



# Mandale Mill Primary Long Term Planning

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ILP	<b><u>British History/Frozen Kingdom</u></b> Day 1 of Autumn Term will be Engage activities.		<b><u>Tomorrow's World</u></b> Day 1 of Spring Term will be Engage activities.		<b><u>Hola Mexico!</u></b> Day 1 of Summer Term will be Engage activities.	
English	<b>Key Performance Indicators</b>					
	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling. (Word Reading)</li> <li>• Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fiction from our literary heritage and books from other cultures and traditions. (Comprehension)</li> <li>• Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration. (Comprehension)</li> <li>• Provide reasoned justifications for their views. (Comprehension)</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• Use dictionaries to check the spelling and meaning of new words. (Spelling)</li> <li>• Plan his/her writing by identifying the audience for and the purpose of the writing, selecting the appropriate form E.g. the use of first person in a diary; direct address in instructions and persuasive writing. (Composition)</li> <li>• Draft and write narratives, describing settings, characters and atmosphere. (Composition)</li> <li>• Draft and write by using organisational and presentational devices to structure text and to guide the reader E.g. headings, bullet points, underlining. (Composition)</li> <li>• Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. (Composition)</li> <li>• Proof-read for spelling errors linked to spelling statements for year 6. (Composition)</li> <li>• Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate to formal speech and writing E.g. <i>find out - discover, ask for - request; go in - enter</i>, across a range of text types. (Vocabulary, Grammar and Punctuation)</li> <li>• Use the passive to affect the presentation of information in a sentence E.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>. (Vocabulary, Grammar and Punctuation)</li> <li>• Use layout devices e.g. headings, sub-headings, columns, bullets or tables, to structure text. (Vocabulary, Grammar and Punctuation)</li> <li>• Use the colon to introduce a list and semi-colons within lists. (Vocabulary, Grammar and Punctuation)</li> <li>• Use bullet points to list information. (Vocabulary, Grammar and Punctuation)</li> </ul>					

	<p><b><u>Spoken Language</u></b>  Adapt spoken language to the audience, purpose and context.  Express ideas and opinions, justifying points of view.  Show understanding of the main points, significant details and implied meanings in a discussion.  Begin to use hypothetical language to consider more than one possible outcome.  Listen carefully, make contributions and ask questions that are responsive to others' ideas and views.  Perform their own compositions using appropriate intonation, volume and movement so the meaning is clear</p>	<p><b><u>Spoken language</u></b>  Adapt spoken language to the audience, purpose and context.  Begin to use Standard English in formal situations.  Explain the effect of using different language for different purposes.  Develop idea and opinions with relevant detail.</p>	<p><b><u>Spoken language</u></b>  Express ideas and opinions, justifying points of view.  Develop ideas and opinions with relevant detail.  Adapt spoken language to the audience, purpose and context.  Engage the interest of the listener by varying expression and vocabulary.  Listen carefully, make contributions and ask questions that are responsive to others' ideas and views.  Discuss understanding of what has been read and exploring the meaning of words in context.</p>	<p><b><u>Spoken language</u></b>  Explain the effect of using different language for different purposes.  Express ideas and opinions, justifying points of view.  Develop ideas and opinions with relevant detail.  Perform their own compositions using appropriate intonation, volume and movement so the meaning is clear.  Provide reasoned justifications for their views.</p>	<p><b><u>Spoken language</u></b>  Provide reasoned justifications for their views.  Select and use appropriate registers for effective communication.  Gain, maintain and monitor the interest of others.  Speak audibly and fluently with an increasing command of Standard English.</p>	<p><b><u>Spoken language</u></b>  Provide reasoned justifications for their views.  Select and use appropriate registers for effective communication.  Speak audibly and fluently with an increasing command of Standard English.  Select and use appropriate registers for effective communication.</p>
	<p><b><u>Texts: Fiction</u></b>  Street Child - Bertie Doherty  Oliver Twist - Charles Darwin  A Christmas Carol - Charles Dickens</p>	<p><b><u>Texts: Non-Fiction</u></b>  Horrible Histories - Terry Deary  Mill Girl - A Victorians Diary 1842-1843 - Sue Read</p>	<p><b><u>Texts: Fiction</u></b>  Stormbreaker - Anthony Horowitz</p>	<p><b><u>Texts: Non-Fiction</u></b>  Autobiogrphies - signficnt people - Bill Gates  Stephen Hawking</p>	<p><b><u>Texts: Fiction</u></b>  Holes - Louis Sachar</p>	<p><b><u>Texts: Non-Fiction</u></b>  Geographical reference books - South America, Mexico  Ancient Mayan civilisation</p>

