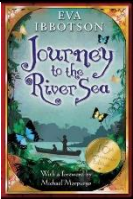
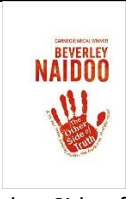
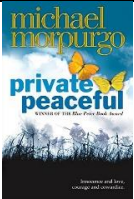
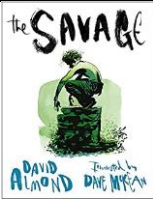
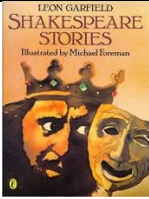
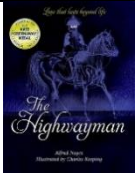




Mansbridge Primary School Long Term Curriculum Plan – Year 6



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme						
Reading	• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Summarising the main ideas drawn from more than one paragraph • Retrieving, recording and presenting information from a range of texts including non-fiction and applying these skills in a range of contexts					
	• Distinguishing between statements of fact and opinion • Using relevant textual reference and/or quotation to support views • Predicting what might happen from details stated and implied • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with textual evidence/quotations	• Using relevant textual reference and/or quotation to support views • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with textual evidence/quotations • Considering different accounts of the same event and discussing /explaining viewpoints /purposes (both of authors and fictional characters) within a text and across more than one text • Using appropriate technical terminology to discuss and write about what they hear and read e.g. metaphor, simile, analogy, imagery, style, effect.	• Distinguishing between statements of fact and opinion • Using relevant textual reference and/or quotation to support views • Predicting what might happen from details stated and implied • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with textual evidence/quotations • Using appropriate technical terminology to discuss and write about what they hear and read e.g. metaphor, simile, analogy, imagery, style, effect.	• Distinguishing between statements of fact and opinion • Using relevant textual reference and/or quotation to support views • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with textual evidence/quotations	• Using relevant textual reference and/or quotation to support views • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with textual evidence/quotations	• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with textual evidence/quotations • Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that meaning is clear to the audience • Learning poetry by heart • Using appropriate technical terminology to discuss and write about what they hear and read e.g. metaphor, simile, analogy, imagery, style, effect.

Key Texts	 Journey to the River Sea Eva Ibbotson	 The Other Side of Truth Beverley Naidoo <i>Democracy Mutual Respect & Tolerance</i>	 Private Peaceful Michael Morpurgo	 The Savage David Almond <i>Rule of Law</i>	 Shakespeare Stories (Macbeth) Leon Garfield	 Darwin's Dragon Lindsay Galvin
Additional Texts	Variety of information texts about Brazil and the Amazon	The Tyger William Blake	Winston Churchill's War Speeches			 The Highwayman Alfred Noyes
Writing Outcomes	<u>Diary entry in role as Maia</u> Audience: their self, in role Purpose: to recount events / to share thoughts and feelings <u>Tourist guide to Manaus</u> Audience: people looking for a holiday Purpose: To describe, inform and persuade <u>Formal letter of complaint to the Hotel Paradiso</u> Audience: hotel manager Purpose: to inform and persuade	<u>Internal monologue – Sade's response to the tragedy</u> Audience: peers Purpose: to entertain and describe <u>Additional scene for The Other Side of Truth</u> Audience: peers Purpose: to entertain <u>Newspaper Report</u> Audience: readers of newspapers in the UK Purpose: to recount events and to inform	<u>Informal letters between characters in Private Peaceful</u> Audience: the chosen character Purpose: to inform, to share thoughts and feelings <u>Speech in the style of Churchill</u> Audience: villagers Purpose: to persuade, advise and explain <u>Additional scene for Private Peaceful</u> Audience: peers Purpose: to entertain	<u>Character descriptions – own version of The Savage</u> Audience: peers Purpose: to entertain <u>Internal monologues – Blue, Hopper or The Savage</u> Audience: peers Purpose: to entertain and describe	<u>Fact file about a fictional creature based on Darwin's Dragon</u> Audience: peers Purpose: to inform	<u>Narrative scene set on the Galapagos Islands</u> Audience: peers Purpose: to entertain <u>Letter between characters in Macbeth</u> Audience: own choice Purpose: to persuade

