



Long Term Primary Plan

Year 6



2022-2023	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 8 weeks	
English Suggested Texts	<p>Learning Objective: Fiction, Non-fiction, Poetry</p> <ol style="list-style-type: none"> The Beast within (3 chapters) Who let the gods out? 	<p>Learning Objective: Fiction, Non-fiction, Poetry</p> <ol style="list-style-type: none"> The Wild Swans The Highwayman- Alfred Noyes 	<p>Learning Objective: Fiction, Non-fiction, Poetry</p> <ol style="list-style-type: none"> Healthy Eating A Monster Calls- Patrick Ness 	<p>Learning Objective: Fiction, Non-fiction, Poetry</p> <ol style="list-style-type: none"> Kensuke's Kingdom Nelson Mandela's Biography 	<p>Learning Objective: Fiction, Non-fiction, Poetry</p> <ol style="list-style-type: none"> Living things and their habitats The Road not Taken Who am I? 	<p>Learning Objective: Fiction, Non-fiction, Poetry</p> <p>A selection of practice examples of SATS style papers as revision and preparation.</p>
Reading Word and Comprehension	<p>Reference to Oxford Reading Criterion Scale for planning and assessment of reading. Use of comprehension activities from Twinkl and other age/ability appropriate sources.</p> <p>Develop reading, vocabulary and pronunciation of new words. Discuss and read a range of fiction, poetry and plays, non-fiction and reference books. Reading for a range of purposes. Increase familiarity of myths, legends, traditional stories, fiction from literary heritage and other cultures. Make comparisons. Learn poetry by heart. Understanding inference and intonation. Developing summarising, recall and prediction skills. Learning how language structure and presentation contribute to meaning. Distinguish between fact, opinion, being able to justify and debate with evidence. Recognise different themes and compare characters.</p>					
Writing Including: <ul style="list-style-type: none"> Handwriting and presentation SPAG 	<p>Learning Objectives: Exploring their knowledge of root words, prefixes and suffixes. Plan and write a descriptive paragraph, where dialogue is used to develop characterisation and move the action forward.</p> <p>Success criteria: Written letter in a formal and informal style, selection of correct vocabulary and grammatical structure that reflect</p>	<p>Learning Objectives: Report (formal) Understanding how to write a report in a formal style, selecting correct vocabulary and grammatical structure that reflect the level of formality required.</p> <p>Success criteria: Report (informal) Written report in an informal style, selecting correct vocabulary and grammatical structure that reflect the level of formality required. Combination of a discussion text with another style of writing ie. Newspaper report</p> <p>Learning Objectives: Narrative</p>	<p>Learning Objectives: Instructional text Learning how to write a plan, write and present an instructional text</p> <p>Success criteria: Explanatory text Planned and written text that presents an explanation text</p> <ul style="list-style-type: none"> - Recognise formal vocabulary and structure appropriate for speech and writing <p>SPaG</p> <ul style="list-style-type: none"> - Present perfect tense - Sentence types 	<p>Learning Objectives: Book review in Blog format Learning how to write a plan and write a book review.</p> <p>Script writing/ Narrative Learning how to transform a Narrative into script.</p> <p>Success criteria: Successful correct application and use of:</p> <ul style="list-style-type: none"> - Synonyms and antonyms - Direct speech - Prepositions - Adverbial phrases - Prefix 	<p>Learning Objectives: Poetry Understanding and knowing how to plan and write two poems using expressive and figurative language,</p> <p>Success criteria: Students can add detail of sights and sounds; create mood and atmosphere, describing a character's response to a setting; vary the pace by using sentences of different length and direct or reported speech to move the action on.</p> <p>Speech writing Planned and written formal speech to be presented at Leavers Assembly Adapt a piece of writing for different audiences and</p>	