	<p>Anyone but Ivy - Calab Crisp  Black Beauty - Anne Sewell  Cogheart - Peter Bunzi  Private Peaceful - Michael Morpurgo  Goodnight Mr Tom - Michelle Magorian  Blitzed - Vince Cross  Carrie's War - Nina Bawden  My Friend the Enemy - Dan Smith  The Call of the Wild - Jack London</p>	<p>Who was Queen Victoria?  Voices from the Second World War  World War II - DK  Anne Frank's Diaries  Geographical reference books - Polar regions</p>				
	<p><b>Reading</b>  Read books that are structured in different ways and reading for a range of purposes. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Discuss and evaluate how authors use language, including figurative language, considering the</p>	<p><b>Reading</b>  Read books that are structured in different ways and reading for a range of purposes. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal</p>	<p><b>Reading</b>  Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words. Increase their familiarity with a wide range of books. Recommend books they have read to peers, giving reasons for choices. Retrieve, record and present information from non-fiction.</p>	<p><b>Reading</b>  Retrieve, record and present information from non-fiction. Draw inferences and justify these with evidence. Predict what might happen from details stated and implied. Summarise from more than one paragraph, identifying key details that support the main ideas. Identify how language, structure and presentation contribute to meaning.</p>	<p><b>Reading</b>  Retrieve, record and present information from non-fiction. Draw inferences and justify these with evidence. Predict what might happen from details stated and implied. Summarise from more than one paragraph, identifying key details that support the main ideas. Identify how language, structure and presentation contribute to meaning.</p>	<p><b>Reading</b>  Retrieve, record and present information from non-fiction. Draw inferences and justify these with evidence. Predict what might happen from details stated and implied. Summarise from more than one paragraph, identifying key details that support the main ideas. Listen carefully, make contributions and ask questions that are responsive</p>

	impact on the reader.	presentations and debates, maintaining a focus on the topic and using notes where necessary. Retrieve, record and present information from non-fiction. Distinguish between statements of fact and opinion	Make comparisons within and across books. Identify how language, structure and presentation contribute to meaning. Summarise the main ideas drawn from more than one paragraph, identifying the key points. Draw inferences and justify these with evidence.	Recommend books they have read to peers, giving reasons for choices. Listen carefully, make contributions and ask questions that are responsive to others' ideas and views.	Listen carefully, make contributions and ask questions that are responsive to others' ideas and views.	to others' ideas and views.
	<b>Key Author</b> Eoin Colfer		<b>Key Author</b> Anthony Horowitz		<b>Key Author</b> Louis Sachar	
	<b>Writing Purpose</b> To entertain	<b>Writing Purpose</b> To inform	<b>Writing Purpose</b> To persuade	<b>Writing Purpose</b> To inform	<b>Writing Purpose</b> To entertain	<b>Writing Purpose</b> To discuss
	<b>Text Types</b> Narrative Descriptions Poetry Character/settings	<b>Text Types</b> Report Recount Biography Newspaper Article Essay	<b>Text Types</b> Advertising Letter Speech Campaign	<b>Text Types</b> Report Recount Biography Newspaper Article Essay	<b>Text Types</b> Narrative Descriptions Poetry Character/settings	<b>Text Types</b> Balanced argument Newspaper article Review
	<b>Writing Composition</b> Identify audience and purpose for their writing, select appropriate form and use similar writing as models for their own. Select appropriate grammar and	<b>Writing Composition</b> Identify audience and purpose for their writing, select appropriate form and use similar writing as models for their own. Select appropriate grammar and	<b>Writing Composition</b> Identify audience and purpose for their writing, select appropriate form and use similar writing as models for their own. Select appropriate grammar and	<b>Writing Composition</b> Identify audience and purpose for their writing, select appropriate form and use similar writing as models for their own. Select appropriate grammar and	<b>Writing Composition</b> Note and develop initial ideas, drawing on reading and research where necessary. Select appropriate grammar and vocabulary, understanding how	<b>Writing Composition</b> Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Precis longer passages.