Writing Skills

- In the planning of their writing, note and develop initial ideas and draw on reading and research when necessary.
- Make choices to change and enhance meaning in terms of vocabulary, punctuation and grammar.
- Evaluate and edit by assessing the effectiveness of their own and others' writing.
- Proof read to ensure accuracy of spelling and punctuation as well as the clarity of meaning and the effectiveness of their writing for audience and purpose.
- Précis longer passages
- Perform their own compositions using appropriate intonation volume and movement so that meaning is clear
- Select the appropriate form and using other similar writing as models for their own
- In their selections of vocabulary and grammar, demonstrate an understanding of how these choices can change and enhance meaning for the audience
- Selecting appropriate grammar and vocabulary which show their understanding of how such choices can change and enhance meaning
- Consistent use of tense throughout a piece of writing
- Ensuring correct subject and verb agreement when using singular and plural
- Distinguishing between the language of speech and writing and choosing the appropriate register

Spelling:

- Using further prefixes and suffixes and understanding the guidance for adding them
- Accurate spelling of words with silent letters
- Continuing to distinguish between homophones and other words which are often confused
- Using knowledge of morphology and etymology in spelling and understanding that the spelling of some words needs to be learnt specifically (as listed in Appendix 1)
- Using dictionaries to check the spelling and meaning of words
- Using a thesaurus

Handwriting:

- Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters
- Choosing the writing implement that is best suited for the task
- Using an un-joined style – for example – for labelling a diagram/ writing e-mail address
- Varying standard of handwriting for particular tasks e.g. quick notes vs. final draft

• Using organisational and presentational devices to structure texts and guide the reader (for example: headings; bullet points; underlining) • Using appropriate vocabulary and structures for formal speech and	• In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance action • Using a wide range of devices to build cohesion within and across paragraphs • Using passive verbs to affect the	• In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance action • Using a wide range of devices to build cohesion within and across paragraphs	By Spring term, emphasis is placed on pupils making their own selections of vocabulary, punctuation and grammar as they deem appropriate to the audience and purpose
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	writing, including subjunctive forms • Using expanded noun phrases to convey complicated information concisely • Using modal verbs or adverbs to indicate degrees of possibility • Using relative clauses beginning with who, which, where, when whose, that or with an implied (i.e. omitted) relative pronoun) • Using hyphens to avoid ambiguity • Punctuating bullet points consistently	presentation of information within a sentence • Using the perfect form of verbs to mark relationships of cause and time • Using dashes, brackets or commas to indicate parenthesis • Using colons, semi-colons or dashes to mark boundaries between independent clauses				
Maths	<u>Number and place value within 10,000,000</u> Read, write, order, round and compare numbers up to 10 000 000 Use negative numbers in context <u>Four operations</u> Solve addition, subtraction, multiplication and division multi-step problems in contexts, deciding which operations and	<u>Fractions (including decimals and percentages)</u> Use common factors to simplify fractions Compare and order fractions, including fractions > 1 Add, subtract, multiply and divide fractions with different denominators and mixed numbers, <u>Geometry - position and direction</u>	<u>Decimals</u> Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 <u>Percentages</u> Recall and use equivalences between simple fractions, decimals and percentages. Ratio and proportion solve problems involving the	<u>Measure Imperial and metric measures</u> Solve problems involving the calculation and conversion of units of measure: length, mass, volume, time, miles and kilometres. <u>Measure Perimeter, area and volume</u> Calculate the perimeter and area of parallelograms and triangles	<u>Geometry - properties of shapes</u> Identify 3-D shapes from 2-D representations Draw 2-D shapes using given dimensions and angles of shapes Find unknown angles in any triangles, quadrilaterals, and regular polygons Name parts of circles, including radius,	<u>Problem solving</u> Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy Solve problems involving measurement and angles <u>Statistics</u> Solve problems involving the calculation of percentages and the

