Brierley Primary School
Year 6 Long Term Plan

Year 6 Reading Spine				
Narrative	**Classics**	**Drop-and-read**	**Poems and rhymes**	**Additional texts**
Skellig by David Almond Room 13 by Robert Swindells One Boy's War by Lynn Huggins-Cooper	The Borrowers by Mary Norton A Christmas Carol by Charles Dickens Goodnight Mr Tom by Michelle Magorian	Clockwork by Phillip Pullman Count Karlstein by Philip Pullman Once by Morris Gleitzman Holes by Louis Sachar	Classic: 'Twas the Night Before Christmas' War poetry (e.g. Wilfred Owen and Siegfried Sassoon) The Works: Key Stage 2 (Pie Corbett)	The Story of the First World War for Children The Errand by Leo LaFleur Star of Fear, Star of Hope by Jo Hoestlandt Kids' Survival Guide by Ben Hubbard The Greatest Adventurers by Alistair Humphreys Island 'Hide and Don't Seek' by Anica Mrose Rissi

	Block 1	Block 2	Block 3
English	1. Place value unit - Grammarsaurus 2. Non-fiction: non-chronological report 1: based on a topic from last year (The Mayans) 3. Non-fiction: non-chronological report 2: based a topic from this term (animals) 4. Residential week: Poetry focus performance poetry	1. Non-fiction: diary 1: linked to 'One Boy's War' 2. Non-fiction: diary 2: linked to WWI topic (diary of a soldier) 3. Non-fiction: biography 1: informal biography based on Mary Anning 4. Non-fiction: biography 2: formal biography based on Charles Darwin	1. Narrative: suspense story based on the animation 'Monster House' 2. Narrative: suspense story focused on use of dialogue to convey characters and move the story along based on 'Monster House' 3. Non-fiction: brochure 1 (for parents) based on the drop-and-read text 'Holes' 4. Non-fiction: brochure 2 (for children) based on the drop-and-read text 'Holes'

	5. Narrative: retell of part of a familiar story (based on the drop-and-read text 'Clockwork') and second piece linked to 'Count Karlstein'	5. Non-fiction: letters linked to WWII and 'Please Write Soon' by Michael Rosen (4 weeks) Additional short write: narrative piece based on the animation 'Valiant' linked to WWII Week 12: war poems (e.g. Wilfred Owen and Siegfried Sassoon)		Move up: Kids' Survival Guide by Ben Hubbard Week 12: poetry focus: The Works Key Stage 2 – Pie Corbett
Reading	**Set texts:** 'Clockwork' by Philip Pullman Examples of narratives which support Clockwork Examples of non-chronological reports Non-fiction texts linked to the Mayans Non-fiction texts linked to animals and their habitats Poetry: performance poetry	**Set texts:** 'Once' by Morris Gleitzman 'One Boy's War' by Lynn Huggins Cooper Examples of WWI soldier diaries Examples of formal and informal biographies to compare and contrast Texts linked to evolution and inheritance and Charles Darwin Texts linked to Mary Anning Examples of letters including letters of WWII soldiers Poetry: war poems (e.g. Wilfred Owen and Siegfried Sassoon)		**Set texts:** Holes by Louis Sachar Monster House (animation) Spooky stories: 'Hide and Don't Seek' by Anica Mrose Rissi Examples of narrative writing which builds up suspense Examples of brochures Kids' Survival Guide by Ben Hubbard Poetry: The Works Key Stage 2 – Pie Corbett (reading spine)
Spelling	**Sounds of the week:** oo, f, m, ee, e, a-e, o-e, i-e, er, ew, o **Prefix/Suffix:** -ed, -ing, ly, -est, -ness, -less, -ment, - drop the -y and add -ies, -er, est, -tian , -cian, un-	**Sounds of the week:** i, u-e, ar, j, k, ul, r, ch, sh/shul/shun, ow, oy, u **Prefix/Suffix:** -ment, - less, - ness, -er, -est, -ant/-ance/-ancy/-ency, -able/-ably, -ible/ibly, -tion, -cian, -ous, -sion/ssion, -tial, -tious/-cious		**Sounds of the week:** ure, i, z, kw, ear, aw, s, air, u-e, g, n, t, zh **Prefix/Suffix:** -cient, -cial, -ment, -less, -ness, -ture, un-, in-, dis-, re-, mis-, il-, ir, sub-, inter-, auto-, anti-
Maths	Number – Place Value (2 weeks) Number – addition, subtraction (2 weeks) Number – multiplication & division (2 weeks) Geometry – position and direction (1 week) Number – fractions 3 weeks extra in mental Measurement part 1 – (converting units 1 week)	Number – decimals & percentages(3 weeks) Measurements – part 2 – (2 weeks) Ratio and proportion (2 weeks) Number – algebra (2 weeks) Geometry – properties of shape (2 weeks) Revisit week – fractions, decimals and percentages.		Statistics (2 weeks) 2 week consolidation in preparation for SATS Post SATS plug gaps and problem
Science	Living Things	Evolution and Inheritance	Light	Animals inc Humans	Review of: Earth and Space, Electricity, Plants and Sound

