Long Term Curriculum Plan

Year Group: 6

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|  | **AUTUMN ONE** | **AUTUMN TWO** | **SPRING ONE** | **SPRING TWO** | **SUMMER ONE** | **SUMMER TWO** |
| **Writing**  Stimulus   * Outcome | The Nowhere Emporium   * Diary * Narrative - suspense   The Tale of The Three Brothers   * Narrative poetry * Characterising speech (Ariel vs Ursula) | Clockwork   * Setting/ atmosphere description * First person recount * Persuasive leaflet | Macbeth   * Letter in role * Journalistic writing – direct and reported speech * Newspaper Report   Biography of Charles Darwin   * Biography | A Series of Unfortunate Events/Chaperon Rouge   * Diary * Letter writing * Descriptive writing * Narrative retelling | Survivors   * Creating own narrative – dialogue focus   Holes   * Narrative * Non-Chronological report * Informal letter writing | Holes   * Speech   Climate change (Geography link)   * Persuasive letter * Campaign |
| **SPAG** | Relative clause  Modal verbs  Adverbs  Parenthesis  Expanded noun phrases to convey concisely  Commas to clarify meaning  Dialogue - revision | Present and past tense verb forms  Synonyms and Antonyms  Nouns and verbs  Adjectives and verbs  Subject and object | Determiners, conjunction and prepositions  Identifying word class  Subjunctive form | Commas in a list  Colons and semi-colons to punctuate a list  Bullet points  Verbs  Passive verbs | Formal and informal vocabulary and writing styles  Clauses  Semi – colons, colons and dashes to mark boundaries  Hyphens | Cohesive devices  Consolidation of skills |
| **Spelling Rules** | 1. Words with the short vowel sound /i/ spelled y 2. Words with the long vowel sound /i/ spelled with a y. 3. Adding the prefix ‘-over’ to verbs. 4. Convert nouns or verbs into adjectives using suffix ‘-ful.’ 5. Words which can be nouns and verbs | 1. Words with an /o/ sound spelled ‘ou’ or ‘ow.’ 2. Words with a ‘soft c’ spelled /ce/. 3. Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite 4. Words with the /f/ sound spelled ph. 5. Words with origins in other countries | 1. Words with unstressed vowel sounds. 2. Words with endings /shuhl/ after a vowel letter. 3. Words with endings /shuhl/ after a consonant letter. 4. Words with the common letter string ’acc’ at the beginning of words. 5. Words ending in ’-ably.’ | 1. Words ending in ’-ible’ 2. Adding the suffix ‘-ibly’ to create an adverb. 3. Changing ‘-ent’ to ‘–ence.’ 4. -er, -or, -ar at the end of words. 5. Adverbs synonymous with determination. | 1. Adjectives to describe settings 2. Vocabulary to describe feelings. 3. Adjectives to describe character 4. Grammar Vocabulary 5. Grammar Vocabulary 6. Mathematical Vocabulary | 1) Challenge Words |
| **Reading** | Retrieval Rex | Inference Iggy  Vocabulary Victor | Prediction Pip  Summarising Sheba | Cassie the Commentator  Arlo the Author | Consolidation of skills | Consolidation of skills |
| **Maths** | Place Value  Addition, Subtraction | Fractions | Ratio  Decimals | Percentages  Perimeter, Area and Volume | Consolidation | Consolidation |
| Multiplication and Division | Measurement | Algebra  Converting Units | Statistics  Shape  Geometry-Position and Direction | Problem Solving  Investigations | Problem Solving Investigations |
| **Science** | Light (Physics) | Living things and their Habitats (Biology) | Evolution and Inheritance (Biology) | Animals including humans (Biology) | SATs | Electricity (Physics) |
| **Geography** | **Map Skills**  **Comparing Yorkshire to Eastern European countries?**  **Writing: Holiday brochures** |  | **Diversity in USA**  **Writing: non – chronological report** |  | **Changes to the coastline** |  |
| **History** |  | **Vikings** |  | **Early Islamic Civilisation in Baghdad** |  | **Crime and punishment through History** |
| **Computing** | **Internet communication** Recognising how the WWW can be used to communicate and be searched to find information. | **Webpage creation** Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation. | **Variables in games**  Exploring variables when designing and coding a game. | **Introduction to spreadsheets**  Answering questions by using spreadsheets to organise and calculate data. | **3D modelling**  Planning, developing, and evaluating 3D computer models of physical objects. | **Sensing**  Designing and coding a project that captures inputs from a physical device. |
| **Religious Education** | **BB Personal Journey**  CU2.4 Why do some people go on pilgrimage? | **UC Incarnation**  2b. 4 Was Jesus the Messiah? | **UC Creation**  2b.2 Creation and science: conflicting or complementary? | **BB The Big Picture**  CU2.6 What do Christians believe about the old and new covenants? | **BB Influence and Authority**  CU2.5 How and why are Jewish festivals celebrated today? | **UC God**  2b.1 What does it mean if God is holy and Loving? |
| **DT** |  |  |  | **Textiles**  Using computer-aided design in textiles | **Cooking & Nutrition**  Celebrating culture & Seasonality | **Mechanical Systems**  Pulleys and Gears |
| **Art** | Mixing using powder paint.  Develop mood and atmosphere in artwork.  Various artists | Wire and papier mache foundation with Modrock covering  Sculptor: Alberto Giacometti | Digital Art  Scan images, digital photos, and alter/adapt them.  Photographer: Ansel Adams |  |  |  |
| **Music** | Music and Technology | Developing Ensemble Skills  **Young Voices** | Creative Composition | Musical Styles Connect us | Improvising with confidence | Farewell Tour |
| **MFL** | **Interactions** (V)   * back to school (Haiti) * online exchange * dates, festivals and concerts | **Interactions** (V)   * describing town/village * comparing * physical description (celebrities)   Canada (V) | **Interactions** (V)   * Activities in school * Quebec Carnival * La Fete des Lumieres * La Chandeleur * Mardi Gras | Describing town/village  in Haïti | At the kite festival  A weekend  At home  Sports and Instruments | What I want / would like to do  at a café  Dans Paris Pome |
| **PE** | Hockey – Cognitive  Football - Creative | Netball – Physical  Dance – Skills | Basketball- Personal  Gymnastics– Social | Badminton – Cognitive  Cricket - Creative | Athletics  Golf - Personal | Rounders - Physical  Orienteering - Social |
| **PSHCE** | Families and Friendship  Safe Relationships  Respecting ourselves and others | | Belongings to a community  Media literacy and digital resilience  Money and Work | | Physical Health and Mental Well being  Growing and Changing  Keeping safe | |
| **Charity event** |  |  | Food Bank |  |  |  |
| **Enterprise event** |  |  | Shrove Tuesday- Pancake Sale |  |  |  |
| **Visits** |  |  |  | Judge and Magistrate Visit | Ingleborough Hall Residential | Rokt |
| **Visitors** | Sleep workshop- Open minds |  |  |  |  | West Yorkshire Police- SunnyVale Project  Transition  OpenMinds workshop |
| **Parent workshop** |  |  |  | SATS information for Parents |  |  |