

Year 6 Long Term Plan 2022-2023

ENGLISH														
Reading	<p>Year 3 – Year 6 Phonics intervention for those identified 1:1 reading with an adult Reading Plus</p>													
		<p>Content Domain Whole Class Lesson – 6 chunks of 2 weeks with same text Chunk 1 – Teacher to read text – text orientation and vocabulary Chunk 2 – Vocabulary and retrieval + word meaning activity Chunk 3 – Inference modelled Chunk 4 – Alternating content domain modelled Chunk 5 – Alternating content domain questions Chunk 6 – Variety of content domain questions</p>												
Reading objectives	Word Reading	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Phonics / Blending</td> <td></td> </tr> <tr> <td>Prefixes / suffixes / root words / contractions</td> <td>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</td> </tr> <tr> <td>CEW</td> <td></td> </tr> <tr> <td>Fluency</td> <td>Read fluently, decoding unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Ask questions to improve their understanding</td> </tr> <tr> <td>Range of texts</td> <td>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 with clear reasoning Read books that are structured in different ways and reading for a range of purposes 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 Distinguish between statements of fact and opinion</td> </tr> <tr> <td>Familiarity with texts</td> <td>Increase 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 Recommend books that they have read to their peers, giving reasons for their choices</td> </tr> </table>	Phonics / Blending		Prefixes / suffixes / root words / contractions	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet	CEW		Fluency	Read fluently, decoding unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Ask questions to improve their understanding	Range of texts	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 with clear reasoning Read books that are structured in different ways and reading for a range of purposes 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 Distinguish between statements of fact and opinion	Familiarity with texts	Increase 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 Recommend books that they have read to their peers, giving reasons for their choices
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	AUTUMN		SPRING		SUMMER	
	Autumn 1 (7 Weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks and 4 days)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (6weeks & 3 days)
	Reading for pleasure / class reads / novels					
	The Boy at the Back of the Class by Onjali Q. Raúf	The Girl Who Saved Christmas by Matt Haig	The Day I Fell into a Fairy Tale by Ben Miller		Percy Jackson and the Lightning Thief by Rick Riordan	
Writing Curriculum	How did crime and punishment change from Anglo-Saxon times to today?	How can we save our planet?	Ancient Civilisations	What's significant about Asia?	How has religion in Britain changed over time?	Geographical Fieldwork and Local Study (school's choice)
Stimulus	Street Child by Berlie Doherty	Greta Thunberg speech Shackleton's Journey by William Grill	The Firework Makers Daughter by Philip Pullman	Willow Pattern Story (Myth) by Allan Drummond	Darwin's Dragon by Lindsey Galvin	Tiger who came to tea by Judith Kerr Shakespeare for every day of the year edited by Allie Esiri
Writing Genres	Poetry by heart Compare and perform Summer-water Sonnet - Gillian Clarke Lines Upon Westminster Bridge - William Wordsworth (2) Explanation How we see (linked to science) (1) Flashback narrative The Piano – Literacy Shed (2) Characterisation of Jim Jarvis linked to Street Child (2)	Create their own speech based on saving the planet (Greta Thunberg) Diary entry Shackleton's journey (2) Assessment week (1) Newspaper report of The Endurance setting sail (2)	Description the life cycle of an animal (choice) (science link) (1) Persuasive informal letter from Lila to her father The Firework Makers Daughter by Philip Pullman (2) Essay narrative based on Firework Maker's Daughter (2) Assessment week (1) Setting description based on artwork (Art week) (4days)	Poetry by heart then poetic writing Write poem on their own flower Daffodils – William Wordsworth and The Sick Rose - William Blake (1) Narrative Based on The Willow Pattern Story (2) Non-chronological report based on a country in Asia (choice) (2)	Poetry by heart (1) If - Rudyard Kipling Poetic writing Write own version (1) Instructions How to survive SATs (1) SATs (1) Balanced argument design v evolution (2) Biography of Charles Darwin (1)	Writing for a purpose The Tiger who came for tea (2) Sports Week (1) Formal letter to invite Governors to their end of year performance (1) Recount from an experience (1) Rewrite Shakespeare play in to modern day play (1)

