

YEAR 6 CYCLE 2 LONG TERM PLAN 2022 to 2023



Little Aston Primary Academy
Achieving Together

Staffordshire
University
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Trust

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Contexts for Reading & Writing	<ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. PLANNING, DRAFTING, EDITING, PUBLISHING / SHARING TO AN AUDIENCE 					
	<p>Persuasive Writing - House Captain & Pupil Council elections</p> <p>Narrative Greek Myths - Theseus and the Minotaur</p> <p>Book focus: Who Let the Gods Out? Maz Evans</p>	<p>Narrative Greek Myths - Who let the Gods out?</p> <p>Non-chronological reports - Greek Gods</p> <p>Poetry Kennings</p>	<p>Poetry Classical poetry - The Highwayman</p> <p>Narrative Book focus: Holes - Louis Sachar</p>	<p>Narrative Holes</p> <p>Explanation texts Earthquakes & Tornadoes</p>	<p>Narrative Kensuke's Kingdom</p> <p>Charles Dickens</p> <p>Playscripts Shakespeare</p>	<p>Creative writing – Mixed writing genres KS2</p> <p>Book focus: Street Child - Berlie Doherty</p>
Writing Ed Shed - Weekly SPAG lessons, plus dictation and practice activities	<ul style="list-style-type: none"> Spell some words with silent letters Recognise and use spellings for homophones and other often-confused words Use a dictionary to check spelling and meaning Identify the audience and purpose before writing, and adapt accordingly Select appropriate grammar and vocabulary to change or enhance meaning Develop setting, atmosphere and character, including through dialogue Précis longer passages Use advanced organisational and presentational devices Use the correct tense consistently throughout a piece of writing Ensure correct subject and verb agreement Perform compositions using appropriate intonation, volume and movement Use a thesaurus 			<ul style="list-style-type: none"> CONSOLIDATION OF PREVIOUS LEARNING Convert nouns or adjectives into verbs Recognise vocabulary and structures that are appropriate for formal use Use passive verbs to affect the presentation of information Use the perfect form of verbs to mark relationships of time and cause Recognise difference in informal and formal language Use grammatical connections and adverbials for cohesion Use ellipsis Use commas to clarify meaning or avoid ambiguity Use hyphens to avoid ambiguity 		

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	<ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely • Use modal verbs or adverbs to indicate degrees of possibility • Use relative clauses • Use adverbials of time, place and number for cohesion • Use brackets, dashes and commas to indicate parenthesis 					
<p>Reading Daily Accelerated Reader / Whole Class Reading Skills - VIPERS</p>	<ul style="list-style-type: none"> • Use knowledge of morphology and etymology to read aloud and understand new words • Make comparisons within and across books • Read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions • Identify and discuss themes and conventions across a wide range of writing • Discuss understanding of texts, including exploring meaning of words in context • Ask questions to improve understanding of texts • Summarise ideas drawn from more than one paragraphs, identifying key details • Use semi-colons, colons and dashes between independent clauses • Use a colon to introduce a list • Punctuate bullet points consistently • Predict future events from details stated and implied • Identify how language, structure and presentation contribute to meaning • Discuss how authors use language, including figurative language, to affect the reader 		<ul style="list-style-type: none"> • Make book recommendations, giving reasons for choices • Participate in discussions about books, building on and challenging ideas • Explain and discuss understanding of reading • Participate in formal presentations and debates about reading • Provide reasoned justifications for views • Consolidation of previous learning 			
<p>Maths Whiterose https://whiterosemaths.com/</p>	<p>Number and Place Value Understand numbers to 10,000,000 including the value of the each digit and ordering numbers. Children will solve problems</p>	<p>Four Operations cont. Fractions Children will develop a knowledge of equivalent fractions in order to simplify, order and and</p>	<p>Ratio Children will develop an understand of ratio and proportion - relating to fractions. They will be able to use scale factors and solve ratio problems.</p>	<p>Fractions, decimals and percentages Children will find fraction, decimal and percentage equivalents and be able to find percentage of numbers - solving a variety of problems as</p>	<p>Shape Children will be able to measure accurately with a protractor and solve problems including missing angles on straight lines, triangles, rectilinear shapes and other</p>	<p>Maths projects and Consolidation Activities will be carefully planned in order to solve problems relating to topics previously taught to ensure children can use and apply in different</p>

