Long Term Curriculum Plan

Year Group: 6

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **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 clauseModal verbsAdverbsParenthesisExpanded noun phrases to convey concisely Commas to clarify meaning Dialogue - revision | Present and past tense verb formsSynonyms and Antonyms Nouns and verbsAdjectives and verbsSubject and object | Determiners, conjunction and prepositionsIdentifying word classSubjunctive form | Commas in a listColons and semi-colons to punctuate a listBullet pointsVerbsPassive verbs | Formal and informal vocabulary and writing stylesClausesSemi – colons, colons and dashes to mark boundariesHyphens | Cohesive devicesConsolidation 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 IggyVocabulary Victor | Prediction PipSummarising Sheba | Cassie the Commentator Arlo the Author | Consolidation of skills | Consolidation of skills |
| **Maths** | Place ValueAddition, Subtraction | Fractions | RatioDecimals | PercentagesPerimeter, Area and Volume | Consolidation | Consolidation |
| Multiplication and Division | Measurement  | AlgebraConverting Units | StatisticsShapeGeometry-Position and Direction | Problem SolvingInvestigations | 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 coveringSculptor: Alberto Giacometti | Digital ArtScan 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/villagein Haïti | At the kite festivalA weekend At homeSports and Instruments | What I want / would like to doat a caféDans Paris Pome |
| **PE** | Hockey – CognitiveFootball - Creative | Netball – PhysicalDance – Skills | Basketball- PersonalGymnastics– Social  | Badminton – Cognitive Cricket - Creative | AthleticsGolf - Personal | Rounders - PhysicalOrienteering - Social |
| **PSHCE** | Families and FriendshipSafe RelationshipsRespecting ourselves and others | Belongings to a communityMedia literacy and digital resilienceMoney and Work | Physical Health and Mental Well beingGrowing and ChangingKeeping 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 ProjectTransitionOpenMinds workshop |
| **Parent workshop** |  |  |  | SATS information for Parents  |  |  |