



Myton Park Primary Long Term Planning

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ILP	A Child's War & Make Mend and Do		Gallery Rebels	Tomorrows World	Hola Mexico	
English	Key Performance Indicators					
<p>Reading</p> <p>WORD READING: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>COMPREHENSION: Maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. reading books that are structured in different ways and reading for a range of purposes. increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. recommending books that they have read to their peers, giving reasons for their choices. identifying and discussing themes and conventions in and across a wide range of writing. making comparisons within and across books. learning a wider range of poetry by heart. preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Understand what they read by:</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction. 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 presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for their views. 						

Writing

Spell by using further prefixes and suffixes and understand the guidance for adding them.

Spell some words with 'silent' letters.

Continue to distinguish between homophones and other words which are often confused

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in [Appendix 1](#).

Use dictionaries to check the spelling and meaning of words

Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.

Use a thesaurus.

Plan their writing by:

identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

noting and developing initial ideas, drawing on reading and research where necessary.

in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Draft and write by:

selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

precising longer passages

using a wide range of devices to build cohesion within and across paragraphs

using further organisational and presentational devices to structure text and to guide the reader.

Evaluate and edit by:

assessing the effectiveness of their own and others' writing.

proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

ensuring the consistent and correct 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.

Proofread for spelling and punctuation errors.

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Spoken Language

Listen and respond appropriately to adults and their peers.

Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Participate in discussions, presentations, performances, role play, improvisations and debates.

Talk confidently in a group or whole class scenario in a range of different contexts.

Ask relevant questions to extend their understanding and knowledge.

Spoken language

Articulate and justify answers, arguments and opinions.

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

Select and use appropriate registers for effective communication.

Gain, maintain and monitor the interest of the listener(s)

Spoken language

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Speak audibly and fluently with an increasing command of Standard English.

	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Practise writing longer passages.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Assess the effectiveness of their own and others' writing.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Proofread for spelling and punctuation errors.</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Use further organisational and presentational devices to structure text and to guide the reader.</p> <p>Assess the effectiveness of their own and others' writing.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Use further organisational and presentational devices to structure text and to guide the reader.</p> <p>Assess the effectiveness of their own and others' writing.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Practise writing longer passages.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Assess the effectiveness of their own and others' writing.</p> <p>Propose changes to vocabulary, grammar and punctuation to</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Practise writing longer passages.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Assess the effectiveness of their own and others' writing.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Proofread for spelling and punctuation errors.</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Use further organisational and presentational devices to structure text and to guide the reader.</p> <p>Assess the effectiveness of their own and others' writing.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
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				enhance effects and clarify meaning. Ensure the consistent and correct use of tense throughout a piece of writing. Proofread for spelling and punctuation errors.	Ensure the consistent and correct use of tense throughout a piece of writing.		
	<p>SPaG Spelling Words ending 'able' 'ably' Words ending 'ible' 'ibly' Adding suffixes beginning with vowels to words ending in 'fer' Words from statutory word list. Homophones 'ce' 'se' Words from statutory spelling list. Endings 'cious' 'tious'</p> <p>Vocabulary, Grammar and Punctuation Punctuation: Use of a semi-colon, colon or dash to make the boundary between independent clauses. Use of hyphens to avoid ambiguity. Word Level: Identify the difference between vocabulary typical of speech and vocabulary appropriate for formal speech and writing. Sentence Level: Use of the passive to affect the presentation of information in a sentence. Identify the difference between structures of typical informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags or the use of subjunctive forms).</p>		<p>SPaG Spelling Words with 'ough' letter string. Words from statutory word list. Words ending 'cial' and 'tial' Homophones. Generating words from prefixes and roots</p> <p>Vocabulary, Grammar and Punctuation Word Level: Identify how words are related by meaning as synonyms and antonyms Punctuation: Use of the colon to introduce lists and semi colons within lists. Sentence Level: Link ideas across paragraphs using a wider range of cohesive devices, such as repetition of words or phrases, grammatical connections and ellipses.</p>		<p>SPaG Spelling Rare GPC's from statutory word list. Words ending -ant, -ance, -ancy. Proof reading for words on statutory spelling list. Revise root words and meanings. Words ending '-ent' '-ence' '-ency' Homophones. Commonly misspelt homophones.</p> <p>Vocabulary, Grammar and Punctuation Sentence Level: Use of layout devices, such as headings, subheadings, columns, bullet or tables to structure text. Word Level: Punctuation: Use of a bullet points to list information.</p>		
	Handwriting Pupils should be taught to write legibly, fluently and with increasing speed by choosing which shape	Handwriting Pupils should be taught to write legibly, fluently and with increasing speed by choosing which shape	Handwriting Pupils should be taught to write legibly, fluently and with increasing speed by choosing which shape	Handwriting Pupils should be taught to write legibly, fluently and with increasing speed by choosing which shape of a letter to use	Handwriting Pupils should be taught to write legibly, fluently and with increasing speed by choosing which shape of a letter to use	Handwriting Pupils should be taught to write legibly, fluently and with increasing speed by choosing which shape of a letter to use	Handwriting Pupils should be taught to write legibly, fluently and with increasing speed by choosing which shape of a letter to use

