

Year 6 Long Term Plan – 2020-2021

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 7 weeks SATS – in week 5	Summer 2 7 weeks
Topic	Mayans (with comparison to Vikings)	Trade	Victorians	Earthquakes	World War 2 – Kildwick/local area in WW2	China
Text	Holes		Cogheart		Good Night Mister Tom	
Visit		Keelham?	Bradford Industrial Museum?		Eden Camp?	Residential? Careers fair?
Writing Genres	<p>We Are Here – whole school book writing/PSHE theme</p> <p>Writing linked to Holes</p> <ul style="list-style-type: none"> - Letter home - Character description – From Hole - Continue the story – including speech - Non fiction – linked to Holes and trade. Journey of choc. Non Chronological <p>Christmas writing – Edgar the dragon. Story or advert</p>		<p>Fiction/Non fiction writing linked to Cogheart/topic</p> <p>Character description</p> <p>Story writing – including speech</p> <p>Recount</p>		<p>Fiction/Non fiction writing linked to GMT/topic</p> <p>Letters</p> <p>Eden camp guide (non-fiction)</p> <p>Formal writing</p> <p>Black out poetry (after SATs)</p>	
Grammar	<p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>Using brackets, dashes or commas to indicate parenthesis</p> <p>Using modal verbs to indicate degrees</p>		<p>Subjunctive form</p> <p>Colon to introduce a list. Include use of ; in a list. Bullet point lists.</p> <p>Passive voice.</p> <p>Formal and informal examples. Include was/were if needed.</p>		<p>Passive voice recap – test technique.</p> <p>Subjunctive recap.</p> <p>Present perfect recap.</p> <p>Revision</p> <p>CGP test papers</p>	

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	<p>of possibility. Indicating degrees of possibility using modal verbs [for example, might, should, will, must]</p> <p>Using adverbs to indicate degrees of Possibility. Indicating degrees of possibility using adverbs [for example, perhaps, surely]</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Antonyms and synonyms</p> <p>Subject and object – active and passive</p> <p>Speech recap.</p>	<p>Semi colons between clauses.</p> <p>Colons between clauses.</p> <p>Dashes between clauses.</p> <p>Hyphens.</p>	
<p>Guided Reading</p>	<p>One or two weekly lessons linked to Holes 3 chapters a week Additional exposure to: Poetry Non fiction</p>	<p>One or two weekly lessons linked to Cogheart Additional exposure to: Poetry Non fiction</p>	<p>One or two weekly lessons linked to Goodnight Mr Tom More of a focus on three mark questions – PEE (point, evidence, explain)</p>

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	Mark SATs papers together	Test technique through: CGP papers Twinkl papers Guided SATs papers/marking together	
SATS	September baseline – 2018 (results not given, not marked together) November/early December 2017. Marked together. Booster groups decided based on these.	Informal/whole class: 2016 sample and 2016 Test conditions and mark together 2019	2018 after Easter and mark together
Spelling Following Spelling Shed Stage 6	11. Spelling Rules: Words with the short vowel sound /i/ spelled y 12. Spelling Rules: Words with the long vowel sound /i/ spelled with a y. 13. Spelling Rules: Adding the prefix ‘-over’ to verbs. 14. Spelling Rules: Convert nouns or verbs into adjectives using suffix ‘-ful.’ 15. Spelling Rules: Words which can be nouns and verbs. 16. Spelling Rules: Words with an /o/ sound spelled ‘ou’ or ‘ow.’ 17. Spelling Rules: Words with a ‘soft c’ spelled /ce/. 18. Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite Challenge words: 1, 2, 3, 4	19. Spelling Rules: Words with the /f/ sound spelled ph. 20. Spelling Rules: Words with origins in other countries 21. Spelling Rules: Words with unstressed vowel sounds. 22. Spelling Rules: Words with endings /shuhl/ after a vowel letter 23. Spelling Rules: Words with endings /shuhl/ after a consonant letter. 24. Spelling Rules: Words with the common letter string ‘acc’ at the beginning of words. 25. Spelling Rules: Words ending in ‘-ably.’ 26. Spelling Rules: Words ending in ‘-ible’ Challenge words: 5, 6, 7,	27. Spelling Rules: Adding the suffix ‘-ibly’ to create an adverb. 28. Spelling Rules: Changing ‘-ent’ to ‘-ence.’ 29. Spelling Rules: -er, -or, -ar at the end of words. 30. Spelling Rules: Adverbs synonymous with determination. Challenge words: 8, 9, 10
Maths WRMH	Place Value Four Operations	Decimals and Percentages (not taught in Y5) Algebra	Properties of Shape Problem Solving

	Fractions Position and direction		Measures – Converting Units (not taught in Y5) Perimeter, Area and Volume Ratio		Statistics Investigations	
Geography	History topic	Describe and understand key aspects of: ☐☐ human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries	History topic	Describe and understand key aspects of: ☐☐ physical geography, including: climate zones and earthquakes (Szechuan earthquake)	History topic	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the 8 points of a compass, 4- and 6-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 locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating

		and describe features studied				on their environmental regions, key physical and human characteristics, countries, and major cities
History	<p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>☒ a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of</p>	Geography topic	<ul style="list-style-type: none"> ▪ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	Geography topic	<p>History</p> <ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • a significant turning point in British history, for example, the first railways or the Battle of Britain • a local history study 	Geography topic

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	Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900- 1300.					
DT	Phone case - Sewing Trade link – design and make something to sell		Make a Victorian toy out of wood. Include cams and pulleys https://www.meanwoodschool.co.uk/dt-week-victorian-moving-toys/		Design and make a food inspired by Chinese cuisine	
Art	Self portraits Mayan art		William Morris inspired art	3D model of tectonic plates	Blitz art work – sky lines with pastels	Chinese artists and traditional art
PE	Invasion games Netball Dance		Net/wall Gymnastics OAA Healthy Bodies		Striking and fielding Cricket Athletics Running/jumping	
RE	Creation and science: conflicting or complementary? 2B.2 UC	Was Jesus the Messiah? 2B.4 UC	Why do some people believe in God and some people not? U2.11 Diocesan syllabus	What difference does the resurrection make for Christians? 2B.7 UC	What does it mean for Muslims to follow God? U2.9 Diocesan syllabus	What kind of king is Jesus? 2B.8 UC
Music	Christmas carols		Victorian songs and composers		Wartime songs	Music from China End of year production
Science	Circulatory System	Animals Classification	Electricity	Light	Working scientifically	Evolution and Inheritance

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Computing	Film making - iMovie	Spread sheets	Online safety	Kodu programming	Using and applying skills	Scratch: animated stories
PSHE - Sue	PSHE returning to school focus Living in the wider world		Relationships		Health and well being Puberty	