

Long Term Plan						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Explore! Mayans	In your shoes Water World	Fragile Earth The Titanic	Monsters, myths and legends Exploring Scandinavia	Best of British Tudors and Stuarts	We can be heroes Local studies
ENGLISH Writing coverage	Setting/character description Diary - recount	Newspaper article Non - Chronological report	Letters: formal and informal Argument: balanced and persuasive (letter/email)	Recount - biography/autobiography Descriptive Poetry	Narrative: Suspense story Film narrative (contrasting view point)	Script: TV/radio/play Performance poetry
English Reading	<p>Reading comprehension-</p> <p>Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language,</p>					

	considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views
English Writing	<p style="text-align: center;">Writing- transcription</p> <p>Spellings- Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus.</p> <p>Handwriting- Pupils should be taught to: write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.</p> <p style="text-align: center;">Writing- composition</p> <p>Pupils should be taught to: plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>

	<p style="text-align: center;">Writing- vocabulary, grammar and punctuation-</p> <p>Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2</p> <p>indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>					
Possible Key texts	Middleworld (Jaguar Stones)	Middleworld (Jaguar Stones)	Kaspar Prince of Cats-Michael Morpurgo	Black Powder	Black Powder	Black Powder
MATHS	Maths No Problem Numbers to 10 million. Four Operations on whole numbers.	Maths No Problem Four Operations on Whole numbers. Fractions	Maths No Problem Decimals. Measurements.	Maths No Problem Percentages Ratio	Maths No problem Algebra Area and perimeter Volume	Maths No Problem Graphs and averages Negative numbers

SCIENCE	Human biology. Impact of diet, exercise, drugs on our bodies <i>Pupils should be taught to: identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans.</i>	Living things and their habitats. Animal and plants classification <i>Pupils should be taught to: describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals give reasons for classifying plants and animals based on specific characteristics.</i>	Evolution. <i>Pupils should be taught to: recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</i>	Light <i>Pupils should be taught to: recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</i>	Electricity. <i>Pupils should be taught to: associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram.</i>	Animals including humans <i>Pupils should be taught to: identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans.</i>
COMPUTING	E-safety. Using technology safely and responsibly. E-safety focus in Autumn 1,	Collating Data on Spreadsheets <i>select, use and combine a variety of software (including internet</i>	Communication/email <i>use technology safely, respectfully and</i>	Coding <i>use sequence, selection, and repetition in programs; work with</i>	Coding <i>use sequence, selection, and repetition in programs;</i>	Use technology to control devices design, write and debug programs that

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<p>however it runs across the year.</p>	<p><i>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p> <p>Search engines</p> <p><i>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i></p>	<p><i>services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i></p>	<p><i>responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p> <p><i>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</i></p>	<p><i>variables and various forms of input and output</i></p> <p><i>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></p>	<p><i>work with variables and various forms of input and output</i></p> <p><i>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></p>	<p><i>accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i></p> <p>Develop a programme</p> <p><i>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></p> <p>E-safety.</p>
<p>DESIGN TECHNOLOGY</p>	<p>Art</p>	<p>Cooking & Nutrition - Link with Waterworld</p> <p><i>Understand and apply the principles of a healthy and varied diet. Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others</i></p>	<p>Art</p>	<p>Creating replica Viking ships</p> <p><i>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and</i></p>	<p>Create Tudor-like clothing/purses</p> <p><i>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop,</i></p>	<p>Art</p>

		<p>a healthy and varied diet</p> <p>Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]. Understand the source, seasonality and characteristics of a broad range of ingredients</p>	<p>communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	<p>model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	
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GEOGRAPHY		<p>Water World</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>		<p>Exploring Scandinavia</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.</p>		<p>Our Local Area</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
HISTORY	<p>Mayan Civilisation</p> <p><i>Non-European Study Pupils should be taught about a non-European society that provides contrasts with British</i></p>		<p>Titanic</p> <p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond</i></p>		<p>The Tudors and Stuarts</p> <p><i>Pupils should be taught a study of an aspect or theme in British history that extends</i></p>	

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	history - Maya Civilisation.		1066		pupils' chronological knowledge beyond 1066.	
ART & DESIGN	Kapow - Y6 Art and Design Skills <i>Pupils should be taught:</i> <i>To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</i> <i>About great artists, architects and designers in history.</i>	DT	Kapow - Y6 Photography <i>Pupils should be taught:</i> <i>To create sketch books to record their observations and use them to review and revisit ideas.</i> <i>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</i> <i>About great artists, architects and designers in history.</i>	DT	DT	Kapow - Y6 Still Life <i>Pupils should be taught:</i> <i>To create sketch books to record their observations and use them to review and revisit ideas.</i> <i>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</i> <i>About great artists, architects and designers in history.</i>
MUSIC	<u>Kapow- Advanced rhythms.</u> <i>Play and perform in solo and ensemble contexts, using their voices and playing instruments with</i>	<u>Kapow- Changes in pitch, tempo and dynamics (rivers)</u> <i>Play and perform in solo and ensemble contexts, using their</i>	<u>Kapow- Dynamics, pitch and tempo:</u> <u>Coast - Fingal's Cave by Mendelssohn</u> <i>Play and perform in solo and ensemble</i>	<u>Kapow- Transposition: Pop Art theme</u> <i>Play and perform in solo and ensemble contexts, using their voices and playing instruments with</i>	<u>Kapow- Film music</u> <i>Play and perform in solo and ensemble contexts, using their voices and playing instruments with</i>	<u>Kapow- Composing and performing a Leavers' Song</u> <i>Play and perform in solo and ensemble contexts, using their voices and playing</i>