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	<p>including negative numbers in context.</p> <p>Four Operations Add and subtract whole numbers to 10,000,000, multiply and divide integers by up to two digits. Understand BODMAS, squared, cubed, factor and multiples.</p>	<p>subtract. They will secure their understanding of mixed and improper fractions. They will be able to multiple and divide fractions, find fractions of amounts</p> <p>Converting units Children will understand the different units of measure and convert between metric and imperial units.</p>	<p>Algebra Children will understand algebra in context. Create formulae and solve 1 and 2 step rule problems. They will use substitution to solve algebraic equations.</p> <p>Decimals Children will build upon learning from year 5 and understand thousandths in context, they will multiply and divide by 10, 100 and 1000 as well as multiple and divide decimals in context. They will understand decimal and fraction equivalents.</p>	<p>well as ordering percentages.</p> <p>Area, perimeter and volume Children will find the area of rectilinear shapes and triangles. Solve problems involving area and perimeter. Calculate volume by counting cubes and using an equation.</p> <p>Statistics Children will interpret different sorts of graphs and tables including line graphs and pie charts. They will calculate the mean and understand parts of a circle.</p> <p>Consolidation Activities will be carefully planned in order to solve problems relating to topics previously taught to ensure children can use and apply in different contexts.</p>	<p>polygons. They will be able to identify and draw nets of 3D shapes as well as drawing other polygons accurately.</p> <p>Geometry: position and direction Children will understand coordinates in the four quadrants and be able to reflect and translate shapes.</p> <p>Consolidation Activities will be carefully planned in order to solve problems relating to topics previously taught to ensure children can use and apply in different contexts.</p>	<p>contexts. Children will participate in a variety of different maths projects to prepare themselves for transition to secondary school.</p>
<p>Science Science Bug https://www.activelearnprimary.co.uk/</p>	<p>Light Know how light travels. Know and demonstrate how we see objects. Know why shadows have the same shape as the object that casts them. Know how simple optical</p>	<p>Our bodies Identify and name the main parts of the human circulatory system. Know the function of the heart, blood vessels and blood.</p>	<p>Electricity Compare and give reasons for why components work and do not work in a circuit. Draw circuit diagrams using correct symbols. Know how the number</p>	<p>Classifying Living things Classify living things into broad groups according to observable characteristics, based on similarities and</p>	<p>Evolution and inheritance Know how the Earth and living things have changed over time. Know how fossils can be used to find out about the past. Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents).</p>	

