



## ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

### Long Term Curriculum Plan Year Group: 6

	<b>AUTUMN ONE</b>	<b>AUTUMN TWO</b>	<b>SPRING ONE</b>	<b>SPRING TWO</b>	<b>SUMMER ONE</b>	<b>SUMMER TWO</b>
<b>Writing</b>	The Nowhere Emporium  Narrative poem – The Tale of The Three Brothers	Clockwork	Macbeth	A Series of Unfortunate Events  Chaerpon Rouge - video	Survivors  Holes	Holes  Climate change (Geography link)
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Description</li> <li>Suspense narrative</li> <li>Narrative poetry</li> </ul>	<ul style="list-style-type: none"> <li>Persuasive leaflet</li> <li>First person recount</li> <li>Setting/ atmosphere description</li> </ul>	<ul style="list-style-type: none"> <li>Letter in role</li> <li>Journalistic writing/ Newspaper report</li> </ul>	<ul style="list-style-type: none"> <li>Diary</li> <li>Descriptive writing</li> <li>Narrative retelling</li> </ul>	<ul style="list-style-type: none"> <li>Creating own narrative with dialogue</li> <li>Non – chronological report</li> <li>Informal letter writing</li> </ul>	<ul style="list-style-type: none"> <li>Continued from Sum 1</li> <li>Persuasive letter</li> <li>Balanced argument</li> </ul>
<b>Grammar and Punctuation</b>	Consolidate from Y5 – Use expanded noun phrases to add detail, qualification and precision.  Consolidate from Y5 – Use brackets, dashes or	Use a wider range of cohesive devices to link ideas across paragraphs – repetition, adverbials and ellipsis.  Consolidate from Y5 – Use of commas to	Know the difference between vocabulary and structure typical of informal and formal speech and writing.  Use subjunctive form.	Use colons to introduce a list and semi-colons within lists.  Use passive verbs to affect the presentation of information in a sentence.	Use semi-colon, colon and dash to mark the boundaries between independent clauses.  Use hyphens to avoid ambiguity.	Consolidation of skills.

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	<p>commas to indicate parenthesis.</p> <p>Consolidate from Y5 – Use relative clauses and relative pronouns.</p> <p>Consolidate from Y5 – Use modal verbs to indicate degrees of possibility.</p> <p>Continue to use a dictionary and thesaurus.</p> <p>Know how words are related by meaning as synonyms and antonyms.</p>	<p>clarify meaning and avoid ambiguity.</p> <p>Describe settings, characters and atmosphere using a variety of techniques and choose appropriate vocabulary that creates a consistent picture.</p>	<p>Integrate dialogue to convey character and advance action.</p>		<p>Use layout device to structure text – e.g. headings, sub-headings, columns, bullet point, tables.</p>	
<b>Spelling Rules</b>	<ol style="list-style-type: none"> <li>1) Words with the short vowel sound /i/ spelled y</li> <li>2) Words with the long vowel sound /i/ spelled with a y.</li> <li>3) Adding the prefix '-over' to verbs.</li> <li>4) Convert nouns or verbs into adjectives using suffix '-ful.'</li> </ol>	<ol style="list-style-type: none"> <li>1) Words with an /o/ sound spelled 'ou' or 'ow.'</li> <li>2) Words with a 'soft c' spelled /ce/.</li> <li>3) Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite</li> </ol>	<ol style="list-style-type: none"> <li>1) Words with unstressed vowel sounds.</li> <li>2) Words with endings /shuhl/ after a vowel letter.</li> <li>3) Words with endings /shuhl/ after a consonant letter.</li> <li>4) Words with the common letter string 'acc' at the beginning of words.</li> <li>5) Words ending in '-ably.'</li> </ol>	<ol style="list-style-type: none"> <li>1) Words ending in '-ible'</li> <li>2) Adding the suffix '-ibly' to create an adverb.</li> <li>3) Changing '-ent' to '-ence.'</li> <li>4) -er, -or, -ar at the end of words.</li> <li>5) Adverbs synonymous with determination.</li> </ol>	<ol style="list-style-type: none"> <li>1) Adjectives to describe settings</li> <li>2) Vocabulary to describe feelings.</li> <li>3) Adjectives to describe character</li> <li>4) Grammar Vocabulary</li> <li>5) Grammar Vocabulary</li> <li>6) Mathematical Vocabulary</li> </ol>	<ol style="list-style-type: none"> <li>1) Challenge Words</li> </ol>

