

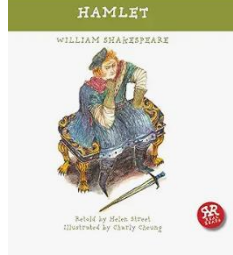
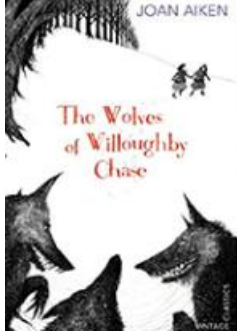

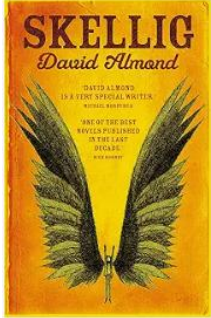


Nutgrove Methodist Primary School – Year 6 Long Term Plan

“For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future.” -
Jeremiah 29:11

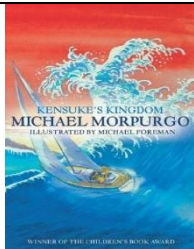
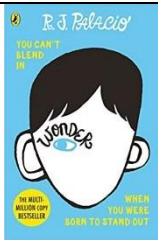
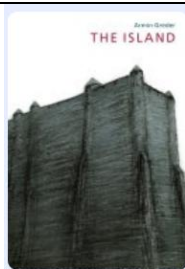
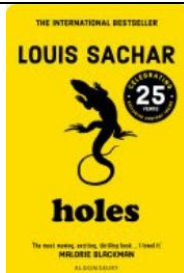
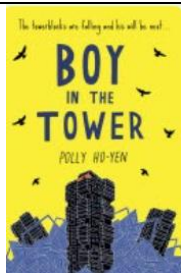



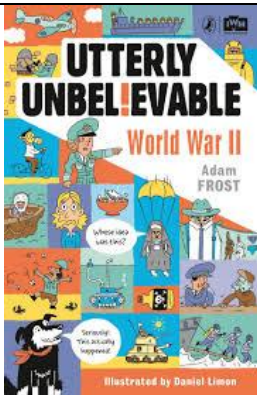
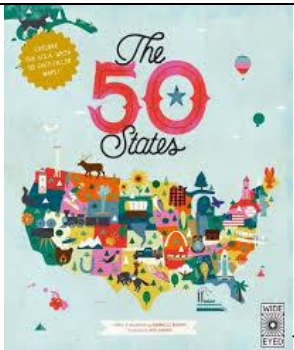


Autumn Term	Spring Term	Summer Term
-------------	-------------	-------------

English - Writing

Core Text:	Core Text:	Core Text:	Core Text:	Core Text:	Core Text:
				<p>Literacy shed film units e.g. The Piano</p> 	
<p><i>Great Expectations</i> Charles Dickens</p>	<p><i>No ballet shoes from Syria</i> Catherine Bruton</p>	<p><i>Hamlet</i> William Shakespeare</p>	<p><i>The Wolves of Willoughby Chase</i> Close</p>	<p><i>Aiden Gibbons</i> Jacob Frey</p>	<p><i>Skelling</i> David Almond</p>

Ideas for writing focuses:

<p>Narrative – write continuation of story</p> <p>Non-fiction e.g. biographies of chosen character/s.</p> <p>Non-fiction - Write in a journalistic style about an event in the text.</p>	<p>Poetry - ‘Mediterranean Blue’ - Naomi Shahab Nye – learn and perform</p> <p>Narrative – Aya’s diary entry at key parts in the book.</p> <p>Non-fiction - Write a non-chronological report about the experiences of refugees, including the challenges of starting a new life in a foreign country, dealing with language barriers, and coping with trauma. Use Aya’s story as a basis to explore these themes.</p>	<p>Poetry: write their own modern-day sonnet about a person, place, or thing they admire, inspired by the poem</p> <p>Narrative – letter writing from key characters, write own playscripts for scenes and events</p> <p>Non-fiction: Biography of William Shakespeare.</p> <p>Entertainment in Elizabethan times.</p>	<p>Narrative - Write from the point of view of the main character, Dido, as she first encounters the wolves. Describe her emotions, the setting, and the mystery surrounding them.</p> <p>Write from the perspective of one of the wolves. What does the world look like through their eyes?</p> <p>Non-fiction: Imagine that Dido and her friends had to survive in the wild, like the wolves in the book. Write a non-fiction guide on basic survival skills in the</p>	<p>Piano - Letters from the battlefield</p> <p>Recount key events</p> <p>Thoughts and reflections</p> <p>Writing from different viewpoints</p> <p>The Present: dialogue, thoughts and reflections</p>	<p>Poetry</p> <p>Internal monologue to explore Michael’s and Skellig’s feelings</p> <p>Diary entries to explore Mina’s feelings</p> <p>Non-fiction (speaking and listening) Balanced argument on topic of home school and state schools</p>
--	---	--	---	---	--