<p>Poetry</p>	<p>Autumn 1- Poetry by heart – 1 Week Compare and perform Summer-water Sonnet - Gillian Clarke Lines Upon Westminster Bridge - William Wordsworth</p> <p>Sonnets (classic)</p> <p>Compare 2 classic sonnets for content, use of language and rhyme pattern: The glazier by Gillian Clarke Lines Upon Westminster Bridge - William Wordsworth</p>	<p>Autumn 2- no poetry in lessons (prioritise poetry 10 mins end of day for 1 week) Focus on non-bold poetry</p>	<p>Spring 1- no poetry in lessons (prioritise poetry 10 mins end of day for 1 week) Focus on non-bold poetry</p>	<p>Spring 2-Poetry by heart- 1 week. Write poem on their own flower Daffodils – William Wordsworth and The Sick Rose - William Blake</p> <p>Narrative /classic</p> <p>The Highway Man – Alfred Noyse The Owl and the Pussycat – Edward Lear The Listeners - Walter De La Mare The Pied Piper by Robert Browning Matilda by Hillaire Belloc The Tyger - William Blake The Jabberwocky - Lewis Carroll The Pillow book - Sei Shonagon The Sick Rose - William Blake Daffodils – William Wordsworth</p>	<p>Summer 1- Poetry by heart – 1 week If - Rudyard Kipling</p> <p>Performance poetry</p> <p>The Visitor - Ian Serrailler Cargoes - John Masefield The Lion and Albert - Marriot Edgar If - Rudyard Kipling The Jumblies - Edward Lear What I Love About School – Roger McGough Sonnets Mermaid – Susan Rogerson Who Can Know? – Susan Cartwright Smith The bottom of the Jar – Susan Cartwright Smith **Let's Celebrate! Festival Poems from Around the World - Debjani Chatterjee**</p>	<p>Summer 2- no poetry in lessons (prioritise poetry 10 mins end of day for 1 week) Focus on Blank Verse</p> <p>Blank Verse (classics)</p> <p>Mercutio's Queen Mab Monologue in Romeo and Juliet - William Shakespeare The Mending Wall - Robert Frost To be or not to be from Hamlet - William Shakespeare Tintern Abbey - William Wordsworth The Princess - Alfred Lord Tennyson</p>
<p>Writing composition objectives</p>	<p>Writing for a range of purposes Using paragraphs to organise ideas In narratives, describe settings and characters In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, subheadings, bullet points)</p>		<p>Using verb tenses consistently and correctly throughout their writing Writing effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) In narratives, describe settings, characters and atmosphere (using adverbs, prepositional phrases and expanded noun phrases to add detail) Integrating dialogue in narratives to convey character and advance the action Select vocabulary and grammatical</p>		<p>Writing effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) Distinguish between the language of speech and writing and choose the appropriate register</p>	

			<p>structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</p> <p>Using a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</p> <p>Using modal verbs appropriately to indicate degrees of possibility</p> <p>Using relative clauses to provide additional information</p> <p>Selecting verb forms for meaning and effect (e.g. appropriate use of perfect & progressive tenses)</p> <p>Precising longer passages (condensing and summarising larger ideas / materials)</p> <p>Proofread, evaluate and edit by changing vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>			
Grammar and Punctuation	<p>Revision of all word classes.</p> <p>Paragraphs</p> <p>Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Commas for lists</p> <p>Apostrophes for contraction</p>	<p>Hyphens</p> <p>Dashes Colons</p> <p>Semi-colons</p> <p>Different verb forms</p> <p>Past and present progressive verb forms</p>	<p>Perfect verb forms</p> <p>Modal verbs</p> <p>Passive verbs</p> <p>Inverted commas</p> <p>Apostrophes for possession</p> <p>Commas for clarity</p> <p>Punctuation for parenthesis () - - , ,</p> <p>Semi-colons</p> <p>colons</p> <p>hyphens</p>	<p>Synonyms and Antonyms Standard vs non-standard forms of English</p> <p>Subject verb agreement</p> <p>Passive and active voice</p>	<p>Formal and informal language</p> <p>Subjunctive Form</p> <p>AfL Grammar & Punctuation</p> <p>Cover all grammar and punctuation</p>	
Grammar and Punctuation objectives	<p>Using mostly correctly:</p> <ol style="list-style-type: none"> Capital letters Full stops Question marks Commas for lists Apostrophes for contraction Exclamation marks 		<p>Using the range of KS2 punctuation mostly correctly[^]:</p> <ol style="list-style-type: none"> Punctuation for direct speech Commas for clarity Punctuation for parenthesis Commas for fronted adverbials Apostrophe for possession 		<p>Using the range of punctuation taught at KS2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity[^]:</p> <ol style="list-style-type: none"> Semi-colons to mark the boundary between independent clauses. Colons to mark the boundary between 	

