

# YEAR 6 CYCLE 1 LONG TERM PLAN 2025 to 2026



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Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Contexts for Reading & Writing (Literacy Tree)	<ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> <li><b>PLANNING, DRAFTING, EDITING, PUBLISHING / SHARING TO AN AUDIENCE</b></li> </ul>					
	<b>Persuasive Writing</b> Write their own house captain speeches using a range of persuasive devices.  <b>The Arrival - Shaun Tan</b>  <b>Extended own version narratives</b> Letters, lists of rules, character descriptions, diaries, short playscripts, short reports, guides	<b>The Last Bear - Hannah Gold</b>  <b>Newspaper article</b> Character profile, dialogue, monologue, logbook entry, scientific report	<b>The Invention of Hugo Cabret - Brian Selznick</b>  <b>Biographies</b> Diaries, journalistic writing, flashback narratives, speeches, discussions, letters, film critiques	<b>The Last Wild - Piers Torday</b>  <b>Own version dystopian narratives</b> Posters, retellings, formal reports, character descriptions, diaries, formal letters	<b>Grimm Tales for Young and Old Phillip Pullman</b>  <b>Own version traditional tales</b> Retellings, character studies, monologues	<b>Some Places More Than Others Renee Watson</b>  <b>The Suitcase Project</b> Transition project to represent children: maps, recipes, poems, photos and biography
Writing  Ed Shed - Weekly SPAG lessons, plus dictation and practice activities	<ul style="list-style-type: none"> <li>Spell some words with silent letters</li> <li>Recognise and use spellings for homophones and other often-confused words</li> <li>Use a dictionary to check spelling and meaning</li> <li>Identify the audience and purpose before writing, and adapt accordingly</li> <li>Select appropriate grammar and vocabulary to change or enhance meaning</li> <li>Develop setting, atmosphere and character, including through dialogue</li> <li>Précis longer passages</li> </ul>			<ul style="list-style-type: none"> <li>CONSOLIDATION OF PREVIOUS LEARNING</li> <li>Convert nouns or adjectives into verbs</li> <li>Recognise vocabulary and structures that are appropriate for formal use</li> <li>Use passive verbs to affect the presentation of information</li> <li>Use the perfect form of verbs to mark relationships of time and cause</li> <li>Recognise difference in informal and formal language</li> <li>Use grammatical connections and adverbials for cohesion</li> <li>Use ellipsis</li> <li>Use commas to clarify meaning or avoid ambiguity</li> </ul>		

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- 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
- 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

- Use hyphens to avoid ambiguity

- 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

- 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

**Reading**  
Daily Accelerated  
Reader / Whole  
Class Reading Skills  
- VIPERS

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<b>Maths</b> Whiterose <a href="https://whiterosemaths.com/">https://whiterosemaths.com/</a>	<b>Number and Place Value</b> Understand numbers to 10,000,000 including the value of the each digit and ordering numbers. Children will solve problems including negative numbers in context.  <b>Four Operations</b> 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.	<b>Four Operations cont.</b>  <b>Fractions</b> Children will develop a knowledge of equivalent fractions in order to simplify, order and and subtract. They will secure their understanding of mixed and improper fractions. They will be able to multiple and divide fractions, find fractions of amounts  <b>Converting units</b> Children will understand the different units of measure and convert between metric and imperial units.	<b>Ratio</b> Children will develop an understand of ratio and proportion - relating to fractions. They will be able to use scale factors and solve ratio problems.  <b>Decimals</b> 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.  <b>Fractions, decimals and percentages</b> Children will find fraction, decimal and percentage equivalents and be able to find percentage of numbers - solving a variety of problems as well as ordering percentages.	<b>Algebra</b> Children will understand algebra in context. Create formulae and solve 1 and 2 step rule problems. They will use substitution to solve algebraic equations.  <b>Area, perimeter and volume</b> 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.  <b>Statistics</b> 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.  <b>Consolidation</b> 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.	<b>Shape</b> Children will be able to measure accurately with a protractor and solve problems including missing angles on straight lines, triangles, rectilinear shapes and other polygons. They will be able to identify and draw nets of 3D shapes as well as drawing other polygons accurately.  <b>Geometry: position and direction</b> Children will understand coordinates in the four quadrants and be able to reflect and translate shapes.  <b>Consolidation</b> 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.	<b>Maths projects and Consolidation</b> 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. Children will participate in a variety of different maths projects to prepare themselves for transition to secondary school.
	<b>Science</b> Science Bug	<b>Light</b>	<b>Our bodies</b>	<b>Electricity</b>	<b>Classifying Living things</b>	<b>Evolution and inheritance</b>