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<p>Key Scientist Focus</p>	<p>instruments work e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.</p> <p>Thomas Young (Wave Theory of Light)</p> <p>Isaac Newton (The colour spectrum)</p> <p>Ibn al-Haytham (Alhazen) (Light and our Eyes)</p>	<p>Know the impact of diet, exercise, drugs and lifestyle on health Know the ways in which nutrients and water are transported in animals, including humans.</p> <p>Justus von Liebig (Theories of Nutrition and Metabolism)</p> <p>Sir Richard Doll (Linking Smoking and Health Problems)</p> <p>Leonardo Da Vinci (Anatomy)</p>	<p>and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer.</p> <p>Alessandro Volta (Electrical Battery)</p> <p>Nicola Tesla (Alternating Currents)</p>	<p>differences. Know how living things have been classified. Give reasons for classifying plants and animals in a specific way.</p> <p>Carl Linnaeus (Identifying, Naming and Classifying Organisms)</p>	<p>Know how animals and plants are adapted to suit their environment. Link adaptation over time to evolution. Know about evolution and can explain what it is.</p> <p>Charles Darwin and Alfred Russel Wallace (Theory of Evolution by Natural Selection)</p>
<p>Working Scientifically</p>	<p>Know which type of investigation is needed to suit a particular scientific enquiry e.g. looking at the relationship between pulse and exercise. Know what the variables are in a given enquiry and can isolate each one when investigating. Set up a fair test when needed e.g. does light travel in straight lines? Know how to set up an enquiry based investigation e.g. what is the relationship between oxygen and blood? Justify which variable has been isolated in scientific investigation. Use all measurements as set out in Year 6 mathematics (measurement), including capacity, mass, ratio and proportion. Be able to record data and present it in a range of ways including diagrams, labels, classification keys, tables, scatter graphs and bar and line graphs. Make accurate predictions based on information gleaned from their investigations and create new investigations as a result Present information related to scientific enquiries in a range of ways including using IT. Use a range of written methods to report findings, including focusing on the planning, doing and evaluating phases Be clear about what has been found out from their enquiry and can relate this to others in class. Explanations are set out clearly detailing why something has happened and its possible impact on other things. Support conclusions with evidence. Keep a record of new scientific vocabulary and use within writing. Use diagrams, as and when necessary, to support writing and be confident enough to present findings orally in front of the class. Be able to give an example of something they have focused on when supporting a scientific theory e.g. classifying vertebrate and invertebrate creatures or why certain creatures choose their unique habitats.</p>				

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<h2>History</h2>	<p style="text-align: center;"><u>Ancient Greece</u></p> <p>Understand the significance of the Greek civilisation and the impact on the world today</p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>	<p style="text-align: center;"><u>Aztecs</u></p> <p>Understand Aztec society and beliefs Understand how Cortez discovered the Aztec empire know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p>	<p style="text-align: center;">Local History Study (Industrial Revolution)</p> <p>How canals helped developed the economy during the industrial revolution</p> <p>identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>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 style="text-align: center;">Black Country Museum Trip</p>
<h2>Geography</h2>	<p style="text-align: center;">Ancient Greece / Modern Day Greece</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia).</p> <p>Use Google Earth to locate a country or place of</p>	<p style="text-align: center;">North and Central America</p> <p>North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Know key differences between living in the UK</p>	<p style="text-align: center;">Rivers and Canals</p> <p>Know and label the main features of a river Know the name of and locate a number of the world's longest rivers</p>

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	<p>interest.</p>	<p>and North America.</p> <p>Know the names of, and locate, a number of North and Central American countries.</p> <p>Know how to use graphs to record features such as temperature or rainfall across the world.</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</p>	<p>Explain the features of a water cycle</p> <p>Use Google Earth to follow the journey of rivers, name and locate counties and cities of the United Kingdom and their geographical regions</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</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>	
<p>Art</p>	<p>Salvador Dali</p> <p>Know how to use a range of e-resources to create art</p>	<p>Art - Greek Pots (Gods)</p> <p>Explain why different tools have been used to create art.</p> <p>Explain why chosen specific techniques have been used, use feedback to make amendments and improvement to art.</p>	<p>Julian Opie – Painting and Mixed Media Self Portraits</p> <p>Explain the style of art used and how it has been influenced by a famous artist</p> <p>Understand what a specific artist is trying to achieve in any given situation</p> <p>Understand why art can be very abstract and what message the artist is trying to convey</p> <p>Experiment by using marks and lines to produce texture.</p> <p>Experiment with shading to create mood and feeling.</p> <p>Experiment with media to create emotion in art.</p> <p>Know how to use images created, scanned and found; altering them where necessary to create art.</p>	<p>Landscapes – David Hockney</p> <p>Learn how to overprint to create different patterns and which media to use to create maximum impact.</p> <p>Use a full range of pencils, charcoal or pastels when creating a piece of observational art.</p>