	<p>the level of formality required.</p> <p>Learning Objectives: Handwriting</p> <ul style="list-style-type: none"> - Practise handwriting and the speed of it - Unjoined style of writing for labelling data, diagrams, completing forms <p>Success criteria: Students can correctly and appropriately apply:</p> <p>SPaG</p> <ul style="list-style-type: none"> - Silent letters: knight, psalm - Distinguish between homophones - Using a thesaurus - Subject and object - Active and passive form of a verb - Comma - Synonyms and antonyms - Standard form of the verb - Pronouns - Main and subordinate clause Determiners Inverted commas Formal/informal language Hyphen Parenthesis 	<p>Learning how to write a short narrative, selecting correct vocabulary and grammatical structure that reflect the level of formality required.</p> <p>Success criteria: Students can correctly and appropriately apply:</p> <p>SPaG</p> <ul style="list-style-type: none"> -Using semi-colons and dashes to distinguish boundaries between clauses -Using colons for lists and bullet points - Pronouns - Adverbs - Comma - Subjunctive forms - Synonyms and antonyms - Present perfect tense - Parenthesis Hyphens - Formal and informal language - Fronted adverbials - Apostrophe - Main and subordinate clause 	<ul style="list-style-type: none"> -Commas -Direct and reported speech -Determiners (focus on possessive forms) -Comma -Modal verbs -Conjunctions -Synonyms and antonyms -prepositions -perfect form of verbs -noun phrasing -relative clauses: which, who, when, why, what... -Using commas to avoid ambiguity and clarify 	<ul style="list-style-type: none"> - Suffix - Past perfect tense - Active and passive voice - Semi-colon - Bullet points 	<p>in different forms, shifting levels of formality e.g. a formal speech and an informal speech.</p> <p>Learning Objectives: How to combine a discussion text within another text type e.g. within a newspaper report.</p> <p>Success criteria: Students can correctly and appropriately apply:</p> <ul style="list-style-type: none"> - Synonym and antonym - Conjunctions - Inverted comma - Plural - Apostrophe - Pronouns (focus on relative pronouns) - Adverbials - Commas - Punctuation - hyphens
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Maths Number	Numbers and Place Value Number – +, -, x, ÷	Number and Place Value Number – fractions Geometry – position and direction	Number and Place Value Written Addition and Subtraction Number- fractions (including decimals and percentages) Algebra	Algebra Measurement Ratio and proportion	Geometry- properties of shape Problem Solving Statistics	Number and Place Value Investigations
	Measure	Measurement: Units and Time	Measurement: Shape, Properties and Volume	N/A	N/A	N/A
Geometry	N/A	Geometry: Properties of Shapes	Geometry: Properties of Shapes	Geometry: Position and Direction	Geometry: Properties of Shapes	Geometry: Position and Direction Geometry: Properties of Shapes
Statistics Yr 2 upwards only	N/A	N/A	N/A	N/A	Statistics	Statistics
Ratio and proportion Yr 6 only	Decimals, Percentages, and their Equivalence to Fractions Fractions, Ratio and Proportion	Decimals, Percentages, and their equivalence to fractions Fractions, Ratio and Proportion	Decimals, Percentages, and their equivalence to Fractions Fractions, Ratio and Proportion	Decimals, Percentages, and their equivalence to Fractions Fractions, Ratio and Proportion	Decimals, Percentages, and their equivalence to Fractions Fractions, Ratio and Proportion	Fractions, Ratio and Proportion
Algebra Yr 6 only	Problem Solving, reasoning and Algebra	Problem Solving, reasoning and Algebra	Problem Solving Reasoning and Algebra	Problem Solving Reasoning and Algebra	Problem Solving Reasoning and Algebra	Problem Solving Reasoning and Algebra
Science	Light	Living things and their habitats	Animals including Humans	Electricity	Evolution and Inheritance	



