

# Year 6 (Classes 13 and 14) Long Term Plan 2020-21

		Autumn	Spring	Summer	
<b>Reading</b>	<b>Text Types</b>	<p><b>Narrative:</b> Holes (Louis Sachar)</p> <p><b>Non-Fiction:</b> Survival Guides Letter of Condolence Levels of formality</p> <p><b>Poetry:</b> World War One Poets: Dulce et Decorum est – Wilfred Owen Who’s for the Game? – Jessie Pope The Soldier; Does it Matter? – Siegfried Sassoon</p>	<p><b>Narrative:</b> Once (Morris Gleitzman) Goodnight Mister Tom (Michelle Magorian)</p> <p><b>Non-Fiction:</b> The Diary of Anne Frank Famous Speeches of the Second World War</p> <p><b>Poetry:</b> Exploring and comparing poetic form</p>	<p><b>Narrative:</b> Narratives inspired by film – ‘Up’ and ‘Replay’.</p> <p><b>Non-Fiction:</b> Letters of complaint</p>	
	<b>Word reading</b>	Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English appendix 1</a> , both to read aloud and to understand the meaning of new words that they meet.			
	<b>Comprehension</b>	<p>Increasing familiarity with a wide range of text types from varied culture and traditions</p> <p>Recommend books to their peers with reasons</p> <p>Identify themes and conventions across a range of writing</p> <p>Make comparisons within and across books</p> <p>Infer the meaning of new words in context</p> <p>Draw inferences and justify them with evidence</p> <p>Predict what might happen from details stated and implied</p> <p>Summarise the main ideas from more than one paragraph</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Evaluate how authors use language to have an effect on the reader</p> <p>Retrieve and record information from non-fiction</p> <p>Show a deep understanding of texts read through participation in presentation and debate</p>			
<b>Writing</b>	<b>Spelling</b>	<p>Adding a suffix: swap double or drop?</p> <ul style="list-style-type: none"> <li>- No change to the root eg risking</li> <li>- Dropping the e eg giggling</li> <li>- No change when the suffix begins with a consonant (ful, ment, less)</li> <li>- Swap the y for and i eg mysterious</li> <li>- Doubling the consonant eg stoppable</li> <li>- Adding more than one suffix at once eg professionally</li> <li>-</li> </ul> <p>The ‘sh’ sound spelt ci, si, ssi</p> <ul style="list-style-type: none"> <li>- tion (expectation)</li> <li>- sion (extension)</li> <li>- ssion (discussion)</li> <li>- cian (physician)</li> <li>- tian (Dalmatian)</li> <li>- cious (delicious)</li> <li>- tious (fictitious)</li> <li>- cial (official)</li> <li>- tial (confidential)</li> <li>-</li> </ul>	<p>Words ending in ent/ence or ant/ance</p> <ul style="list-style-type: none"> <li>- Independent/independence</li> <li>- Tolerant/tolerance</li> <li>-</li> </ul> <p>Words ending in ible and able</p> <ul style="list-style-type: none"> <li>- reliable, comfortable</li> <li>-</li> </ul> <p>Silent letters</p> <ul style="list-style-type: none"> <li>- K or g precede n (gnaw, gnome, knight, knock, knowledge)</li> <li>- b to follow m (lamb, limb, tomb, plumber)</li> <li>- u after g (guess, guide, guilt, guest, guitar)</li> <li>- n an the end of a word (hymn, solemn, autumn)</li> <li>- l after an a or o (half, calm, calf)</li> <li>- silent t (whistle, listen, thistle, fasten)</li> </ul> <p>Rules surrounding i before e</p> <ul style="list-style-type: none"> <li>- except after c (receipt, receive)</li> <li>- igh sound (neighbour)</li> <li>- exceptions (protein, vein)</li> </ul>	<p>Hyphenating words</p> <ul style="list-style-type: none"> <li>- Compound words (eighty-five, green-coloured, sugar-free)</li> <li>- When the prefix ends with the same letter the root starts with (re-enter, co-operate)</li> </ul> <p>Homophones</p> <p>Revision of all KS2 Rules and Word Lists</p>	
	<b>Composition</b>	<p>Narratives based on fictional characters</p> <p>Newspaper reports</p> <p>Formal letters</p>	<p>Biography</p> <p>Informal writing</p>	<p>Writing inspired by visual literacy – Disney’s UP and the short film ‘Replay’</p> <p>Letters of complaint</p>	
	<p>Plan, draft, write, evaluate and edit in a range of genres by identifying the purpose and audience and drawing on texts already read. Draw on own reading and research.</p> <p>Describe characters and setting, use a range of devices to build cohesion and a range of organisational features</p> <p>Assess the effectiveness of own and others’ writing and re-draft with changes to grammar, punctuation and spelling.</p>				
<b>Writing</b>	<b>GPS</b>	<ul style="list-style-type: none"> <li>• Semicolon, colon and dash to mark independent clauses</li> <li>• Hyphen to avoid ambiguity</li> <li>• Synonyms and antonyms</li> <li>• Varying the position of a clause within a sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Use of the passive to change emphasis within a sentence</li> <li>• Differentiate between vocabulary typical of informal speech and formal writing</li> <li>• Semicolon to separate items within an extended list</li> </ul>	<ul style="list-style-type: none"> <li>• Use of the subjunctive for very formal writing</li> <li>• Use of the future perfect tense (I would have booked the tickets)</li> </ul>	