			Making some correct use of a range of KS2 punctuation^: a. Semi-colons within a list b. Colons to precede a list c. Hyphens		independent clauses. c. Dashes to mark the boundary between independent clauses. d. Hyphens	
Spelling	Challenge Words	Challenge Words Spelling Rules: Words with the short vowel sound /i/ spelled y Spelling Rules: Words with the long vowel sound /i/ spelled with a y. Spelling Rules: Adding the prefix '-over' to verbs. Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful.'	Spelling Rules: Words which can be nouns and verbs. Spelling Rules: Words with an /o/ sound spelled 'ou' or 'ow.' Spelling Rules: Words with a 'soft c' spelled /ce/. Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite Spelling Rules: Words with the /f/ sound spelled ph. Spelling Rules: Words with origins in other countries	Spelling Rules: Words with unstressed vowel sounds. Spelling Rules: Words with endings /shuhl/ after a vowel letter. Spelling Rules: Words with endings /shuhl/ after a consonant letter. Spelling Rules: Words with the common letter string 'acc' at the beginning of words. Spelling Rules: Words ending in '-ably.'	Spelling Rules: Words ending in '-ible' Spelling Rules: Adding the suffix '-ibly' to create an adverb. SATs Spelling Rules: Changing '-ent' to '-ence.' Spelling Rules: -er, -or, -ar at the end of words. Spelling Rules: Adverbs synonymous with determination.	Spelling Rules: Adjectives to describe settings Spelling Rules: Vocabulary to describe feelings. Spelling Rules: Adjectives to describe character Grammar Vocabulary Mathematical Vocabulary
Spelling objectives	Spelling most Y3/4 Common Exception Words (challenge words) correctly* Spelling some Y5/6 Common Exception Words (challenge words) correctly*		Spelling most Y5/6 Common Exception Words (challenge words) correctly* Using a dictionary to check the spelling of uncommon or more ambitious vocabulary Use a thesaurus independently to develop more ambitious vocabulary			
Handwriting (Letterjoin scheme)	Pre-module assessment Lessons 1 - 10 INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage	Lessons 11 - 22 INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage	Lessons 23 -34 INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage (7)	Lessons 35 - 44	INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage Lessons 45 - 52 INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage	Lessons 53 - 60 Post-module assessment INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage

Handwriting objectives	Producing legible handwriting		Maintain legibility in joined handwriting when writing at speed			
Mathematics	Place value Addition, subtraction, multiplication and division Fractions Assessment	Place value -fractions link Addition, subtraction, multiplication and division Fractions Ratio and proportion -fractions links Measurement -fractions link Assessment Geometry -properties of shapes	Place value Addition, subtraction, multiplication and division Geometry -properties of shapes Measurement Assessment	Ratio and proportion Geometry -properties of shape Algebra Geometry -position and direction Statistics Geometry -position and direction Statistics	Curriculum consolidation SATs Addition, subtraction, multiplication and division	Algebra Consolidation of KS2 curriculum
Science	Light	Electricity	Living things and their habitat	Evolution	Animals including humans	
Computing	Word processing (on going) Video Creation Web Designs Animation		Photography and Digital Art Data Handling - Spreadsheets		Computational Thinking Coding and Programming	
	Digital literacy - Self-Image and Identity, Online Relationships, Online Reputation, Online Bullying, Managing Online Information, Health, Wellbeing and lifestyle, Privacy and Security, Copyright and Ownership					
DT	Building cars		Design sew and make Greek shoe		Food technology –fruit smoothie to sell to students	
	Ongoing: design and evaluating					
Art	Through the window		Local Artist		People in motion	
PE	Invasion Games Tag Rugby/Further Skills Cross-Country	Gymnastics Movement	Dance Haka	Striking and Fielding Rounders Net Volleyball	Athletics	Athletics/Outdoor Adventurous Activities
	Importance of warm ups and cool downs					

Music	Fundamentals of Music	Music Interpretation/Description	Famous Musical Works and the Orchestra	Famous Musical Composers and the History of Music	World Music & Musical Devices	World Music & Musical Devices
History	How did crime and punishments change from Anglo-Saxon times to today?		Did the ancient civilisations know about each other?		How has religion in Britain changed over time?	
Geography	How can we save our planet?		What's significant about Asia?		Geological fieldwork	
PSHE	Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
RE	From life to death what role does religion play?	Why are the gospel accounts different?	Why is Jesus' death seen as a victory?		Is faith always the same? What does art tell us?	
MFL	Basic greetings; Greeting people using different titles e.g. monsieur, madame, mademoiselle; Introducing ourselves. Feelings. Breakfast food Grammatical understanding of quantities du, de la and des Christmas vocabulary and traditions in France Developing knowledge of être at the third form (singular/plural) e.g. est/ sont Developing understanding of agreement of adjectives with the gender of the subject		Various food and drinks Asking politely for food and drinks Expressing opinions on food and drinks Learning about typical food and drinks		Understanding Euro currency Understanding of different coins and bank notes Revising numbers 1 to 60 Learning numbers up to hundred, thousands (HA/MA) Developing knowledge of famous French monuments/ people	