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<https://www.activelearnprimary.co.uk/>

Key Scientist Focus

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 instruments work e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.

**Thomas Young**  
(Wave Theory of Light)

**Isaac Newton**  
(The colour spectrum)

**Ibn al-Haytham (Alhazen)**  
(Light and our Eyes)

Identify and name the main parts of the human circulatory system.  
Know the function of the heart, blood vessels and blood.  
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.

**Justus von Liebig**  
(Theories of Nutrition and Metabolism)

**Sir Richard Doll**  
(Linking Smoking and Health Problems)

**Leonardo Da Vinci**  
(Anatomy)

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 and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer.

**Alessandro Volta**  
(Electrical Battery)

**Nicola Tesla**  
(Alternating Currents)

Classify living things into broad groups according to observable characteristics, based on similarities and differences.  
Know how living things have been classified.  
Give reasons for classifying plants and animals in a specific way.

**Carl Linnaeus**  
(Identifying, Naming and Classifying Organisms)

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).  
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.

**Charles Darwin and Alfred Russel Wallace**  
(Theory of Evolution by Natural Selection)

**Working Scientifically**

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.

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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.

## History

### WORLD WAR II

HISTORY POST 1066 - Children will learn how World War 2 changed the lives of people around the world forever. They will investigate timelines, learn when and why World War II began and find out about the key individuals and countries involved (including Turing and Churchill). In addition to this, they will discover all about evacuation; learn what it was like to live with food rationing, WW2 recipes, and explore the contribution made by women to the war effort. They will find out about the Battle of Britain and look more closely at Birmingham and surrounding areas during the war and significant events such as the blitz.

### VIKINGS

Children will investigate the Vikings and the Viking culture and find more about how they came to Britain. They will discover Norse beliefs, raids and trading as well as some important people in history such as Alfred the Great, Athelstan and Constantine, Aetherlred and King Canute. They will find out about Jorvik and Lindisfarne. Following on from learning in LKS2, they will discover how the Vikings defeated the Anglo-Saxons and how and where they settled in Britain in addition to learning about Viking clothing, jewellery and money.

### ANCIENT MAYA

Linking to learning about Aztecs in year 5, children will wonder what life must have been like for the Maya people. Children will investigate the Maya world and how they lived within the rainforests of South America. They will learning about the city states; daily life: including buildings, trade and farming as well as the Maya beliefs, priests, temples and sacrifices. Understanding more about their culture they will learn about Maya writing, maths, art and how they viewed the stars. Children will question - what happened to the Maya? As part of the unit they will reflect back on other history knowledge such as the Aztecs and Ancient Egyptians and compare the cultures to their similarities and differences.

## Geography

### WORLD WAR II

Children will identify Europe and countries within Europe on a map using 6 figure grid references. Children will use lines of longitude and latitude.

### VIKINGS

Children will continue to identify countries in North Europe and do a case study on a modern Scandinavian Country and compare it to a region with the UK. They will look at both historic and recent trade routes between the UK and Scandinavia.

### SOUTH AMERICA

Children will locate continents on the map and locate South America. Identify the different countries in South America. Children will investigate the climate and Biomes within S America and compare those to the UK. The children will investigate a country within South America including trade and industry and compare that to our local area. Children will learn about climate change, deforestation and the rainforests (linking to Y3/4 learning).