			wilderness.		
Poetry					
Poem/rhyme: Mediterranean Blue - Naomi Shahab Nye		Poem/rhyme: William Shakespeare: Sonnet 18		Poem/rhyme: The Schoolboy - William Blake (links to Mina's interests in poetry by Blake in the book Skellig)	
Reading					
Reading Comprehension Fiction	Reading Comprehension Fiction	Reading Comprehension Fiction	Reading Comprehension Fiction	Reading Comprehension Fiction	Reading Comprehension Fiction
					
Kensuke's Kingdom Michael Morpurgo	Wonder R.J. Palacio	The Island Armin Greder (p)	Holes Louis Sachar	Boy in the Tower Polly Ho-Yen	The Final Year Matt Goodfellow
Non-Fiction	Non-Fiction	Non-Fiction	Non-Fiction	Non-Fiction	Non-Fiction
					
Black and British by David Olusoga (black history)	Amazing Evolution: The Journey of Life by Anna Claybourne	Utterly Unbelievable: WW2 in facts by Adam Frost	The 50 States by Gabrielle Balkan (geography USA)	V&A Introduces: Queen Victoria (history)	How the Seven Wonders of the World Were Built by Ludmila Henkova
Poetry	Poetry	Poetry	Poetry	Poetry	Poetry
Jabberwocky by Lewis Carroll	In Flanders Fields by John McCrae	The Raven by Edgar Allen Poe	Give by Simon Armitage	Let No-one Steal Your Dreams by Paul Cookson	If by Rudyard Kipling
Mathematics					

NPV: Place Value (WK 1) AS: Addition and Subtraction (WK 2-3) MD: Multiplication and Division (WK 4-6)	F: Fractions, Decimals and Percentages (WK 1) NPV: Algebra (WK 2-3) G: Geometry (WK 4) S: Statistics (WK 5) Consolidation Week	NPV: Place Value (WK 1) G: Coordinates and Geometry (WK 2) M: Measurement (WK 3) NPV: Decimals (WK 4-5) F: Fractions (WK 6)	NPV: Ratio and Proportion (WK 1) S: Statistics (WK 2) G: Geometry (WK 3) M: Perimeter, Area and Volume (WK 4) NPV: Algebra (WK 5) Consolidation Week	Revision Test Week Applied Maths	AS: Addition and Subtraction (WK 1) MD: Multiplication (WK 2) MD: Division (WK 3) Applied Maths Consolidation Week
--	--	---	---	--	--

Ready to progress criteria strands (DfE): **NPV**: Number and place value, **NF**: Number facts, **AS**: Addition and Subtraction, **MD**: Multiplication and Division, **F**: Fractions, **G**: Geometry, **M**: Measurement, **S**: Statistics

Science					
Electricity	Evolution and Inheritance	Animals including humans	Light	Living things and their habitats	
RE					
Prayer Unit 6.1 - Life as a journey -Is every person's journey the same? (6hrs) (Hope) (Culture and diversity) (Global Citizenship) Y6 Methodist Unit Methodist membership section World faith link Why do people of faith make pilgrimages? (Culture and diversity)	6.2 Advent -How do Christians prepare for Christmas? (5hrs) (Culture and diversity) (Understanding Christianity Unit 2B.4 Incarnation - Was Jesus the Messiah?) Remembrance	6.3A The Exodus- Why is the Exodus such a significant event in Jewish and Christian history?(6hrs) (Hope) World faith link Passover (Culture and diversity) (Global Citizenship)	6.3 The Eucharist - Why do Christians celebrate the Eucharist? (3hrs) 6.4 Jesus -Who was Jesus. Who is Jesus? (5hrs) (Hope) Including Y6 Methodist Unit expressed through art section (Understanding Christianity Unit 2B.4 Was Jesus the messiah?) World faith link Passover (Culture and diversity)	6.5 Ascension and Pentecost - What is the importance of Ascension and Pentecost to Christians? (4hrs) (Love) (Understanding Christianity Unit 2A.6 When Jesus left what was the impact of Pentecost?) 6.6 God - What is the nature and character of God? (5hrs) (Culture and	6.7 People of Faith- How does having faith affect people's lives? (4hrs) (Culture and diversity) (Global Citizenship) Including Y6 Methodist Unit John Wesley section World faith link -How does having faith affect people's lives? Hinduism (Culture and diversity)