History

<p>Ancient Greece Learning Objectives: Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' in the context of learning about the organisation of ancient Greece. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires in the context of learning about ancient Greece and how it relates to other periods in history. To explore some of the key events during the ancient Greek period.</p> <p>Success criteria: Have an understanding and secure knowledge about: Life in Ancient Greece, Daily life, Athens, Sparta, the Olympics, Greek gods, Helen of Troy, the Battle of Marathon.</p>	<p>Kingdom of Benin (West Africa) Learning Objectives: Explore and learn about where the ancient Kingdom of Benin was located and how it came to thrive, what the people there believed in and how they showed this in their artwork. Exploring western attitudes towards African civilisations, comparing the achievements, oral tales and artefacts of ancient Benin to those in Europe at the same time. Students will also learn about the story of Eweka and finally discover how European invaders threatened the civilisation of ancient Benin.</p> <p>Success criteria: Have an understanding and secure knowledge about: The location of the Benin Kingdom on a map of Africa. Recall key facts and terms about the Benin Kingdom (such as definitions of Ogiso, Edo etc.) as well as important dates in history. Examine and raise questions about key sources of evidence and artefacts about the significance of the Benin Kingdom. Secure an understanding of the oral tradition of African history. Recall key facts about the story of Eweka and his rise to power as the first Oba of the Benin Kingdom. Confidently know the influence and eventual destruction of the Benin Kingdom by the Portuguese and British from the 15th century.</p>	<p>WW2 in Europe Learning Objectives: Learning and becoming aware of 'Propaganda' in Britain, what was it and was it necessary? Building an understanding about the war economy. The impact of bombing. Racial policies and final solution. Morale of the troops and civilians. Opposition and resistance.</p> <p>Success criteria: Have an understanding and secure knowledge about: Causes and consequences of WW2. The impact upon countries involved and who was targeted in racism. Understanding the relationship between the end of WW1 and the beginning of WW2. Treaty of Versailles.</p>	<p>WW2 in Europe Learning Objectives: Explore and gain an insight into the catalyst and consequences of the WW2 and The Cold War and Potsdam. What were they and what caused such events to happen? Bizonia and the Berlin Blockade.</p> <p>Success criteria: Have an understanding and secure knowledge about: The Holocaust and this iconic human disaster, impact, victims, attitudes, the outcomes and effects of WW2. The Nuremberg Justice procedure. War crimes – crimes against humanity in the courts of justice.</p> <p>Persecution of the Jews, the War Camps and what they were, who created them, reasons for the atrocities. Nazi Regime – its views and Hitler the leader of the Nazi Political Party.</p>	<p>Local Study Ottoman Rule of Cyprus Learning Objectives: Gain and apply a historically grounded understanding about: The Eyalet of Cyprus, Ottoman Turkish Empire of which Cyprus was part of. Added to the Empire 1571.</p> <p>Success criteria: Develop a secure understanding and awareness of reasons, causes, outcomes, effects and aftermaths of battles and regimes in place under the Turkish Ottomans. Understanding of key events and timelines. Early Islamic Civilisation, AD570 Prophet Muhammad born in Mecca. AD 624 The Battle of Badr, AD 610 The creation of the Quaran, AD 644 Rule of Uthman, AD 656 Rule of Ali begins. AD 680 The Battle of Karbala.</p>	<p>Local Study Ottoman Rule of Cyprus Learning Objectives: Learning about the effects upon Cyprus under Turkish Ottoman rule, the effects on the civilians, politics, agriculture, expansion, invention and compare the advantages and disadvantages of Turkish Ottoman ruling over Cyprus.</p> <p>Success criteria: Have an understanding and knowledge about the cultural, economic and political development related to Turkish Ottoman rule and how this changed Cyprus.</p>
<p>Raging Rivers Learning Objectives: Build an understanding about: Rivers of the world, features of rivers,</p>	<p>Our Changing World Learning Objectives: Build an understanding about: Erosion, from coastal to politics. Identifying borders, looking at how weather can change borders, how</p>	<p>Trade and economics Learning Objectives: Understanding what we trade, who we trade with, trading with El Salvador, Fair Trade, Global</p>	<p>Moving People (IPC) Learning Objectives: growth and migration. Students explore the reasons for migration of humans and animals, what</p>	<p>Locational Knowledge about Africa Learning Objectives: To be able to identify African countries and</p>	<p>Locational Knowledge about Africa Learning Objectives:</p>



