



**Samuel Barlow**

Primary Academy

# Year 6 Long Term Curriculum Plan

	Autumn Term	Spring Term	Summer Term
Reading	<p><b>Reading spine: When we were warriors, Tyger</b></p> <p>*Mastery focus Retrieve and record information from non-fiction - Use dictionaries to check the meaning of words that they have read - Ask questions to improve understanding Identify main ideas drawn from more than one paragraph and summarise Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence - Identify themes and conventions in a wide range of books Identify how language, structure and presentation contribute to meaning Discuss words and phrases that capture the reader's interest and imagination</p>	<p><b>Reading spine: Survivors, The goldfish boy</b></p> <p>*Mastery focus Retrieve and record information from non-fiction - Use dictionaries to check the meaning of words that they have read - Ask questions to improve understanding Identify main ideas drawn from more than one paragraph and summarise Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence - Identify themes and conventions in a wide range of books Identify how language, structure and presentation contribute to meaning Discuss words and phrases that capture the reader's interest and imagination</p>	<p><b>Reading spine: Great Adventurers, Sky Chasers</b></p> <p>*Mastery focus Retrieve and record information from non-fiction - Use dictionaries to check the meaning of words that they have read - Ask questions to improve understanding Identify main ideas drawn from more than one paragraph and summarise Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence - Identify themes and conventions in a wide range of books Identify how language, structure and presentation contribute to meaning Discuss words and phrases that capture the reader's interest and imagination</p>
Spelling	<p>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'</p>	<p>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</p>	<p>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, adjectives to describe feelings, adjectives to describe characters, grammar vocabulary, mathematical Vocabulary</p>
Writing	<p>Fiction – King Kong</p> <p>*Mastery focus Retrieve and record information from non-fiction</p>	<p>Recount – Shkeltons Journey</p> <p>Writing composition: • Identify the audience for and purpose of writing</p>	<p>Recount – Biography – Manfish</p> <p>Writing composition: • Identify the audience for and purpose of writing</p>

<p>- Use dictionaries to check the meaning of words that they have read</p> <p>- Ask questions to improve understanding</p> <p>Identify main ideas drawn from more than one paragraph and summarise</p> <p>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p> <p>- Identify themes and conventions in a wide range of books</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Report Hybrid – A place for me, stories about windrush</p> <p>Writing composition:</p> <ul style="list-style-type: none"> <li>• Identify the audience for and purpose of writing</li> <li>• Note and develop initial ideas, drawing on reading and research</li> <li>• Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>• Use organisational and presentational devices to structure text</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings</li> <li>• Proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• Note and develop initial ideas, drawing on reading and research</li> <li>• Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>• Describe settings, characters and atmosphere</li> <li>• Integrate dialogue to convey character and advance the action</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings</li> <li>• Choose the appropriate register</li> <li>• Proofread for spelling and punctuation errors</li> </ul> <p>Letter – The day the war came</p> <p>Writing composition:</p> <ul style="list-style-type: none"> <li>• Identify the audience for and purpose of writing</li> <li>• Note and develop initial ideas, drawing on reading</li> <li>• Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Choose the appropriate register</li> <li>• Proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• Note and develop initial ideas, drawing on reading and research</li> <li>• Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>• Use organisational and presentational devices to structure texts</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Use consistent and correct tense</li> <li>• Choose the appropriate register</li> <li>• Proof-read for spelling and punctuation errors</li> </ul> <p>Fiction Adventure Story – Sky Chasers</p> <p>Writing Composition</p> <ul style="list-style-type: none"> <li>• Note and develop initial ideas, drawing on reading and research</li> <li>• Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>• Describe settings, characters and atmosphere</li> <li>• Précis longer passages</li> <li>• Integrate dialogue to convey character and advance the action</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings</li> <li>• Distinguish between the language of speech and writing</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Perform own compositions using appropriate intonation, volume and movement</li> </ul>
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<b>Grammar</b>	Capital letters and full stops, questions, statements, commands and exclamation, Standard English, subjects and objects, synonyms and antonyms, active and passive, semi colons, colons, dashes,	Active and passive, colons and semi colons, formal and informal, hyphens, changing tenses, verbs and nouns, adjectives and adverbs,	Word classes, verb form, main and subordinate clause, contractions and expanded form, word families, phrases and clauses,
<b>Maths</b>	Block 1 – Place Value, Block 2 – Long multiplication, Block 3 – Division, Block 4 – Using compensation to calculate, Block 5 – Block order of operations, Block 6 – Draw, compose and decompose shapes, Block 7 – Area, perimeter, position and direction, Block 8 – Ratio and proportion, Block 9 - Statistics	Block 9 – Statistics, Block 10 – Fractions and percentages, Block 11 – Mean average, Block 12 – Calculating using knowledge of structures	Block 13 – Number: Problem solving, Block 14 – Statistics, Block 15 – Transition maths
<b>Numbersense / Times Tables</b>	Times Tables: Weekly consolidation	Times Tables: Weekly consolidation	Times Tables: Weekly consolidation
<b>Science</b>	Plants/Looking after the environment Living things and Habitats – Classification	Evolution and inheritance Electricity	Animals including humans – The heart Light
<b>History</b>	World War 2	The Suffragettes	The History of Human Rights and Equality
<b>Geography</b>	Spatial Sense	British Geographical Issues	South America
<b>PSHE</b>	Puzzle 1: Being me in my world Puzzle 2 Celebrating difference	Puzzle 3 – Dreams and Goals Puzzle 4 – Healthy Me	Puzzle 5 – Relationships Puzzle 6 – Changing me
<b>PE</b>	Tag rugby Rounders	Dance Netball	Athletics Tennis
<b>Music</b>	Voice and body percussion The Hallelujah Chorus	Blues and the Groove Minimalism and soundscapes	Rock, Pop and the Influence of the Blues Protest Songs

<b>Computing</b>	Computing systems and networks: Communication and collaboration Creating media: Webpage creation E-safety: Self-image and identity, Online relationships, Online reputation	Programming: Variables in games Data and information: Spreadsheets E-safety: Online bullying, Health, well-being and lifestyle, Copyright and ownership	Creating media: 3D modelling Programming: Sensing movement E-safety: Managing online information
<b>RE</b>	What is the best way for a Muslim to show commitment to God? Do Christmas celebrations help Christian's understand who Jesus was and why he was born?	How can I know what is morally right or wrong? How did the Kindertransport system help Jewish children?	Does belief in Akhirah (life after death) help Muslims lead good lives? Is anything ever eternal?
<b>Languages</b>	Phonetics 1 to 4 The Date Do you have a pet?	Clothes At school	At the weekend
<b>Art</b>	Impressionism	Art in the Italian Renaissance	Art in the 20 <sup>th</sup> Century – Modernism and Beyond
<b>D&amp;T</b>	6. 1 Cook: Mezze	6.2 Build: Electrical toys	6.3 Build: Water wall 6.4 Sew: Upcycling Fashion