	methods to use and why Recognise and use square numbers and cube numbers Identify common factors, common multiples and prime numbers	Describe positions on the full coordinate grid (all four quadrants) Draw and translate simple shapes on the coordinate plane, and reflect them in the axes	calculation of percentages <u>Algebra</u> Use simple formulae, generate and describe linear number sequences and find pairs of numbers that satisfy an equation with two unknowns	Calculate, estimate and compare volume of cubes and cuboids <u>Ratio and proportion</u> Solve problems involving ratio and proportion using knowledge of fractions and multiples	diameter and circumference <u>Problem solving</u> Solve addition, subtraction, multiplication and division multi-step problems in contexts Solve problems involving fractions, decimals, percentages, ratio and proportion	use of percentages for comparison Interpret and construct pie charts and line graphs and use these to solve problems Statistics calculate and interpret the mean as an average
Science	<u>Animals inc Humans</u> To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood To recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function Rule of Law To describe the ways in which nutrients and water are transported within animals, including humans.	<u>Electricity</u> To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches To use recognised symbols when representing a simple circuit in a diagram.	<u>Light</u> To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	<u>Living Things classification</u> To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals To give reasons for classifying plants and animals based on specific characteristics.	<u>Evolution</u> To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	

Computing	Online Safety Identify and evaluate online content relating to gender, race, religion, disability, culture and other groups. Explain why it is important to challenge and reject inappropriate representations online. Explain strategies to protect 'digital personality' and online reputation, including anonymity. Define 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online. analyse & evaluate the validity of 'facts' and I can explain why this is important. Know strategies to limit the impact of technology on health Password protection – lost/shared/stolen How to increase privacy settings Rule of Law Individual Liberty	Online Safety (continued) ICT To identify different ways to communicate without technology and using the internet To evaluate different methods of online communication and explain which types of media can be shared through the internet	Coding 1 Scratch - Game including score To define a 'variable' as something that is changeable (variables) To identify examples of information that is variable, for example, a football score during a match (variables) <i>e.g. a score that is updated in a game, an answer that is stored to check in a quiz</i> To recognise that the value of a variable can be updated (variables) <i>e.g. see that the score in a game changes over time.</i> To use a variable in a conditional statement to control the flow of a program (variables) <i>e.g. store the number of correct answers to decide whether they get a gold, silver or bronze medal</i>	Digital Literacy 1 Presenting Data - Consolidating Y5 skills - Collect data - Evaluate the effectiveness of the data collected - Use a formula to calculate data - Answer questions about data - Filter data - Using multiple criteria for search - Present data in a suitable way	Coding 2 Scratch – Quiz or Microbit/Crumble To define a 'variable' as something that is changeable (variables) To identify examples of information that is variable, for example, a football score during a match (variables) <i>e.g. a score that is updated in a game, an answer that is stored to check in a quiz</i> To recognise that the value of a variable can be updated (variables) <i>e.g. see that the score in a game changes over time.</i> To use a variable in a conditional statement to control the flow of a program (variables) <i>e.g. store the number of correct answers to decide whether they get a gold, silver or bronze medal</i>	Digital Literacy 2 Recognise that different software/devices have a given purpose - linked to unit - Recognise a website is composed by people using HTML - Identify the relationship between HTML code and visual display - Create a blank webpage - Add text - Style text - Embed media - Insert hyperlinks - Add webpages Digital Literacy 3 – Free choice Given Goal Challenge - Choose which software or devices will be suitable for a given goal.

	Mutual Respect & Tolerance					
PSHE	Health and Wellbeing Recognise images in the media/ online do not always reflect reality and can affect how people feel about themselves. Having high aspirations Learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety. Learn some of these are restricted or illegal. Rule of Law	Health and Wellbeing Risks, dangers and hazards. Recognising, predicting and assessing risks. Rule of Law Recognise increased independence brings increased responsibility to keep themselves and others safe. Individual Liberty Understanding that they have the right to protect their body from inappropriate and unwanted contact and develop the skills and strategies required to get support if they have fears for themselves or their peers. How to ask for advice or help and to keep trying until they are heard. How to make a clear and efficient call to emergency services and first aid for head injuries, choking or unresponsive.	Relationships Types of relationships. Recognising what constitutes a positive and healthy relationship and when a relationship is unhealthy. Individual Liberty Judging if physical contact is acceptable or unacceptable. Importance of keeping personal boundaries and the right to privacy.	Relationships Respectfully listen to others but raise concerns and challenge points of view when necessary. Recognising and challenging stereotypes. About discrimination, teasing, bullying and aggressive behaviour and its effect on others. Mutual Respect & Tolerance To understand bullying (including cyber bullying) has a negative and often long-lasting impact on mental wellbeing. Rule of Law Individual Liberty	Living in the Wider World Democracy Rule of Law Rights, Laws and being part of a community. Sun Safety (including the effects of sunburn and increased risk of skin cancer). Environment - understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.	Living in the Wider World Begin to develop enterprise skills. Human reproduction- How a baby is made and how it grows. That pregnancy can be prevented. To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams). About how hygiene routines change during the time of

