Spelling rules** ***(X6 lessons per half term)*** | 1 – Challenge words<br>2 – Challenge words<br>3 – Challenge words<br>4 – Challenge words<br>5 – Challenge words<br>6- Challenge words | 1 – Challenge words<br>2 – Challenge words<br>3 – Challenge words<br>4 – Challenge words<br>5 – Words with the short vowel sound /i/ spelled 'y'<br>6- Words with the long vowel sound /igh/ spelled 'y' | 1 – Adding the prefix '-over'<br>2 – Words with the suffix '-ful'<br>3 – Words that can be nouns and verbs<br>4 – Words with an /oa/ sound spelled 'ou' or 'ow'<br>5 – Words with a 'soft c' spelled 'ce' | 1 – Words with a /f/ sound spelled 'ph'<br>2 – Words with origins in other countries and languages<br>3 – Words with unstressed vowel sounds<br>4 – Words ending with /shuhl/ spelled '-cial' | 1 – Words with the suffix '-ably'<br>2 – Words with the suffix '-ible'<br>3 – Adding the suffix '-ibly' to create an adverb<br>4 – Words ending in '-ent' and '–ence'<br>5 – Words ending in '-er', '-or' and '-ar' | 1 – Adjectives to describe settings<br>2 – Adjectives to describe feelings<br>3 – Adjectives to describe characters<br>4 – Grammar Vocabulary 1<br>5 – Grammar Vocabulary 2 |

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| | | | 6- Words with the prefixes 'dis-', 'un-', 'over-' and 'im-' | 5 – Words ending with /shuhl/ spelled '-tial'<br>6- Words beginning with 'acc' | 6- Adverbs synonymous with determination | 6- Mathematical Vocabulary |
| **Writing**<br>**Gateway to Year 2**<br>  | ***Knowledge, Skills and Behaviours***<br>*1.Identify the purpose, audience and form of their writing, selecting the appropriate form and using other similar writing as models for their own*<br>*2.Use organisational and presentational devices to structure text and guide the reader*<br>*3.Recognise how writing requires differing levels of formality and how these are achieved through considered vocabulary and grammar choices*<br>*4.Can vary sentence structure and length for effect*<br>*5.Settings, characters and atmosphere are developed through appropriate grammar and vocabulary choice*<br>*6.Link ideas across paragraphs using a range of cohesive devices*<br>*7.Proof-read for spelling and punctuation errors*<br>*8.Evaluate the effectiveness of their writing and edit as required* | | ***Step 1***<br>*1.Identify the audience and purpose of the writing and discuss intended effect on the reader.*<br>*2.Use headings, subheadings, underlining and other forms of emphasis to draw attention.*<br>*3.Recognise the difference between vocabulary and language structures typical of informal and formal writing.*<br>*4.Use relative clauses.*<br>*5.Use considered vocabulary choices to enhance the reader's understanding.*<br>*6.Use adverbials of time and place to link within and across paragraphs.*<br>*7.Recognise a spelling or punctuation error when proof reading.*<br>*8.Identify where word choice does not achieve the intended impact and make changes.* | ***Step 2***<br>*1.When planning, identify the range of writing features that will achieve the intended effect.*<br>*2.Use organisational features such as bullet points and columns to arrange content.*<br>*3.Select and use vocabulary and language structures that reflect the appropriate level of formality.*<br>*4.Write sentences with more than two clauses, correctly punctuated.*<br>*5.Make and deliberate and controlled decisions around sentence length.*<br>*6.Use repeated words or phrases to create cohesion between paragraphs.*<br>*7.After reading aloud, notice errors in punctuation and self-correct.*<br>*8.Identify where sentence structure does not achieve the intended impact and make changes.* | ***Step 3***<br>*1.Write effectively for a range of different purposes and audiences, adapting to achieve the desired impact.*<br>*3.Use the passive voice in non-narrative writing.*<br>*4.Confidently use and manipulate a range of sentence structures for effect.*<br>*7.Independently correct spellings using a dictionary or other classroom resources.*<br>*8.Explain the impact word and sentence level choices have on the overall effectiveness of writing.* | |
| | *Writing is securely organised within coherent paragraphs. Pupils employ a variety of vocabulary and structures suitable to the purpose, audience and form of their writing. Sentence length and structure are varied for effect. Pupils show awareness of standard forms and can write in different tenses as required. They draw on a range of effective strategies for spelling, using a wider range of rules and patterns. When evaluating and editing their writing, they can discuss their choices, add detail and delete for clarification.* | | | | | |
| **ENGLISH**<br>**Talk for Writing Unit** | Cloudbusting<br><br>Letters From The Lighthouse | Letters From The Lighthouse<br><br>A Christmas Carol | Who Let The Gods Out | Who Let The Gods Out<br><br>Amalie | Moths / Darwin's Dragons | Macbeth |
| **RE** | What helps Hindus to worship?<br>How is god three – and one? | | Who did Jesus say 'I am'?<br>What does the bible say about friendships and relationships? | | What is the 'Buddhist way of life?'<br>Y6: What does the Bible say about moving on? | |