				diversity) World Faith Link Have you discovered any beliefs about God in common across different faiths? (3hrs) (Culture and diversity) (Understanding Christianity Unit 2B.1 What does it mean if God is holy and loving?)	
History - Taught second half terms					
<u>A study of an aspect or theme in British history that extends understanding beyond 1066</u> World War II - Battle of Britain		<u>A study of an aspect or theme in British history that extends understanding beyond 1066 / Local History</u> WW2 - Turning Point & the impact in our locality		Local History Study	
Geography – Taught first half terms					
The United Kingdom’s National Parks		North America		The Seven Wonders of the World	
Art - Taught second half terms					
<u>Drawing</u> John Piper & Sir Giles Gilbert Scott <i>Artists and Architects - Perspective</i>		<u>Painting</u> Vincent van Gogh <i>The Art of Watercolour and Acrylic</i>		<u>Sculpture / 3D Art</u> Yayoi Kusama <i>Floral Forms</i>	
DT - Taught first half terms					
Textiles Combining different fabric shapes (including computer-aided design)		Mechanical Systems Pulleys or gears		Food Celebrating culture and seasonality (including cooking and nutrition requirements for KS2)	

PE					
swimming	Hockey/dance	Tennis/Netball	Gymnastics	Team Building/Problem Solving	Dance
PSHE					
Me and my Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
<ul style="list-style-type: none"> Feelings Getting help Classroom rules Special people Being a good friend	<ul style="list-style-type: none"> Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help 	<ul style="list-style-type: none"> How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep 	<ul style="list-style-type: none"> Taking care of things: <ul style="list-style-type: none"> Myself My money My environment 	<ul style="list-style-type: none"> Growth Mindset Healthy eating Hygiene and health Cooperation 	<ul style="list-style-type: none"> Getting help Becoming independent <ul style="list-style-type: none"> My body parts Taking care of self and others
Computing					
Networks Graphing	Blogging Data Detectives	Coding Intro to Python	Spreadsheets	3D modelling	Microbit
Online Safety – Delivered throughout the year using 2BeSafe – Being Safe in a Digital World					
French					
Autumn 1 <ul style="list-style-type: none"> This is me! KPIs <i>Can:</i> Participate in brief conversations about themselves and others. Understand and use several adjectives about personality. Understand and write several sentences about their personality and physical appearance. Use strategies to decipher unknown words and phrases	Autumn 2 <ul style="list-style-type: none"> Homes and houses KPIs <i>Can:</i> Understand brief descriptions of items in a house Use a sequence of simple sentences with nouns and adjectives to describe a house Ask and answer where something is, using prepositions of place	Spring 1 <ul style="list-style-type: none"> Sports KPIs <i>Can:</i> Say and write nouns for sport Identify cognates and semi-cognates Express a like/dislike of a sport Identify and attempt to use parts of the present tense of jouer Give an opinion Say and write a	Spring 2 <ul style="list-style-type: none"> My best day ever KPIs <i>Can:</i> Understand information about a theme park Describe funfair rides in simple sentences. Express opinions of rides in extended sentences using conjunctions and adjectival phrases. Say a simple statement about favourite things Write a simple statement	Summer 1 <ul style="list-style-type: none"> Café culture KPIs <i>Can:</i> Understand a target language menu. Ask for 3 drinks politely Ask for 3 snacks politely Ask politely for typical target language breakfast items Participate in short café roleplays	Summer 2 <ul style="list-style-type: none"> Let's Celebrate KPIs <i>Can:</i> Use a word reference tool and comprehension strategies to access unfamiliar language Compile over time and write a sequence of short texts to describe themselves and the things they like

<i>including using a bilingual dictionary.</i>		<i>description of a sport.</i>	<i>about favourite things</i>		
Music					
<p>Kapow unit: Dynamics, Pitch and Texture (Coast – Fingal’s Cave by Mendelssohn) – to be used if a School Music Service lesson is not taking place.</p> <p>School Music Service - Percussion</p>	<p>Kapow unit: Songs of WW2</p>	<p>Kapow unit: Film Music</p>	<p>Kapow unit: Theme and Variations (Pop Art)</p>	<p>Baroque</p>	<p>Kapow unit: Composing and Performing a Leavers’ Song</p>