

YEAR 6 LONG-TERM PLAN 2022-23

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spoken Language (across all subjects)	<ul style="list-style-type: none"> Understand the key points made by a number of speakers and to compare different points of view Identify clearly when they haven't understood and be specific about what additional information they need Use 'academic' vocabulary (i.e. 'Tier 2' words e.g. co-operate, analyse) but the meaning might not be accurate 		<ul style="list-style-type: none"> Able to use language to negotiate with others, to explain options available and to predict possible outcomes Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others Use inference, reasoning and prediction skills Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others 		<ul style="list-style-type: none"> Tell elaborate entertaining stories which are full of detailed descriptions produce speech that is consistently clear and easy to understand Able to reflect on several people's opinions or suggestions and summarise or suggest a compromise Able to re-phrase what they want to say according to the audience 	
English	Descriptive writing Sentence structure and vocabulary Story with a historical setting Dialogue to move the action forward	Persuasion Adapt for different audiences, in different forms Report Formal style & specific vocabulary	Witness report Shifts in formality Explanation Using non-fiction devices and vocabulary Odes Use of pronouns	Discussion Formal conjunctions Diary entry Paragraphs to vary pace and emphasis. Varied sentence length for effect.	Variety of narratives Manipulating language for effect and provoking reader response	Autobiographical writing Use sentence types to create a particular effect Leavers' production Transition work
Maths	Place value Four operations	Fractions Converting units	Ratio Algebra Decimals Fractions, decimals and percentages	Area, perimeter and volume Statistics	Shape Position & direction	Investigations
Art		<u>Clay</u> Make a clay head		<u>Painting</u> Marianne North		<u>Drawing</u> Frida Kahlo
Computing	Programming A	Creating media 3D modelling	Creating media Web page creating	Data and information spreadsheets	Computing systems and networks	Programming B
DT	<u>Food</u> Celebrating culture and seasonality		<u>Mechanical Systems</u> Pulleys or gears		<u>Electrical Systems</u> Monitoring and control	
French	Chez Moi	La Date	Quel Temps Fait-Il?	Manger et Bouger	A L'école	Moi dans le Monde
Geography		<u>Volcanoes</u> How are they formed? Why do people live near them?			<u>Earthquakes</u> Why are people more likely to survive an earthquake in California than Haiti?	<u>Weather and climate</u> Renewable energy
History	World War II & local history study How did the world war affect our local area?		Life & achievements in Ancient Greece			
Music	Short Ride in a fast Machine John Adams BBC Ten pieces		Hans Zimmer			Recorder skills KS2 performance
PE	Tag rugby	Football	Cricket		Hockey	Rounders
	Dance (hip hop)		Netball		OAA (inc. Bikeability)	Athletics
PSHE - Relationships and health education	<u>Relationships</u> Evaluating media sources Recognising & managing pressure Expressing opinions and respecting other points of view		<u>Living in the wider world</u> Valuing diversity Attraction to others Influences and attitudes to money		<u>Health and wellbeing</u> Managing change, loss & bereavement Human reproduction and birth Keeping personal information safe Drug use and the law / media	
RE	What do religions say to us when life gets hard?	If God is everywhere, why go to a place of worship? -- Christmas		What matters most to Christianity and Humanism? -- Easter		What difference does it make to believe in ahisma grace and/or Ummah?
Science	Electricity	Light	Living things (classification)	Evolution	Animals, incl. humans (healthy lifestyle)	