

Year 6 Long Term Plan 2023-2024



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry-Based Question	<i>What was the impact of the different wars on Britain?</i>		<i>Would you rather be a Saxon or a Viking?</i>		<i>Kensuke's Kingdom I'm Michael – how do I get out of here? Democracy, debate and Enterprise</i>	
Entry point/ educational visit	What was life like at the end of the Victorian period and leading up to 1914? Air raid siren – children in mock up evacuation around school.		Espresso intro video Would you rather be a Saxon or Viking? Timeline of Saxon grave mystery intro http://www.keystagehistory.co.uk/free-samples/the-mystery-of-the-empty-saxon-grave-2-2/		Revision Read title and blurb of text – prediction discussion Letter from Michael with I'm a Celebrity theme tune	
Role Play	World War 2 shelter	Stable	Viking/Saxon hut	Viking/Saxon hut	Island shelter reading area	
English/ Reading	WW1 poetry – a range of poets (History) Goodnight Mr Tom - Michelle Magorian (History) Friend or Foe - Michael Morpurgo(History) Rose Blanche - Ian McEwan (History) Dulce et Decorum Est – Wilfred Owen (History) Christmas story (R.E) Bethlehem poem – Carol Ann Duffy (R.E)) Letters from the Lighthouse – Emma Carroll (History) A range of poetry linked to Remembrance Day e.g. Flanders Fields		Beowulf - Michael Morpurgo Barry Spotter - Alan Blank (Class story – to be chosen with the children) Viking Poetry Animations: The Saga of Biorn		Kensuke's Kingdom – Michael Morpurgo (transition Animations: Alma	
SPAG	Recap Y3-5 Focus: What is a main clause – subject + verb + make sense on its own? Can we find the verb and subject? Prove that the sentence is a main clause. What are the nouns in the sentence? This can also be known as an independent clause. What is a co-ordinating conjunction? (main clause + coordinating conjunction+ main clause). Can we identify these in writing? Why don't we need a comma before a FANBOYS? What is a subordinating conjunction? They stick to the main clause so it does not make sense on its own; this is called a subordinate clause. Children to use AWHITEBUS as an introduction to using subordinating conjunctions in writing. They can be used to start sentences. What is the progressive tense? When and where do we use apostrophes - to mark singular and plural possession and omission What is a fronted adverbial? Introduce using comma after fronted adverbial. What is the difference between a noun phrase, an expanded noun phrase and can I identify these in writing? Can I use them in my own writing? What is a phrase and a clause? What are the differences? What is a relative clause? Where can I identify them in a sentence and can I prove which is the main and which is the relative clause? Can I use relative clauses beginning with who, which, where, when whose that or omitted relative pronoun in my own writing? When do we use a semi colon in our writing? When do we use a colon in our writing? When can we use hyphens in our writing? Autumn 2 How do I use inverted commas accurately? How do I characterise speech?		What is parenthesis? When would I use brackets? When would I use commas? When would I use dashes? What is the active and passive voice? How do I write in the active and passive voice? What is the subjunctive form/mood?		Mastering and embedding all grammar and punctuation concepts into our writing. Use SPaG to engage the reader.	
Maths	Place value, addition and subtraction (including relevant measures)	Multiplication and division (including relevant measures)	Long division and fractions	Fractions, decimals and percentages (including ratio)	Geometry and statistics	Transition focus (e.g. algebra, revise formal written methods, calculator work)
Science	Animals including humans – circulatory system (6.1)	Light (6.2) (Moorside teacher comes in	Living Things and Their Habitats (6.3)	Evolution & Inheritance (6.4)	Revision	Electricity (6.5)