## Art

Blitz scenes

Propaganda  
Posters

Viking Dragon Art

Romero Britto - Brazilian art



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	Children will create a blitz scene using mixed media including sponge painting, collage and wax.	Children will create a self portrait in the style of a propaganda poster learning about the slogans and hyperbole within the posters.	Children will investigate the detail within the Viking Long Boats and sketch with detail a dragon head using the celtic knot design.	Children will investigate the artist, learn about his influences and create their own artwork using mixed media to do so.  <b>Maya Art</b> Children will investigate Maya gods and create their own god artwork using drawing and pencil crayon.		
DT (Kapow) <a href="https://www.kapowprimary.com/">https://www.kapowprimary.com/</a>	<b>Textiles: Stuffed toys</b> Design a stuffed toy and make decisions on materials, decorations and attachments (appendages), after learning how to sew a blanket stitch.		<b>Mechanical systems: Pop-up book</b> Create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms.	<b>Structure: Playgrounds</b> Research existing playground equipment and their different forms, before designing and developing a range of apparatus to meet a list of specified design criteria.		
Music (Kapow) <a href="https://www.kapowprimary.com/">https://www.kapowprimary.com/</a>	<b>Songs of WW2</b> Children will: use musical and comparative language in discussion. Follow the melody line. Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing. Sing the correct words at the correct time. Recall the counter-melody line.	<b>Theme and variations (Theme: Pop Art)</b> Children explore the musical concept of theme and variations and discover how rhythms can ‘translate’ onto different instruments.	<b>Film music</b> Identify how different styles of music contribute to the feel of a film. Participate in discussions, sharing their views and justifying their answers. Use the terms ‘major’ and ‘minor’. Identify different instruments to describe how music evokes different emotions. Identify pitch, tempo and dynamics, and use	<b>Musical Theatre</b> Explain what musical theatre is and be able to recall at least three features of this kind of music. Categorise songs as action songs or character songs. Select appropriate existing music for their scene to tell the story of a journey. Perform in time with their groups, ensuring smooth transitions between spoken	<b>Dynamics, pitch and texture (Theme: Coast - Fingal’s Cave by Mendelssohn)</b> Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.	<b>Composing and performing a leavers song</b> Children spend the topic creating their very own leavers’ song personal to their experiences as a class.

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			<p>these to explain and justify their answers. Give reasonable and thought-out suggestions for what different graphic scores represent. Use their body, voice and instruments to create sounds to represent a given theme. Create a musical score to represent a composition. Interpret their graphic score and performing their composition appropriately with their group. Create sounds that relate to the scene of a film.</p>	<p>dialogue, singing and dancing.</p>		
<b>COMPUTING (KAPOW)</b>	<b>Computing systems and networks: Bletchley Park</b>  Discovering the history of Bletchley Park, historical figures, and computer science. Children learn about code-breaking and password hacking as well as decoding messages.	<b>Programming: Intro to Python</b>  Learning the fundamentals of the programming language of Python, they will test, change and explain what their program does. Children use loops and explain what repeats do	<b>Data handling 1: Big Data 1</b>  Understanding about the use of big data including barcodes, QR codes, infrared, and RFID technologies. Children will create and scan their own QR codes, manipulate real-time data in spreadsheets, and present their findings.	<b>Creating media: History of computers</b>  Writing, recording and editing radio plays set during WWII, looking back in time at how computers have evolved and designing a computer of the future.	<b>Data handling 2: Big Data 2</b>  Understanding data usage through the use of mobile data vs WiFi, the Internet of Things, and big data. Identifying high/low data activities and preparing presentations on using Big Data/IoT to improve school efficiency while respecting privacy.	<b>Skills showcase: Inventing a product</b>  Designing a new electronic product and using CAD software to design appropriate housing for it. Developing skills in website design, video editing, and persuasive language to promote their product. Evaluating and adapting