	of a letter to use when given choices and deciding whether or not to join specific letters; choosing the writing implement that is best suited for a task.	of a letter to use when given choices and deciding whether or not to join specific letters; choosing the writing implement that is best suited for a task.	of a letter to use when given choices and deciding whether or not to join specific letters; choosing the writing implement that is best suited for a task.	when given choices and deciding whether or not to join specific letters; choosing the writing implement that is best suited for a task.	when given choices and deciding whether or not to join specific letters; choosing the writing implement that is best suited for a task.	to use when given choices and deciding whether or not to join specific letters; choosing the writing implement that is best suited for a task.
Maths	Key Performance Indicators					
	Number Addition and subtraction Multiplication and division	Fractions Geometry, position and direction	Decimals Percentages Algebra	Converting Units Perimeter, area & volume Ratio	Statistics Geometry: Property of shape	Consolidation
Science	Animals including humans.	Evolution and inheritance.	Light		Electricity	Living things and their habitats.
Computing	-Name some of the positives and negatives of communicating with others online. - Recognise that sending intimate images and content and using offensive language online is a risk and has a permanent online trail (digital footprint). - Identify the benefits and risks of devices broadcasting the user's location and of giving personal information to different organisations.	- Identify the benefits and risks of devices broadcasting the user's location and of giving personal information to different organisations. - Exchange online communications, making use of a growing range of available features and being aware of security settings. - Recognise that digital content can be edited online.	- Name some of the positives and negatives of communicating with others online. - Combine a range of technology to achieve a particular outcome.	- Select, use and combine a variety of software, including internet services, to meet a goal. - Identify how using different hardware can increase creativity and productivity.	- Identify how a new piece of software or an app can increase creativity. - Write a program to control a physical system, which may include output devices, such as motors, lights and buzzers.	- Demonstrate how programs run in an exact order by following a sequence of instructions, and test and debug programs.

History	<p>Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p> <p>Describe the growth of the British economy and the ways in which its growth impacted on British life.</p>	<p>Articulate the significance of a historical person, event, discovery or invention in British history.</p> <p>Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.</p>	<p>Describe and explain the common traits and motives of leaders and monarchs from different historical periods.</p> <p>Describe and explain the significance of a leader or monarch.</p> <p>Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.</p>	<p>Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.</p> <p>Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p> <p>Present a detailed historical narrative about a significant global event</p>	<p>Describe some of the significant achievements of mankind and explain why they are important</p> <p>Local History Week</p> <p>Present an in-depth study of a local town or city, suggesting how to source the required information</p>	<p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society.</p> <p>Articulate and present a clear, chronological world history narrative within and across historical periods studied.</p> <p>Use abstract terms to express historical ideas and information</p>
Geography	<p>Latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).</p> <p>Geographical features – latitude and longitude or grid references</p> <p>Maps – contour lines and symbols</p>	<p>Polar oceans</p> <p>Polar landscapes</p> <p>Climate change</p> <p>Interconnections between two or more areas of the world</p>	<p>Significant industrial regions around the world</p> <p>Industry – changes a place or landscape over time</p>	<p>How humans function</p> <p>Ask and answer geographical questions and hypotheses</p> <p>Patterns of human population growth and movement, economic activities, space, land use and human settlement patterns (UK or wider world)</p>	<p>Natural resources in an area/country</p> <p>Climate/extreme weather effect</p> <p>Physical process affect two different locations</p> <p>Satellite imaging/maps</p> <p>Analyse and present increasingly complex data</p>	<p>Describe the climatic similarities and differences between two regions.</p>
Art & Design	<p>Perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong</p>	<p>Materials have different qualities, such as rough or smooth, hard or soft, heavy or light, opaque or transparent and fragile or robust. These different qualities can</p>	<p>In art, distortion is an alteration to an original shape, abstraction refers to art that doesn't depict the world realistically and exaggeration is the depiction of something</p>	<p>Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness</p>	<p>Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or</p>	<p>A 3-D form is a sculpture made by carving, modelling, casting or constructing.</p> <p>A mood board is an arrangement of images, materials, text and pictures that can show</p>