RE	Christianity				Hindu Dharma	Buddhism
Geography	United Kingdom			Russia, Japan and the United States		
History	World War One			World War Two		
Art	Sketching: Vincent Van Gogh		Painting: David Hockney		Sculpture: Henry Moore	
DT	Cooking and Nutrition: 3 course meal	Structures: Playgrounds	Textiles: Waistcoats		Mechanisms: Automata Toy	
PSHE/SMSC opportunities **Inc. British Values**	Managing feelings and behaviour (Assembly)	Family and relationships Safety: Halloween / Bonfire	Health and Well being	Citizenship	Safety in changing bodies	Economic well being
Music	Listening and performance Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music. (Covered by Junior Jam) (Covered in assemblies) Develop an understanding of the history of music. (Covered in assemblies) Singing: three and four part rounds.		Performance Play and perform in solo and ensemble contexts, using their voices and playing musical instruments (Covered by Junior Jam) Listening and history: Romantic, 20th and 21st Century		Composition Improvise and compose music for a range of purposes using the inter-related dimensions of music. (Covered by Junior Jam) Listening and history: 90' RNB, Folk and Tango	
MFL	All About Me Birthday, Self-Description, Comparing to French life				Lifestyle Holidays, directions and travel	
COMPUTING	**Exploring Microsoft Teams and Email** LC: Can I understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they	**Programming -Intro to Python-** **PPA JAM** LC: Can I design, write and debug programs that accomplish specific goals? LC: Can I use sequence, selection,	Incorporate computing skills through cross curricular approaches this term. Incorporate use of Microsoft Word, Microsoft PowerPoint, Microsoft Excel and Microsoft Publisher where appropriate and use of Email / Internet.		**Computing systems and networks – Bletchley Park** LC: Can I solve problems by decomposing them into smaller parts? LC: Can I use logical reasoning to explain how some simple	**Creating Media – History of Computers (Bletchley Park Part 2)** LC; Can I use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content?

	offer for communication and collaboration? LC: Can I use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact? **Online Safety** LC: Can I use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact?	and repetition in programs? LC: Can I solve problems by decomposing them into smaller parts? LC: Can I design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts?		algorithms work and to detect and correct errors in algorithms and programs? LC: Can I design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts? LC: Can I use sequence, selection, and repetition in programs; work with variables and various forms of input and output? LC: Can I select, use and combine a variety of software […] to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information? LC: Can I use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report	LC: Can I select, use and combine a variety of software (including internet 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? LC: Can 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?

				concerns about content and contact? LC: Can I use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content?	
PE	Football OAA	Netball Dance	Handball	Hockey/Basketball	Rounders/Athletics	Cricket/Swimming