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	<p>Children present information about historical figures.</p> <p><b>Online safety: Year 6</b> Learning how to navigate the internet in an informed, safe and respectful way.</p>	<p>and what the parts of the loop do while recognising that computers choose random numbers and decompose the program into an algorithm.</p>	<p>They also analyse transport data to understand its usefulness to commuters.</p>			<p>existing code, debugging programs, and searching for accurate information online.</p>
<p><b>PSHE</b> Entrust Staffordshire</p>	<p><u><b>Me and My School</b></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><b>Me and My Relationships</b></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><b>Me and My Safety</b></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 helplines; by understanding about welfare systems in society.</p>	<p><u><b>Other People and Me</b></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><b>Me in the World</b></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 leaders, community police officers.</p> <p>Police Cadets</p>	<p><u><b>Happy, Healthy Me / Transition</b></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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<b>PE</b>	<b>Tag Rugby</b> Choose and implement a range of strategies and tactics to attack and defend. Combine and perform more complex skills at speed. Observe, analyse and recognise good individual and team performances. Suggest, plan and lead a warm-up as a small group.	<b>Gymnastics</b> Demonstrate accuracy, consistency, and clarity of movement. Arrange own apparatus to enhance work and vary compositional ideas. Experience flight on and off high apparatus.	<b>Dance unit 1</b> Work collaboratively to include more complex compositional ideas. Talk about different dance styles with understanding, using appropriate language & terminology.	<b>Cricket</b> Apply cricket rules in a variety of styles of games. Attempt a small range of recognised shots. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.	<b>Swimming</b>  Swim short distances unaided between 5 & 20 metres using one consistent stroke. Propel themselves over longer distances with the assistance of swimming aids. Move with more confidence in the water, including submerging themselves fully. Enter and exit the water independently.  Swim over greater distances, between 10 & 20 meters, with confidence in shallow water. Begin to use basic swimming techniques. Explore and use basic breathing patterns. Enter and exit the water in a variety of ways. Take part in problem-solving activities such as group floats and team challenges.  Bring control and fluency to at least two recognised strokes. Implement good breathing techniques. Attempt personal survival techniques as an individual and group with success. Link lengths together with turns and attempt tumble turns in isolation and during a stroke.	
	<b>Commitment</b>  <b>Investigate</b> ceremonies associated with joining or belonging to a faith community and <b>talk about</b> the meaning of commitment	<b>Words of Wisdom</b>  <b>Explore</b> on the meaning of stories drawn from religious sources and <b>reflect upon</b> the significance of key words, phrases or expressions	<b>Taking Part</b>  <b>Find out about</b> the activities of a local religious community and <b>make links</b> with key religious teaching	<b>Belief in Action</b>  <b>Make links</b> between beliefs and action and <b>reflect</b> how this might have local, national and international impact	<b>The importance of Hope</b> <b>Raise questions</b> about issues which cause people to wonder and <b>investigate</b> some answers to be found in religious writings and teachings	<b>Justice: Rich and Poor</b> <b>Investigate</b> stories about God's relationship with people and <b>suggest</b> how, for some people, this helps them to make sense of life

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<p><b>French (ATPL)</b></p>	<p><b>Portraits – describing in French</b></p> <p>Children will learn adjectives for describing people's physical appearance and their personality. They will create simple sentences ensuring that the adjectives agree with the gender of the noun.</p>	<p><b>Meet my French Family</b></p> <p>Children will draw on vocabulary and grammar learned in Years 3, 4 and 5. They will be introduced to family and relations vocabulary, the possessive adjective, my, and how to express likes and dislikes.</p>	<p><b>Clothes – getting dressed in France</b></p> <p>Children will learn vocabulary to describe items of clothing, along with the different forms of the indefinite article. They will incorporate previous learning about colour into their descriptions of clothing and recap the concept of adjectival agreement. They will express their opinions about outfits in French.</p>	<p><b>French Weather</b></p> <p>Children will learn phrases to describe the weather and vocabulary for the compass points. They will count from 1 -100 in multiples of ten and combine this knowledge to make statements about what the temperature is in different parts of France and to deliver a weather forecast.</p>	<p><b>Exploring the French speaking world</b></p> <p>Children will discover the many countries in the world that speak French, give and follow directions in French and discussing climate using comparative language.</p>	<p><b>Planning a French Holiday</b></p> <p>Children will learn to use a combination of present and near-future tenses, and become familiar with holiday-related vocabulary around packing a suitcase and planning a journey. They will explore which countries they might visit and why and ultimately research and plan a holiday to France.</p>
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