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DT (Kapow) https://www.kapowprimary.com/	Making a mechanical pop up Create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms.		Food what could be healthier? Discover the farm to fork process, understand the key welfare issues for rearing cattle. Compare the nutritional value of existing sauces and develop a healthier recipe.		Structure Bridges? Test and analyse various types of bridge to determine their strength and stability. Explore material properties and sources, before marking, sawing and assembling a wooden truss bridge.	
Music (Kapow) https://www.kapowprimary.com/	Charanga - HAPPY	Advance rhythms Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition.	Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn) Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.	Film music Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.	Theme and variations (Theme: Pop Art) Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.	Composing and performing a leavers song Children spend the topic creating their very own leavers' song personal to their experiences as a class.
Computing NCCE National Centre for Computing	<u>Communication and Collaboration</u> Using the internet to research + communication on the web	<u>Webpage creation</u> What makes a good website? How a website looks and copyright	<u>Programming Variables in games</u> Variables in programming and gaming, designing and refining a code	<u>Creating Media 3D Modelling</u> Making 3D models using Tinkercad including planning and designing	<u>Data and Information Spreadsheets</u> Using and modifying spreadsheets including using formulae and presenting data	<u>Programming Sensing</u> The micro:bit, sensing inputs and making a step counter
E-Safety Project Evolve https://projectevolve.co.uk	<u>Self-Image and Identity</u> Identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and	<u>Online Relationships</u> Explain how sharing something online may have an impact either positively or negatively	<u>Online Bullying</u> Describe how to capture bullying content as evidence (e.g screen-grab, URL, profile)	<u>Managing Online Information</u> Explain how search engines work and how	<u>Health, Well-being and Lifestyle</u> Describe common systems that regulate age-related content (e.g. PEGI, BBFC,	<u>Privacy and Security</u> Describe effective ways people can manage passwords (e.g. storing

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	<p>explain why it is important to challenge and reject inappropriate representations online.</p>	<p><u>Online Reputation</u> Explain the ways in which anyone can develop a positive online reputation.</p>	<p>to share with others who can help me.</p>	<p>results are selected and ranked.</p>	<p>parental warnings) and describe their purpose.</p>	<p>them securely or saving them in the browser).</p> <p><u>Copyright and Ownership</u> Demonstrate the use of search tools to find and access online content which can be reused by others.</p>
<p>PSHE Entrust Staffordshire</p>	<p><u>Me and My School</u> Recognise their worth as individuals, identify mistakes, make amends and set personal goals. Identify that there are different kinds of responsibilities, rights and duties at home, school and in the community and sometimes they conflict with each other.</p>	<p><u>Me and My Relationships</u> Recognise emotions change, how to deal with feelings towards self and others positively. Realise consequences of antisocial/ aggressive behaviours Be aware of different types of relationships, including marriage, and develop skills to be effective in relationships Realise the nature and consequences of racism, teasing, bullying, aggressive behaviours, and how to respond to them and ask for help</p>	<p><u>Me and My Safety</u> Which commonly available substances and drugs are legal/illegal/ effects and risks. Learn that pressure to behave in unacceptable ways comes from a variety of sources/ how to ask for help and use basic techniques for resisting peer pressure to do wrong. School rules about health and safety, basic emergency aid procedures and where to get help. Find information and advice e.g. through</p>	<p><u>Other People and Me</u> Talk / write about their opinions/ explain views on issues that affect them and society. Think about the lives of people living in other places and times, and those with different values and customs. Recognise and challenge stereotypes. Consider social and moral dilemmas that they come across in life e.g. encouraging respect and understanding between different races and dealing with harassment</p>	<p><u>Me in the World</u> The role of voluntary, community and pressure groups. How the media present information Take responsibility for planning and looking after the school environment / the needs of others. Meet and talk with people e.g. people who contribute to society through environmental pressure groups or international aid organisation; people who work in the school and the neighbourhood such as religious</p>	<p><u>Happy, Healthy Me / Transition</u> What makes a healthy lifestyle, benefits of exercise, healthy eating, what affects mental health, how to make informed choices. How body changes as they approach puberty.</p>

