



Year 6 Long Term Planning

Hodnet Primary School

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Trips Visitors	Bikeability Business TA Oakerwood	Sleepover experience – Muisic workshop	Virtual – Himalayas school workshop	Cosford WWII	Bowling/Cinema	Portals to the past school workshop WMSP
English Writing	Fiction Alien landing (<i>fantasy</i>) Poetry Poetic features revision. Free verse poetry What are you?	Fiction Red Newspaper (<i>Setting description</i>) <i>Setting toolkit</i> Non-Fiction How to steal Christmas (<i>Instruction writing</i>)	Fiction The Game (<i>finding</i>) Suspense toolkit Non Ficton Ice Matter Information text	Fiction The Gas Mask (<i>portal</i>) Non-Fiction Anne Frank (Diary) Poetry Nature poems The lost world poetry unit (<i>Rhyming</i>)	Fiction The Tibernica (defeating the monster (<i>warning</i>) <i>Action toolkit</i> Non-Fiction Spy gadgets pamphlet (<i>persuasive</i>)	Fiction Coral ocean Poetry The door of possibilities
Vocabulary Punctuation and Grammar	Word Y3 Formation of nouns using a range of prefixes [for example super–, anti–, auto–] (suffixes Y2) Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Y4 The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] Y5 Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]; Verb prefixes [for example, dis–, de–, mis–, over– and re–] ful un im dis Y6 the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little] Sentence Y3 Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] (coordinating Y2)					

	Y4 Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] Y5 Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Y6 Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]		
	Text Y3 Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Y4 Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition (Y2 use of present tense and past tense/ Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] Y5 Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] Y6 Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]		
	Punctuation Y4 Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark singular (Y2)/plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials (Y2 Commas in lists) Y5 Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Y6 Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]		
	Terminology for pupils Y3 preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas Y4 determiner pronoun, possessive pronoun adverbial, noun, noun phrase compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma, word, punctuation Y5 modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity Y6 subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points		
English Reading	Guided Reading - Fred's Teaching Resources Class Reader – The ghost who cried wolf Class reader; Finding Bear	Guided Reading – Fred's Teaching Resources Class reader Letters from the Lighthouse	Guided Reading – Fred's Teaching Resources Class reader
Maths	Place value	Fractions	Statistics

	Addition and subtraction Geometry Multiplication and division Area and perimeter Fractions Position and direction		Measures: converting units Area, perimeter and volume Fractions, decimals and percentages Ratio Geometry Addition, Subtraction, Multiplication and Division		Algebra Revision SATs Consolidation, problem solving and themed projects	
Science	Electricity	Animals, including humans	Light	Evolution and Inheritance	Living things and their habitats	
History		Who were the Ancient Greeks and what were their legacy?		What was life like during World War II? What happened in Hodnet?		What happened in Britain up to the Norman Invasion Up to Norman invasion Who has ruled Britain since the Vikings?
Geography	How do tectonic hazards affect people and the environment?		How and why is our climate changing, and what can we do about it?		How does global trade connect us to the rest of the world?	
Art	Short Skills lesson Line skills 1 Perspective	Sculpture: wire sculptures Artist Henry Moore	Short Skills lesson Line skills 2 and 3 continuous line drawing Revisit Perspective (cityscape) Line drawing – Perspective and texture			W Skills lesson Colour skills 1 and 2 colour and aerial perspective Acrylic paint mixing watercolour landscapes Monet Recreating water colour – link to French
DT	Electrical systems More complex switches and circuits			Mechanisms Cams Moving toy WW2	Structures Frame structures using cad Buildings	
Computing	Online safety Other skills – email, power point, word processing etc.	Teach Computing Web page creation Other skills – email, power point, word processing etc.	Other skills – email, power point, word processing etc.	Teach Computing Variables in games Other skills – email, power point, word processing etc.	Other skills – email, power point, word processing etc.	Teach Computing 3D Modelling sensing Other skills – email, power point, word processing etc.

RE	NATRE Creation and science, conflicting or complimentary? (Creation/Fall) (Y5)	NATRE Why some people believe, others don't	NATRE Why do Hindus want to be good? (Hindus)	NATRE What difference does the resurrection make to Christians? (What do Christians believe Jesus did to 'save' people?) (Salvation)	NATRE For Christians, what kind of king is Jesus? (Kingdom of God)	NATRE How does faith help people
Music	Dood	Dood	Charanga music scheme Glocks	Charanga music scheme Glocks	Dood	Dood
PE	Teacher lesson Hockey Activsports lesson Netball	Teacher lesson Swimming/Dance Activsports lesson Volleyball	Teacher lesson Dance/Yoga Activsports lesson Gymnastics	Teacher lesson Badminton/Alternative Sports Activsports lesson Athletics (Sportshall)	Teacher lesson Tennis Activsports lesson QAA Leadership	Teacher lesson Rounders Activsports lesson Football
French	Primary Languages Network – videos 2 teach. My every day life/ your everyday life	Primary Languages Network – videos 2 teach. Where I live, you live. house and home Christmas	Primary Languages Network – videos 2 teach. New Year Celebrations Playing sport	Primary Languages Network – videos 2 teach. This is me. All the fun of the fair	Primary Languages Network – videos 2 teach. Going to a restaurant Café Culture	Primary Languages Network – videos 2 teach Performances
PSHE	<u>Water safety</u> <u>British Values</u> <u>Democracy</u>	1 Decision <u>ST John's Ambulance</u> First Aid Calling for help CPR Head injuries Basic life support	1 Decision <u>British Values</u> <u>Keeping/Staying safe</u> Worries	1 Decision Managing risk Influences and Pressure	1 Decision Drugs and alcohol in the media	1 Decision <u>Computer safety</u> Making friends online In app purchases Stealing
RSE					1 Decision <u>Growing and Changing Relationships</u>	<u>Respect Yourself</u> <u>Conception Emotional and physical changes</u> <u>relationships healthy choices</u>