	<p>connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece.</p> <p>Perspective is the art of representing 3-D objects on a 2-D surface.</p>	<p>be used to add texture to a piece of artwork.</p> <p>Environmental art addresses social and political issues relating to natural and urban environments.</p>	<p>that is larger than in real life.</p> <p>Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention.</p> <p>In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece.</p>	<p>and darkness of a colour – drawing shadows.</p> <p>Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above).</p> <p>Printmakers create artwork by transferring paint, ink or other art materials from one surface to another – to show how the modern day printing began.</p>	<p>have a famous or important subject.</p> <p>Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours.</p>	<p>ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image.</p>
<p>Design & Technology</p>	<p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	<p>Analyse how an invention or product has significantly changed or improved people's lives.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</p>	<p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Understand and use mechanical systems in their products (for example, gears, pulleys,</p>	<p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Investigate and analyse a range of existing products.</p> <p>Apply their understanding of computing to program, monitor and control their products.</p>	<p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>	

		Investigate and analyse a range of existing products.	cams, levers and linkages).	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.		
Music	Use gesture and expression to create a finished, polished performance.	Take the lead in instrumental or singing performances and provide suggestions to others.	Play and create pieces of music with a clear understanding of pulse and rhythm. Compose and perform a group score using a wide variety of timbres, textures, rhythms and motifs.	Use features of musical notation when composing.	Identify and explain patterns and motifs in live and recorded music that provoke feelings in the listener. Listen to and comment on a wide range of genres and musical styles using a broad musical vocabulary.	Describe the lives and music of famous classical composers.
Physical Education	Net games for points To develop aerobic fitness To develop overall tennis skills: fore/backhand, service and lob To play competitively and evaluate performance.	Invasion – Competitive To further develop knowledge of attacking and defending. To know how to intercept a pass. To know how to invade as a team.	Dance Science – Materials Pupils should be taught to perform dances using a range of movement patterns as well as comparing their performances with previous ones and demonstrate improvement to achieve their personal best	Striking and fielding – teamwork Pupils should be taught and consolidate the fundamental skills of striking and fielding during mini-games with an emphasis on working as a team in order to achieve success.	Rounders Pupils should be taught to: master essential skills for the sport including sending, receiving and batting, as well as developing balance, agility and co-ordination, and begin to apply these accurately in a range of activities even when under pressure.	Going for gold – athletics To train the body to run for a longer duration. To sustain pace over longer distances
Personal, Social, Health and Economic	How can we keep healthy as we grow? Part 1 Health and wellbeing Looking after ourselves; growing up; becoming independent; taking more responsibility	How can we keep healthy as we grow? Part 2 Health and wellbeing Looking after ourselves; growing up; becoming independent; taking more responsibility	How can the media influence people? Part 1 Living the wider world Media literacy and digital resilience; influences and decision-making; online safety	How can the media influence people? Part 2 Living the wider world Media literacy and digital resilience; influences and decision-making; online safety	What will change as we become more independent? How do friendships change as we grow? Part 1 Relationships Different relationships, changing and growing, adulthood, independence, moving to secondary school	What will change as we become more independent? How do friendships change as we grow? Part 2 Relationships Different relationships, changing and growing, adulthood, independence, moving to secondary school

Religious Education	<p>Is faith always the same? What does art tell us? Offer a supported view as to what makes art religious. Offer a supported view as to why art within a religious tradition tends to follow similar characteristics.</p>	<p>Why are the Gospel accounts different? Show how at least one element of the nativity reflects Christian beliefs in Jesus as a saviour. Show how at least one element of the Nativity reflects Christian beliefs in Jesus as God Incarnate. Suggest reasons for the difference between Matthew and Luke's nativity accounts.</p>	<p>Is faith always the same? What does art tell us? Offer a supported view as to what makes art religious. Offer a supported view as to why art within a religious tradition tends to follow similar characteristics.</p>	<p>Why is Jesus' death seen as a victory? Explain the series of events that led to Jesus' becoming humanity's saviour in Christian belief. Show a connection between an Easter belief and a Christmas belief.</p>	<p>From life to death, what role does religion play? Offer a view as to the reason why all cultures mark the same stages in life. Offer a supported view as to how religious rites of passage are.</p>	
<p>Languages (French) Language Angels</p> <p>To ensure all of the above skills progression points are covered we recommend the following units are taught (as a minimum) in each year group: Phonics Lesson 4, At School, Weekend, me in the World, Vikings.</p>	<p>Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</p>	<p>Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p>	<p>Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.</p>	<p>Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like).</p>	<p>Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.</p>	<p>Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.</p>