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		to teach)				
History	WW1 and WW2: What was the impact of the different wars on Britain?		Saxon and Viking Times: Would you rather be a Saxon or a Viking?			
Geography	How has Pearl Harbour changed since WW2?		Where are the Viking homeland countries?		Where did Michael travel to?	
Computing	Unit 6.1 - Coding	Unit 6.9 - Google Spreadsheets	Unit 6.5 -Text Adventures	Unit 6.7 - Quizzing Quizzing also taught in Spring 1 – Spring 2 is focused on on-line revision	Unit 6.8 - Binary Unit 6.6 - Networks	Unit 6.4 - Blogging
PSHE	Living in the wider world How can the media influence people?		Relationships What will change as we become more independent? How do friendships change as we grow?		Relationships, Living in the wider world SATS, Transition to high school.	
Online Safety	Online Relationships Online Bullying Health, Wellbeing and Lifestyle		Online Reputation Privacy and Security		Self-Image and Identity Managing Online Information Copyright and Ownership	
RE	U2.2 Creation and Science: Conflicting or Complementary? <small>(show understanding of why many Christians find that Science and faith go together)</small>	K2.6 For Christians, what kind of King was Jesus? (Kingdom of God) Reverend Steve	2.7 Why do Hindus try to be good?	2.10 What matters most to Humanists and Christians?	2.11 Why do some people believe in God and some people do not?	2.23 How does faith help people when life gets hard?
PE	Invasion games		Gymnastics	Cricket	Athletics	Outdoor adventurous activity Rounders
Art	Craft and design – Photo opportunity		Drawing – Make my voice heard		Sculpture and 3D – Making memories	
D&T	Cooking and nutrition - Come dine with me		Textiles – waistcoats and rag rug panels		Structure - Playgrounds Rollercoaster Day – Moorside transition Day	
Music	Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music and Me Reflect, Rewind & Replay	
MFL	<u>More About School</u> How do I describe places in the school? How do I describe where things are? What are the names of more school subjects? How do I say when I learn each subject? How do I describe what I do at school? How do I describe what I do at break time? How do I create sentences about school? <i>Revise vocabulary from this unit</i> How do I form sentences of my own based on the structures and vocabulary I know? <small>(Moorside teacher comes in to teach)</small>	<u>Our World</u> What are the names of the different continents? How do I describe what other countries are like? How do I describe the landscape of different countries? How do I describe where I would like to go on holiday? How do I describe a city? How do I describe what I do on a beach? <i>Revise vocabulary from this unit</i> How do I form sentences of my own based on the structures and vocabulary I know?	<u>Describing People and Things</u> How do I describe people's personalities? How do I describe a person's hairstyle? How do I describe patterns of clothes? How do I describe other people? What are the names of more colours? How do I use the names of more colours to describe in more detail? How do I describe quantities? <i>Revise vocabulary from this unit</i> How do I form sentences of my own based on the structures and vocabulary I know?	<u>Technology</u> How do I talk about using a mobile phone? How do I talk about using computers? How do I talk about using the internet? How do I talk about playing games? How do I talk about listening to music? How do I talk about videos? <i>Revise vocabulary from this unit</i> How do I form sentences of my own based on the structures and vocabulary I know?	<u>The Environment</u> How do describe what and how I recycle? How do I describe how the climate is changing? How do I talk about pollution and its effects? How do I talk about green energy? How do I describe environmental problems and solutions? How do I say the first ten ordinal numbers? (first, second, third...) <i>Revise vocabulary from this unit</i> How do I form sentences of my own based on the structures and vocabulary I know?	<u>Hygiene and Healthcare</u> How do I describe hygienic activities? How do I describe being unwell? How do I describe going to the doctor? How do I describe going to the dentist? How do I describe an accident? How do I use conjunctions to make more complex sentences? <i>Revise vocabulary from this unit</i> How do I form sentences of my own based on the structures and vocabulary I know?
Forest Schools	• What will the natural	• How do I light a fire	• Are humans good for the			

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	<p>world be like in the future?</p> <ul style="list-style-type: none"> • Which bark is which? • Can trees get ill? • Using natural materials to create a dead-hedge • Creation of war shelters • Conditions of war <p>Activities linked to children's interests, weather or in-the-moment planning</p>	<p>independently?</p> <ul style="list-style-type: none"> • How do I sustain a fire? • Are tools safe to use? • Which tool should I use? • Rationed recipes? • Team games <p>Activities linked to children's interests, weather or in-the-moment planning</p>	<p>planet?</p> <ul style="list-style-type: none"> • Why do dragonflies only live for 6 months? • Saxon and Viking dwellings • RSPB Big Birdwatch <p>Activities linked to children's interests, weather or in-the-moment planning</p>			
Trips/visitors	<p>Theatre Trip Rev Michael 21.9 (show understanding of why many Christians find that Science and faith go together)</p>	<p>Rationed Recipes (D&T) Mellors Catering War medals – P Withington Reverend Steve</p>	<p>Alan Blank (author) to work with children Portals from the past (Saxon and Viking)</p>	<p>Alan Blank (author) to work with children</p>	<p>Thinktank museum Birmingham</p>	<p>Rollercoaster Day to Moorside Transition Days to High School</p>
Special Events	<p>VR experience (Life in the Trenches) Sats Information evening for parents</p>	<p>VR experience (WW2) Reverend visit – What kind of King was Jesus?</p>				<p>Year 6 Festival Year 6 Leavers assembly</p>