| | Christmas Y6: What do the gospels say about the birth of Jesus – and why is it 'good news'? | | Easter Y6: Adam, Eve, Christmas and Easter – what are the connections? | | | |
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| **LIFE LEARNING**<br><br>**Jigsaw** | **My Year Ahead**<br><br>Help others to feel welcome<br>Try to make our school community a better place<br>Think about everyone's right to learn<br>Care about other people's feelings<br>Work well with others<br>Choose to follow the Learning Charter | **Understanding Difference**<br><br>Accept that everyone is different<br>Include others when working and playing<br>Know how to help if someone is being bullied<br>Try to solve problems<br>Try to use kind words<br>Know how to give and receive compliments | **Dreams and Goals**<br><br>Stay motivated when doing something challenging<br>Keep trying even when it is difficult<br>Work well with a partner or in a group<br>Have a positive attitude<br>Help others to achieve their goals<br>Are working hard to achieve their own dreams and goals | **Healthy Me**<br><br>Have made a healthy choice<br>Have eaten a healthy, balanced diet<br>Have been physically active<br>Have tried to keep themselves and others safe<br>Know how to be a good friend and enjoy healthy friendships<br>Know how to keep calm and deal with difficult situations | **Relationship**<br><br>Know how to make friends<br>Try to solve friendship problems when they occur<br>Help others to feel part of a group<br>Show respect in how they treat others<br>Know how to help themselves and others when they feel upset or hurt<br>Know and show what makes a good relationship | **Changing Me**<br><br>Understand that everyone is unique and special<br>Can express how they feel when change happens<br>Understand and respect the changes that they see in themselves<br>Understand and respect the changes that they see in other people<br>Know who to ask for help if they are worried about change<br>Are looking forward to change |
| **SCIENCE**<br>Working Scientifically | Light and Sight<br>Electricity and circuits<br>DPS writing | Electricity and circuits | Circulatory system | Classification | Evolution and Inheritance | How babies are made/born |
| **ART & DESIGN**<br>Sketchbooks | Artist Study: Henry Moore - air raid shelter paintings (sketch/wax/pastel) | Printing Christmas/Make Do and Mend in WW2 – printing on paper/fabric | Collage – inspired by Ancient Greek colours, patterns, architecture | | Digital Media – use of photography<br>Evolution animations | |
| **Significant Artist** | Henry Moore | | Classical Greek sculpture | | | |
| **COMPUTING**<br>Purple Mash<br>Info on Coding<br>Info on Spreadsheets | Unit 6.1: Coding | Unit 6.2: Online Safety<br>Unit 6.3: Spreadsheets | Unit 6.4: Blogging<br>Unit 6.5: Text Adventures | Unit 6.6: Networks<br>Unit 6.7: Quizzing | Unit 6.8: Understanding Binary | Unit 6.9: Spreadsheets<br>Unit 6.9: Spreadsheets |
| **D & T**<br>Design, Make, Evaluate | | Anderson shelters/Christmas WW2 treats | Models of heart/Greek theatres | Greek Food | Plan family meal | |
| **GEOGRAPHY** | Continents/seas<br>European geography: focus on WW2 | North America | Physical geography of Europe and Greece | | | Biomes |

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| **HISTORY** | Local History: Epsom in WW2 | | | Ancient Greece | | |
| **PE**<br><br>**Val Sabin units here:**<br>**Athletics**<br>**Dance**<br>**Games**<br>**Gymnastics** | GAMES<br>Unit 1 Invasion – implement and kicking (hockey and soccer)<br><br>PE – Dance<br>UNIT's 1-4 (pick and choose focusing on objectives) | | GAMES<br>Unit 3 Striking and Fielding Games<br>Unit 2 Net/Court/wall games (volleyball and tennis)<br><br>PE – Gymnastics<br>UNIT X Matching, mirroring and contrast<br>UNIT Y Synchronisation and canon<br>UNIT Z Holes and Barriers<br>UNIT A Counter-balance and counter-tension | | GAMES<br>District Sports Prep<br>Unit 4 Invasion games (ball handling) Netball, Basketball and Rugby<br><br>PE – Athletics Units 1 and 2<br><br>Tennis coaching | |
| **MUSIC** | UKULELE II<br>Revise and review.<br>Keyboard chords.<br>12 bar blues as mixed class ensemble. | MAJOR, MINOR AND PENTATONIC. Chord creation and composition of a phrase using notation. | MOVIE MUSIC II..<br>Group composition of Cliché music.<br>The man in the tunnel.<br>FAntAstic Antics!<br>Looking at cliché music examples/model/ create in groups. | MOVIE MUSIC II (cont.) + AFRICAN DRUMMING MINI UNIT | YOU'VE GOT A FRIEND /MUSIC AND ME..<br>Different and inspiring ways of making music | PRODUCTION |
| **MFL - FRENCH** | Revise avoir and être<br>Questions<br>Telling the time<br>Daily routine | Daily routine in other countries<br>Houses<br>Rooms in a house<br>Christmas: toys from around the world | Je peux + infinitive<br>Bedroom descriptions<br>Places in a town | Revise places in town<br>Revise aller<br>Directions<br>Revise food<br>Buying food<br>April fool's day | Numbers 61-100<br>Ordering food in a café<br>Famous French food and menus<br>The perfect (past) tense | The perfect (past) tense<br>Revision<br>Assessments<br>The French alphabet |