	<p>vocabulary, understand how choices can change and enhance meaning. Consider how authors have developed characters and settings in what they have read, listened to or seen performed.</p>	<p>vocabulary, understand how choices can change and enhance meaning. Use a wide range of devices to build cohesion within and across paragraphs. Use further organisational and presentational devices to structure text and to guide the reader.</p>	<p>vocabulary, understand how choices can change and enhance meaning. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Use organisational and presentational devices to structure text and guide the reader (headings, bullet points, underlining). Assess the effectiveness of their own and others' writing. Proof read for spelling and punctuation errors.</p>	<p>vocabulary, understand how choices can change and enhance meaning. Precis longer passages. Use organisational and presentational devices to structure text and guide the reader (headings, bullet points, underlining). Assess the effectiveness of their own and others' writing. Proof read for spelling and punctuation errors.</p>	<p>such choices can change and enhance meaning. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Ensure consistent and correct use of tense. Proof read for spelling and punctuation errors. Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p>Use further organisational and presentational devices to structure text. Ensure correct subject and verb agreement when using singular and plural. Choose appropriate register. Proof read for spelling and punctuation errors. Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>
	<p><b><u>SPaG</u></b> <b>Spelling</b> Revise spelling rules from Y5. Endings which are spelt -cious or -tious and exceptions. Words ending in -ant, -ance/-ancy, -ent, -ence/-ency. Learn published Y5 &amp; Y6 word list.</p>	<p><b><u>SPaG</u></b> <b>Spelling</b> Words ending in-able and -ible Words ending in-ably and -ibly Endings which are spelt -cial and- tial and exceptions Adding suffixes beginning with vowel</p>	<p><b><u>SPaG</u></b> <b>Spelling</b> Spell some words with silent letters. Continue to distinguish between homophones and other words which are often confused. Words ending in -ably and -ibly. Use of the hyphen.</p>	<p><b><u>SPaG</u></b> <b>Spelling</b> Continue to distinguish between homophones and other words which are often confused. Continue to learn published Y5 &amp; Y6 word list.</p>	<p><b><u>SPaG</u></b> <b>Spelling</b> Continue to distinguish between homophones and other words which are often confused. Continue to learn published Y5 &amp; Y6 word list.</p>	<p><b><u>SPaG</u></b> <b>Spelling</b> Continue to distinguish between homophones and other words which are often confused. Continue to learn published Y5 &amp; Y6 word list.</p>



	<p>Write increasingly legibly, fluently and with increasing speed. Choose the writing implement that is best suited to the task.</p>	<p>Write increasingly legibly, fluently and with increasing speed. Choose the writing implement that is best suited to the task.</p>	<p>Write increasingly legibly, fluently and with increasing speed. Choose which shape of letter to use when given choices. Decide whether or not to join specific letters.</p>	<p>Write increasingly legibly, fluently and with increasing speed. Choose which shape of letter to use when given choices. Choose the writing implement that is best suited to the task.</p>	<p>Write increasingly legibly, fluently and with increasing speed. Choose which shape of letter to use when given choices. Choose the writing implement that is best suited to the task.</p>	<p>Write increasingly legibly, fluently and with increasing speed. Choose which shape of letter to use when given choices. Choose the writing implement that is best suited to the task.</p>
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Number and Place Value

- Round any whole number to a required degree of accuracy.
- Use negative numbers in context, and calculate intervals across zero.
- Solve multi-step problems in contexts, deciding which operations and methods to use and why.
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.
- Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
- Use written division methods in cases where the answer has up to two decimal places.
- Solve problems which require answers to be rounded to specified degrees of accuracy.
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Measurement

- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places.

Geometry

- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axis.

Statistics, Ratio and Proportion

- Interpret and construct pie charts and line graphs and use these to solve problems.
- Calculate and interpret the mean as an average.
- Solve problems involving the calculation of percentages e.g. of measures, such as 15% of 360 and the use of percentages for comparison.
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	1 Place value, including decimals	1 Fractions.	2 Place value	1 Addition, subtraction, multiplication and division	3 Place value	2 Algebra
	1 Addition & Subtraction	2 Fractions, percentages, decimals and fractions	3 Geometry	1 Ratio and proportion	3 Addition & Subtraction	4 Addition & Subtraction
	1 Multiplication & Division	2 Geometry Angles	3 Measurement	4 Geometry	4 Fractions	5 Fractions
	1 Geometry 2D and 3D shape	1 Measurement Length, perimeter, mass	3 Fractions	5 Measurement	5 Geometry	2 Statistics
	2 Addition & Subtraction	2 Measurement Area and volume	3 Multiplication & Division	1 Statistics (line graphs and pie charts)	1 Algebra	6 Geometry
	2 Multiplication & Division	Consolidate and assess	4 Multiplication & Division	Consolidate and assess	6 Measurements	Consolidate and assess