	<p>increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Develop an understanding of the history of music</p> <p>Use and understand staff and other musical notations.</p> <p>Pulse, Rhythm, Tempo & Metre</p> <p>I can identify and model metre in 2/3/4 time</p> <p>Practical assessment; Walking the pulse and clapping on beat 1 of the bar. Worksheet 23</p>	<p>voices and playing instruments with increasing accuracy, fluency, control and expression.</p> <p>Understand and explore how music is created, produced and communicated, including through interrelated dimensions, pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate notations.</p> <p>Review and evaluate music across a range of historical periods, genres, styles and traditions including the works of the great composers and musicians.</p> <p>Use and understand staff and other musical notations.</p> <p>Pulse, Rhythm, Tempo & Metre</p> <p>I can write and perform a 2-part rhythmic piece in a group</p> <p>Remember the rule SPEAK-TAP-WRITE. Compose, practice then perform an</p>	<p>contexts, using their voices and playing instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Pitch I can notate and perform a simple song from a 2-line stave Using soh-me or la-soh-me notation, working alone or in pairs to compose and perform from the stave Worksheet 22</p>	<p>increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music</p> <p>Use and understand staff and other musical notations.</p> <p>Listening I can identify musical features, genres, form and structure Using a pre-recorded, good quality recording use a 'listening sheet' to identify specific features Worksheet 21</p> <p>Timbre I can change the timbre effectively within a group piece by making appropriate choices of instrumentation Create a piece/accompaniment to support a piece/song</p>	<p>increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations.</p> <p>Composition & Improvisation, Texture I can compose and write a piece of music in a group, rehearse and perform it from notation Create an 8 bar rhythm composition with a minimum of 4 individual parts (max. number of parts = 6) Group to compose, practice and perform alone. Greater depth - 16 bars with varying learned note lengths &</p>
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		8 bar rhythm piece. 2 per part. Perform on either untuned percussion or clapping Worksheet 18		It must have a change of mood and contrasting dynamics. Worksheet 25		dynamics eg.semibreve to 4 x semiquavers Worksheet 24
P.E.	Football <i>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i>	Gymnastics <i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i> <i>perform dances using a range of movement patterns</i> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>	Dance <i>perform dances using a range of movement patterns.</i> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i>	Rugby <i>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i>	Orienteering <i>Take part in outdoor and adventurous activity challenges both individually and within a team</i>	Athletics <i>use running, jumping, throwing and catching in isolation and in combination</i> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i>
R. E.	2.9 What does it mean for muslims to follow God? (10 - 12 hours) Exploring Islam	C2b.4 Was Jesus the Messiah?(6-8 hours) Asking questions about Jesus	UC2b.1 What does it mean if God is holy and loving? (6 - 8 hrs) How can we take care of the world?	UC2b.7 What difference does the resurrection make for Christians? (6 - 8 hours) Stand alone unit	UC2b.3 How can following God bring freedom and justice? (6 - 8 hours) Stand alone unit	U2.12 What will make our city, town, village a more respectable place? (6 - 8 hours) Could include visit to churches.

					(Ongoing - reflection garden U2.14 how do religions help people through good and bad times? (6 - 8 hours)	Heroes in the village
PSHE	Heartsmart- Get Heartsmart	Heartsmart: Don't forget to let love in	Heartsmart: Too much selfie isn't healthy	Heartsmart: Don't rub it in rub it out	Heartsmart: Fake is a mistake	Heartsmart: No way through isn't true
MFL - Spanish	<p>Introduce yourself.</p> <p>Express feelings and opinions.</p> <p>Numbers inc H TH Mil.</p> <p><i>Understand the main points and some of the detail from a short spoken passage.</i></p> <p><i>Take part in a simple conversation.</i></p> <p><i>Express an opinion.</i></p> <p><i>Know how to pronounce a range of letter strings.</i></p>	<p>Clothing, colours, Physical features about self, Create monster, Spanish Christmas songs</p> <p><i>Take part in a simple conversation.</i></p> <p><i>Express an opinion.</i></p> <p><i>Know how to pronounce a range of letter strings.</i></p> <p><i>Begin to understand how accents change letter sounds.</i></p>	<p>Food vocabulary</p> <p>Determiners for polite requests.</p> <p>Preference for/against.</p> <p>Colours of objects and modifying adjectives.</p> <p>Describing food and short conversations about food.</p> <p><i>Understand the main points and some of the detail from a spoken passage.</i></p> <p><i>Take part in a simple conversation.</i></p> <p><i>Express an opinion.</i></p> <p><i>Know how to pronounce a range of letter strings.</i></p>	<p>Family members and pets.</p> <p>Range of vocab for short conversation in Spanish.</p> <p><i>Understand the main points and some of the detail from a short written text.</i></p> <p><i>Use a bilingual Dictionary to look up new words.</i></p> <p><i>Take part in a simple conversation.</i></p> <p><i>Express an opinion.</i></p> <p><i>Know how to pronounce a range of letter strings.</i></p>	<p>Food and drink</p> <p><i>Write a short text on a familiar topic, adapting language already learnt.</i></p> <p><i>Spell commonly used words correctly.</i></p> <p><i>Take part in a simple conversation.</i></p> <p><i>Express an opinion.</i></p> <p><i>Know how to pronounce a range of letter strings.</i></p>	<p>Hispanic cultural studies.</p> <p><i>Talk about, discuss and present information about a particular country's culture.</i></p> <p><i>Begin to understand more complex issues which affect countries in the world today for example poverty, famine, religion and war.</i></p>