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	5) Words which can be nouns and verbs	4) Words with the /f/ sound spelled ph. 5) Words with origins in other countries				
<b>Reading</b>	Retrieval Rex	Inference Iggy Vocabulary Victor	Prediction Pip Summarising Sheba	Cassie the Commentator Arlo the Author	Consolidation of skills	Consolidation of skills
<b>Maths</b>	Place Value Addition, Subtraction	Fractions	Ratio Decimals	Percentages Perimeter, Area and Volume	Consolidation	Consolidation
	Multiplication and Division	Measurement	Algebra Converting Units	Statistics Shape Geometry-Position and Direction	Problem Solving Investigations	Problem Solving Investigations
<b>Science</b>	Light (Physics)	Living things and their Habitats (Biology)	Evolution and Inheritance (Biology)	Animals including humans (Biology)	SATs	Electricity (Physics)
<b>Geography</b>	<b>Map Skills Comparing Yorkshire to Eastern European countries? Writing: Holiday brochures</b>		<b>Diversity in USA Writing: non – chronological report</b>		<b>Changes to the coastline</b>	
<b>History</b>		<b>Vikings</b>		<b>Early Islamic Civilisation in Baghdad</b>		<b>Crime and punishment through History</b>
<b>Computing</b>	<b>Internet communication</b>	<b>Webpage creation</b> Designing and	<b>Variables in games</b>	<b>Introduction to spreadsheets</b>	<b>3D modelling</b>	<b>Sensing</b>

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	Recognising how the WWW can be used to communicate and be searched to find information.	creating webpages, giving consideration to copyright, aesthetics, and navigation.	Exploring variables when designing and coding a game.	Answering questions by using spreadsheets to organise and calculate data.	Planning, developing, and evaluating 3D computer models of physical objects.	Designing and coding a project that captures inputs from a physical device.
<b>Religious Education</b>	<b>BB Personal Journey</b> CU2.4 Why do some people go on pilgrimage?	<b>UC Incarnation</b> 2b. 4 Was Jesus the Messiah?	<b>UC Creation</b> 2b.2 Creation and science: conflicting or complementary?	<b>BB The Big Picture</b> CU2.6 What do Christians believe about the old and new covenants?	<b>BB Influence and Authority</b> CU2.5 How and why are Jewish festivals celebrated today?	<b>UC God</b> 2b.1 What does it mean if God is holy and Loving?
<b>DT</b>				<b>Textiles</b> Using computer-aided design in textiles	<b>Cooking &amp; Nutrition</b> Celebrating culture & Seasonality	<b>Mechanical Systems</b> Pulleys and Gears
<b>Art</b>	Mixing using powder paint.  Develop mood and atmosphere in artwork. Various artists	Wire and papier mache foundation with Modrock covering Sculptor: Alberto Giacometti	Digital Art Scan images, digital photos, and alter/adapt them. Photographer: Ansel Adams			
<b>Music</b>	Hey, Mr Miller Shadows, Composing for protest		Dona nobis pacem, You to me are everything Twinkle variation		Race! Exploring identity through song, Ame sau vala tara bal	
<b>MFL</b>	Review Y3/Y4/Y5 The time Daily routine Physical description		Personality Clothes and colours Going shopping for clothes In the city and directions		In the city and directions cont. Snacks and drinks at the café Occupations/ professions A letter from France	
<b>PE</b>	Hockey – Cognitive Football - Creative	Netball – Physical Dance – Skills	Basketball- Personal Gymnastics– Social	Badminton – Cognitive Cricket - Creative	Athletics Golf - Personal	Rounders - Physical Orienteering - Social

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<b>PSHCE</b>	Families and Friendship Safe Relationships Respecting ourselves and others		Belongings to a community Media literacy and digital resilience Money and Work		Physical Health and Mental Well being Growing and Changing Keeping safe	
<b>Charity event</b>		Food Bank				
<b>Enterprise event</b>					Ice Pop Sale	
<b>Visits</b>				Judge and Magistrate Visit	Bradley Residential	Rokt
<b>Visitors</b>	Sleep workshop- Open minds					West Yorkshire Police- SunnyVale Project  Transition Northpoint workshop
<b>Parent workshop</b>				SATS information for Parents		

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