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	Full range of layout devices – bullet points, tables, columns etc.	<ul style="list-style-type: none"> <li>A wider range of cohesive devices (eg repetition of themes and language for effect)</li> </ul>	
<b>Speaking and Listening</b>	Speak audibly and fluently with an increasing command of Standard English; participate in discussions, presentations, performances, role play/improvisations and debates; gain, maintain and monitor the interest of the listeners; consider and evaluate different viewpoints, attending to and building on the contributions of others; select and use appropriate registers for effective communication.		
<b>Maths</b>	<p>Number and Place Value – 7 and 8 digit numbers, 3 decimal places. Rounding to all digits.</p> <p>Mental and written addition and subtraction in various contexts</p> <p>Mental and written division and multiplication in various contexts (long division)</p> <p>Fractions – adding, subtracting, multiplying and dividing in different contexts</p> <p>Calculating percentages</p> <p>Ratio and Proportion</p>	<p>Algebra – simple formulae and linear equations</p> <p>Properties of 2D and 3D shape, Nets</p> <p>Converting between units of measure</p> <p>Volume of 3D Shapes</p> <p>Perimeter and Area of 2D Shapes including compound shapes, triangles and parallelograms</p> <p>Statistics – Line Graphs and Pie Charts</p> <p>Time – average speed and using timetables</p>	<p>Properties of Circles</p> <p>Linear Equations</p> <p>Finding the Mean</p> <p>Carrying out a survey and investigation</p> <p>Revision of all KS2 Concepts</p>
<b>Science</b>	Working Scientifically		
	Evolution and Variation	The Heart and Circulation	The effects of drugs on the body
			Light
<b>Computing</b>	Creating a branching database	iMovie – Evacuation letters	
		Creating Quizzes	
<b>History</b>	Mini Project – Black rights including Nelson Mandela, Martin Luther King, George Floyd.	World War 2 – The Holocaust World War 2 – The Home Front	
		The wider war – Pearl Harbor and Hiroshima	
<b>Geography</b>	The Geography of North and South America – location, climate, population, landmarks, terrain.	Ordnance Survey Maps, Environmental surveys	
<b>D.T.</b>	Design a device to support the campers at Camp Green Lake and present Dragon's Den style	DT project linked to rationing – clothes and food	
	<i>Design, Make, Evaluate, Technical Knowledge Throughout all DT projects.</i>		
<b>Art and Design</b>	Art inspired by song lyrics: Lucy in the Sky with Diamonds Bob Barker	Henry Moore	
		David Hockney	
<b>Music</b>	Whole Class Guitar Listening, performing, composing		
<b>P.E.</b>	Invasion Games Net and Wall Games	Dance Fitness	
		Athletics Orienteering	
<b>R.E.</b>	How does religion help people through good and bad times in life? Science and Christianity: Conflicting or Complementary?	How can following God bring freedom and justice? What difference does the Resurrection make for Christians?	
		What does it mean for Muslims to follow God? What kind of King is Jesus?	