	<p>erosion and deposition. weathering and, coastal features, changing coastlines and boundaries, vegetation belts, rivers, civilisations that depend upon the rivers for survival.</p> <p>Success criteria: Students will be able to explain the water cycle, where our water comes from, list uses and advantages of rivers, identify the sea that a river flows into, explain about meanders and waterfalls.</p>	<p>landscapes change over different periods, how physical changes have taken place to planet Earth since 1800, predicted changes to planet earth by 2050. Look at the way human activity has and still is changing the planet.</p> <p>Success criteria: Students will be able to securely identify types of weathering, describe how physical, chemical and biological weathering can have a change rocks,</p>	<p>Economy, changes) Twinkl IPC Globalisation and Economics.</p> <p>Success criteria: Students will be able to securely explain what are the conditions of Fair Trade, how do people benefit, morals and ethics of Fair and unfair Trade, corruption. Give examples of Fair Trade and relate these to countries that operate Fair Trade policies and the materials and resources that are produced within the laws of Fair Trade. Be able to identify and make comparisons. Give reasons why the borders of Europe have changed.</p>	<p>are the catalysts? Key events into the migration to Australia, America and other major continents and countries. How wars have caused migration, economic change and needs have caused migration. Refugees, political asylum seekers. Seasons of change and why animals have to migrate to survive climate change.</p> <p>Success criteria: Students will be able to securely explain the effects that migration on a large scale can cause to other economies of other countries cannot sustain influx of immigration. Students will understand the laws imposed within migration and the reasons migration has to be managed and have its limits.</p>	<p>locate them on a map. Understand there are 54 countries in Africa. Western Africa and the country of Nigeria, Morocco, the Africa Republic, Tanzania.</p> <p>Success criteria: Students will have an awareness of the issues, the financial, ethical and political issues about Africa as well as its beauty.</p>	<p>To be able to understand about the culture, economy, issues in South Africa. Masks, animals, farming, traditions of Africa and its history.</p> <p>Success criteria: Students will have an awareness of the origins, problems within Africa and the varying cultures of Africa – the lands and its people. The relationship between the black and white Africans.</p>
<p>Computing</p>	<p>KODU</p>		<p>Using and Applying all skills learnt so far.</p>		<p>Recap for Online Safety -based on added technology used so far.</p>	
<p>Art and Design</p>	<p>Art in ancient Greece Learning Objectives: Build an understanding about Mosaic art in ancient Greece.</p> <p>Success Criteria: Students have successfully created a textural surface mosaic. Imitating the techniques of other artists, they use</p>	<p>Greek pottery Learning Objectives: Build an understanding about Greek pottery and the traditional shapes, forms, decoration that were applied in Ancient Greece.</p> <p>Success Criteria: Students have successfully created 3d art using papier-mache, recycled materials to model a Greek pot, Accurately applying traditional features of decoration to it.</p>	<p>Impressionist Landscapes Learning Objectives: Studying what was Impressionism and landscape art.</p> <p>Success Criteria: Students make personal investigations of interests and record observations in sketchbooks. Record experiments with various media and try out techniques and processes Recreating techniques:</p>	<p>Cubism Self Portraits Learning Objectives: Build an understanding about Cubism Art movement. What was it, what did Cubist portraits look like, what were the characteristics of Cubist portraits?</p> <p>Success Criteria: Students have successfully created detailed portraits. Understanding facial proportions in portraiture.</p>	<p>Street Art conveying a statement Learning Objectives: Build an understanding about 'Street Art' with statements conveyed. Materials used, iconic artists of this art movement. Their techniques to create public awareness and communicate through their art. Look at issues of the environment,</p> <p>Success Criteria: Students have successfully created a collaborative artwork of graffiti that combines surface textures, use of recycled materials to deliver message to save and protect turtles from beach rubbish.</p>	



	<p>simplified shapes and lines to create more abstract drawings. Understand how artists manipulate materials to create texture in a range of artwork. Learning about great artists linked to this topic.</p>		<p>Pointillism and the colours used by Impressionist painters.</p>	<p>Applying colours that express of emotion. Sketching methods. Experiment in variety of medium: using charcoal, chalks, paint, oil pastels.</p>	<p>Creating a large image of a turtle – that when viewed closely is a class of many tiny turtles painted over beach rubbish flattened to serve the surface for the artwork.</p> <p>Links to Banksy and other graffiti artists in creating statements that create an awareness and communicate through art.</p>	
<p>PE</p>	<p>Swimming and Water Safety</p>	<p>Invasion Games (Hockey and Football)</p>	<p>Athletics and Sports Day Prep</p>	<p>Striking and Fielding (Cricket/Rounders/Softball)</p>	<p>Swimming and Water Safety Netball</p>	
<p>Greek</p>	<p>Mrs Katerina's Group: -Revise the letters and the sounds (all letters – double vowels-double consonants) -Introducing/asking information/replying. -Positive/negative sentences -Articles/ plural form - Vocabulary animals / classroom objects / fruit</p> <p>Alexia's group: Klik A2:</p>	<p>Mrs Katerina's Group: - Hello (verb be-positive/negative-articles) -Where are you from? (numbers/giving information/verb live- suffixes(m/f/n) -Do you speak Greek? (countries/nationalities/languages-verb speak) -At school (classroom objects – verbs play/read/write/talk/look-plural form (male nouns)</p> <p>Alexia's group: Klik A2: -Unit 1: I and everyone else (Part B)</p>	<p>Mrs Katerina's Group: - At school (classroom objects – verbs play/read/write/talk/look-plural form (male nouns) -The schools begin (classroom objects- plural (m/f)- school subjects - Units revision -Toys (numbers- plural(n)) -Family (family members- possessive pronouns</p> <p>Alexia's group: Klik A2: -Unit 3:</p>	<p>Mrs Katerina's Group: - My friends (describe a person- adverbs) - Once upon a time... (adjective opposites -Do you watch TV? (sports/ dances- time- days of the week/ wh- questions) - Units revision - At home (rooms/furniture/ house objects- wh- questions</p> <p>Alexia's group: Klik A2:</p>	<p>Mrs Katerina's Group: - My bedroom (bedroom objects/furniture/ prepositions of place) -Village and town (buildings/ environment- adjectives) - At the playground (adjectives/ playground objects/ adverbs - At the circus (opposites/ adjectives comparative - Units revision - Weekend with the family (family members- verbs drive/come/sleep/eat) -Weekend with friends (opposites- verbs go/listen/say)</p> <p>Alexia's group: Klik A2: -Unit 5: Health (Part B) -Unit 6:</p>	