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			helplines; by understanding about welfare systems in society.		leaders, community police officers Police Cadets	
PE (LT PE) + Sport coaches Forest School Weekly	<p>Invasion Games Running, dodging, chest push, catch, kicking and dribbling</p> <p>Agree and explain rules to others. Work as a team and communicate a plan. Lead others in a game situation when the need arises</p>	<p>Net/Wall Games Underarm throw, catch, one/two handed strike for accuracy</p> <p>Agree and explain rules to others. Work as a team and communicate a plan. Lead others in a game situation when the need arises</p>	<p>Dance Composition, performance and appreciation. Develop sequences in a specific style. Choose own music and style</p> <p>Outdoor / Adventurous - Laches Wood Residential</p>	<p>Gymnastics Floor shapes, floor movement and apparatus</p> <p>Combine own work with that of others. Perform sequences to specific timings</p>	<p>Athletics Overarm throw, jumping for distance and height, sprinting, long distance, hurdles and chest push.</p> <p>Demonstrate stamina and increase strength.</p>	<p>Strike and Field Games Overarm throw for accuracy, catch, one/two handed strikes for power.</p> <p>Outdoor / Adventurous Orienteering locally and in Sutton Park Follow a map into an unknown location. Use clues and a compass to navigate. Change route to overcome a problem. use new information to change route.</p>
RE Entrust Staffordshire	<p>Commitment</p> <p>Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment</p>	<p>Words of Wisdom</p> <p>Explore on the meaning of stories drawn from religious sources and reflect upon the significance of key words, phrases or expressions</p>	<p>Taking Part</p> <p>Find out about the activities of a local religious community and make links with key religious teaching</p>	<p>Belief in Action</p> <p>Make links between beliefs and action and reflect how this might have local, national and international impact</p>	<p>The importance of Hope</p> <p>Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings</p>	<p>Justice: Rich and Poor</p> <p>Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life</p>

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French (Kapow)

<https://www.kapowprimary.com/>

Monster pets

Pupils discover that there are many countries in the world that speak French, and they learn to give and follow directions in French, discuss climate and use comparative language, which they practise as they explore different French-speaking countries and the cultural treasures belonging to those countries.

Space Exploration

Pupils identify the infinitive form of verbs, and subject pronouns, then group French verbs into -er, -ir and -re categories before learning the -er regular verb endings, practising with a set of regular action verbs; they discover that not all verbs are regular and learn the foundation verbs 'avoir' and 'être', and finally produce a short piece of creative writing to demonstrate their learning, which they present to the class.

Shopping in France

Pupils learn to construct high numbers in French, develop food-related vocabulary through games, stories and role-play and build on their understanding of sentence structures, questions and phrases, equipping themselves with language they could use when shopping in France. They also develop their language detective skills, facing an entirely unfamiliar authentic French text.

French speaking world

Pupils discover that there are many countries in the world that speak French, and they learn to give and follow directions in French, discuss climate and use comparative language, which they practise as they explore different French-speaking countries and the cultural treasures belonging to those countries.

Verbs in a French week

Pupils identify the infinitive form of verbs, and subject pronouns, then group French verbs into -er, -ir and -re categories before learning the -er regular verb endings, practising with a set of regular action verbs; they discover that not all verbs are regular and learn the foundation verbs 'avoir' and 'être', and finally produce a short piece of creative writing to demonstrate their learning, which they present to the class.

Meet My French family

This unit draws on vocabulary and grammar learned in Years 3, 4 and 5, introduces family and relations vocabulary, the possessive adjective, my, and how to express likes and dislikes. The children learn that they can compose a written composition by recycling and re-ordering known words and phrases and the unit culminates in pupils producing a piece of written work, in French, describing members of a family, their looks, their ages, their birthdays and their likes and dislikes.