		<u>Relationships</u> Link to School of Sanctuary – The Other Side of Truth. Discussion on refugees				puberty, the importance of keeping clean and how to maintain personal hygiene Transition to secondary school
Geography	Locational tri study: Brazil, Hamburg and Southampton Understand geographical similarities and differences through human and physical geography. Focussing on ports, trade, economy and the distribution of natural resources (to be continued in the summer term)					Locational tri study: Brazil, Hamburg and Southampton Understand geographical similarities and differences through human and physical geography. Focussing on ports, trade, economy and the distribution of natural resources
History		<u>Theme-Cause</u> Why did the Mayan empire end so quickly?	<u>Theme- Significance</u> Significance Why was the Battle of Britain a significant turning point and what would have happened if the RAF didn't hold off the Luftwaffe? Children will develop an understanding that			

			different evidence will lead to different conclusions. Children will learn to compare and discuss the usefulness and reliability of different sources			
RE	Wudu and Eid-ul-Fitr Islam Concept: Ritual	The Magi Christianity Concept: Prophecy	Revelation of the Qur'an, Saw'n and Ramadan Islam Concept: Peace	The Empty Cross Christianity Concept: Resurrection	Death Ceremonies Christianity and Judaism Concept: Ceremony	Humanism Concept: Choice Mutual Respect & Tolerance
PE	Football and Hockey Pass, space, shooting technique, keep ball moving when running Health related fitness Perform a variety of exercised demonstrating good technique, prepare properly for exercise	Dance Creatively change static actions into travelling movements Tag rugby / Capture the flag Pass, organise position to receive, develop game understanding	Netball/ basketball Pass accurately, shoot with good technique Gymnastics Hold controlled balances, create sequence of moves, use body weight in opposition to the apparatus	Yoga Adopt the rest position and relaxation pose, hold my poses whilst using yoga breathe	Dance Exploring sequences of movement to a piece of music Athletics Throw with greater force and over longer distances, throw with greater control, accuracy, and efficiency	Swimming swim competently, confidently, and proficiently over a distance of at least 25 metres, perform safe self-rescue Rounders / Cricket Catch with soft hands, field, throw with accuracy
Art & Design	Key Art Concept - <u>Painting and mixed media</u> Exploring the work of many artists, developing work in many styles	N/A	Key Art Concept - <u>Craft and design</u> Exploring Phtography as an Art form and creating photo art	N/A	Key Art Concept - <u>Drawing</u> Skills based unit combining drawing skills of colour, tone, line, shape, texture, form and space when creating a still life drawing.	N/A
Design & Technology	N/A	Key D&T Concept – <u>Textiles</u> Explore, design, make and evaluate a soft toy including using a	N/A	Key D&T Concept – <u>Electrical systems</u> Explore, design, make and evaluate a steady hand game	N/A	Key D&T Concept <u>Cooking and Nutrition</u> Explore, design, make and evaluate

		pattern and prototype before sewing the final product.				elements of a three-course meal, considering healthy ethically sourced ingredients, budget and seasonality.
Music	Samba Listening, creating own piece in the style of samba, performing in an ensemble	African Music Call and response, rounds, rhythm, singing as part of an ensemble	Ukulele Learning an increasing number of chords and moving between them. Performing within a group and maintaining own part more confidently		Music for Films and plays Using Garage Band to create a composition in response to a given theme	Oceans Creating an Ocean Soundscape by manipulating a range of different sounds and inclusion of rhythmic and melodic ideas within the piece
MFL						