	<p>-Unit 1: I and everyone else (Part A)</p>	<p>-Unit 2: Advertisements Unit 3: Let's go for a walk (Part A)</p>	<p>Let's go for a walk (Part B) -Unit 4: Happy birthday - Wishes</p>	<p>-Unit 5: Health (Part A)</p>	<p>Grammata Spoudasmata</p>	
<p>Music</p>	<p>Ongoing Skills: Sing confidently in tune with awareness of breathing, diction, dynamics, phrasing and pitch control; identify where to place emphasis and accents in a song to create the intended effects; perform songs from memory with confidence and with an understanding of the meaning and impact of words. Listen to, and explore, a range of high-quality live and recorded music ensuring each year group encompasses music drawn from different traditions and cultures and from great composers and musicians.</p>					
<p>Music</p>	<p>Music of Ancient Greece Popular music genres: Rock, Dance</p>	<p>Seasonal Performance Preparation and Rehearsal</p>	<p>Popular Music styles from World War 2 Era Notation Treble & Bass Clef Rhythm Notation</p>	<p>Classical Music from World War 2 Era Instruments of the Orchestra</p>	<p>Graduation Ceremony preparation and rehearsals</p>	
<p>PSHE</p>	<p>Safety First Learning Objectives: Students learn about taking responsibility for my own safety. Success Criteria: Students can identify safe and unsafe situations. They can consider the possible consequences of decisions or actions. They understand what being responsible means.</p>	<p>Think Positive Learning Objectives: To help children further develop their understanding about thoughts and emotions, both positive and negative. The lessons centre around themes such as the links between our thoughts, feelings and emotions, making good choices and mindfulness and applying a growth mindset approach to life. Success Criteria: Students can talk about their thoughts, feelings and behaviours. Identify unhelpful and helpful thoughts. Suggest outcomes linked to certain thoughts, feelings and actions. Discuss ways in which positive thinking can be beneficial. Identify and discuss uncomfortable emotions. Identify common choices we have to make in life. Use basic mindfulness techniques, when guided. Describe what makes a good learner.</p>	<p>Respecting Rights Learning Objectives: Inspired by human rights being shared by all people. Learning that all rights are there to protect all people, enabling them to live happy, safe, healthy, fulfilling lives. Exploring ideas of equality, and discrimination and the consequences of both. Learning about making the right choices, and taking action that respects the rights of others. Success Criteria: Knowing that all people share the same rights, The Universal Declaration of Human Rights, The Declaration of the Rights of the Child, why we have such rules in place, no one has the right to take away our human rights.</p>	<p>VIPs Learning Objectives: Students learn about VIP's (Very Important Persons). Friendships, formed and maintained, qualities of a good friend, disputes and bullying and looking into strategies to cope with these situations. Success Criteria: Students can identify and know about the impact of our attitudes and how it affects us when trying to form new friendships. Be aware of the dangers of dares and the ideas related to these. Be able to take a responsible, sensible approach. Know how to diffuse volatile situation and reflect, review, take action when they encounter or witness bullying. Know what to do. Understand about positive resolution techniques.</p>	<p>Growing up- moving to secondary Learning Objectives: Students learn about the human body, how we grow, both physically and emotionally. How male and female bodies play a part in human reproduction. Relationship and family structures. Forming new friendships in Secondary School, coping with change and increased workload, new environments, new teachers, increased responsibilities, developing and managing organisation skills in preparation for Secondary school. Success Criteria: Students can identify the male and female body parts needed for reproduction, can describe change to boys and girls during puberty, can describe feelings young people experience when growing up. Students feel confident and secure in their knowledge about similarities and differences in loving relationships, understand there are many types of family structures. In simple terms they know how babies are made and how they are born.</p>	



Understands what is stereotyping.