<b>Science</b> (See Science LTP - links to topic)	Y6 Light - travels in straight lines/from source to the eye/shadows Y6 Electricity - brightness/volume link to voltage/number of cells/ compare how components function/circuit symbols (Link to Y4)		Y6 Living things and their habitats - describe how living things can be classified based on similarities/differences (micro-organisms/plants/animals) Classify plants and animals. Scientist study - Carl Linnaeus Y6 Evolution and Inheritance - how have living things changed over time? What information can we get from fossils? How do offspring vary? Adaptation/ Palaeontologist study - Mary Anning		Y6 Animals including humans Human circulation system (During Health & Fitness Week) Heart/blood vessels/blood Diet exercise/drugs/lifestyle How are nutrients and water transported?	
	*NB Please refer to National Curriculum for investigative skills which will be an ongoing foci for each year group. Children are expected to complete at least <u>ONE</u> investigation per half term as part of their Science provision.					
<b>Computing</b> (See Computing LTP)	We are app planners (Computer networks)	We are project managers (Computational thinking)	We are market researchers (Productivity)	We are interface designers (Communication/collaboration) Link to topic	We are app developers (Programming) Link to topic	We are marketers (Creativity) Link to topic
	E-Safety - Online Research Objectives Link to PSHE		E-Safety - Communication and Collaboration Objectives		E-Safety - Awareness Objectives Link to PSHE	
<b>History</b> (See History LTP - links to topic)	The changing power of monarchs using case studies such Victoria. Changes in an aspect of social history A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A significant turning point in British history, for example, the first railways or the Battle of Britain Emigration and exploration in the early 1900s		Changes over time - history of computing		Ancient civilisation study - Maya	
<b>Geography</b>	Name and locate towns and cities in the UK. Types of settlements and land use				Maps; Human and physical geography of Mexico	

	linked to industrialisation. Trade links and distribution of natural resources. Features of the polar regions					
Art & Design (See Art & Design LTP - links to topic)	John Everett Millias (1829-1896) William Holman Hunt (1827-1910) Explain why they have chosen specific techniques to create art. Explain the style of their work and how it has been influenced by a famous artist.		David Bomberg (1890 - 1957) Charles Ginner (1878-1952) Explain the style of their work and how it has been influenced by a famous artist.	Agatha Haines/ David Delruell Explain why they have used different tools to create art. Over print to create different patterns. Use a range of e-resources to create art.		
Design & Technology (See D&T LTP - some links to topic)	Design - Make mini street furniture (reinforcing and strengthening framework structures/relating strength to shape) Food - Food found in a garden - making vegetable soup. Spoon liquids into the mixture/measure using a jug/ scales/ mix/ stir ingredients together/cut vegetables for the soup		Design - Make a laptop/tablet bag (using a combination of pattern pieces and fabric shapes to make a 3-D product/accuracy in pattern making) Significant individuals; Assistive technologies; Programming, monitoring and controlling products; Website design	Design - Make a mexican instrument Food of Mexico; Make food for a party. Can you make it balanced?		
Music (See Music LTP - some links to topic)	World Unite Musical focus - Step Dance Performance Link to PE	Journeys Musical focus - Song Cycle Performance Link to PSHE	Growth Musical focus - Street Dance Performance. Link to Geography	Roots Musical focus - Mini Musical Performance Link to English	Class Awards Musical focus - Awards Show Performance Cross Curricular	Moving On Musical focus - Leavers' Assembly Performance Link to Computing
	Hook	Hallelujah Chorus	Jupiter	Fantasia on Greensleeves	Ravel's Bolero	Nimrod
Physical Education (See PE LTP)	Netball	Dance	Gym- equipment	Games -Rugby	Basketball	Badminton and Athletics

Personal, Social, Health and Economic (See PSHE LTP)	Introducing Yasmine and Tom Online Technology Link to Computing	Keeping safe Gender Stereotypes Link to Computing	Life cycles	My body	Feelings	Relationships
Religious Education (See RE LTP - Stockton Agreed Syllabus)	Comparing faiths- How do faiths mark their key rites of passage?	Christmas Christianity	Religions - what are the similarities?	Christianity Easter Jesus's death	SATS	Religion and faith in our local community.
Languages (French) Salut!	Actions	In France	Family	A Weekend with Friends	The Future	Jobs
LIFE SKILLS						
HEALTHY LIFESTYLES						
MENTAL HEALTH AND WELLBEING						
ECO AWARENESS						
SAFETY						