

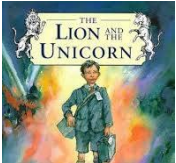

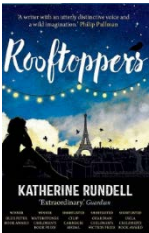

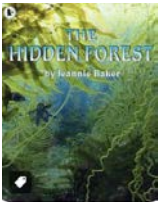
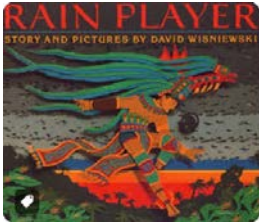

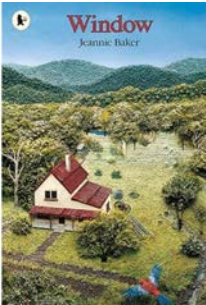


# Year 6 - Palm Class - Long term Plan - 2025-2026

Autumn 1 – 7.5	Autumn 2 - 7	Spring 1 – 6	Spring 2 - 5	Summer 1 -6	Summer 2 - 7
Beyond the lines	Vive la France!	Evolution and inheritance	On Maya God!	What did the Greeks do for us?	Our world
Literacy	Literacy	Literacy	Literacy	Literacy	Literacy
WRITING FOCUS TEXTS					
 <p><b>Own version narrative (Lit Shed)</b>            Setting description            Alternative ending            3<sup>rd</sup> person narrative            Letters            Poetry based on war poet, Siegfried Sassoon</p>  <p><b>Newspaper article</b>            Letters, short descriptions, extended diary entries            obituary, optional opinion piece</p>  <p>Character description            Setting description            Story endings</p> <p><b>Mock SATS</b></p>	 <p><b>Biography</b>            Diary entry, journalistic writing, flashback narrative, speech, discussion, letter, film critique</p>  <p><b>Poetry</b>            Letters, diaries, information leaflets, instructions</p>  <p>Narrative retelling            Informal letter</p>	 <p><b>Narrative 3 weeks</b> - opening focus, including setting description.</p>  <p><b>Non-chronological report 2 weeks</b>  <b>(Mock SATS)</b></p>	 <p><b>Explanation 2 week</b> -            Mayan history            Explanation of Pok-o-Tok</p>  <p><b>Flash back narrative - 3 weeks</b>            Setting descriptions            Description of artefacts</p> <p><b>(Mock SATS)</b></p>	 <p><b>Own version mythical narrative 3 weeks</b> -            Follow on chapter  <b>Persuasive letter or speech 2 weeks</b></p> <p><b>SATS revision</b>  <b>SATS week</b>  <b>Grafham residential</b></p>	 <p><b>No one is too small to make a difference - Greta Thunberg</b></p> <p>Explanation            Speech            Poetry</p>  <p>Flashback narrative            Dialogue to move the story on</p>

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### Writing Composition

#### 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.
- Précising 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 [for example, headings, bullet points, underlining].

#### 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.




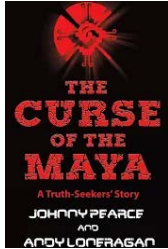
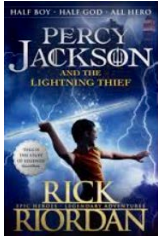
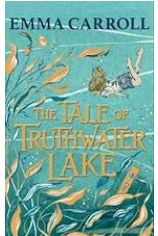
Proof-read for spelling and punctuation errors

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

## GRAMMAR

<b>Revisit:</b> Relative clauses Modal verbs Adverbs Parenthesis Expanded noun phrases Commas Past and present tense  <b>Synonyms and antonyms</b>	<b>Word classes:</b> Nouns and verbs Adjectives and adverbs Subject and Object Determiners, conjunctions and prepositions  <b>Subjunctive form</b>	<b>Punctuation 1</b> Commas in lists Colons and semi-colons Bullet points  <b>Active and Passive</b> Identifying verbs in sentences Recognising the passive verb Using the passive verb	<b>Formal and informal</b> Recognising formal and informal writing Subjunctive form in formal writing and speech Question tags in informal speech  <b>Punctuation 2</b> Identifying clauses Semi-colons to mark boundaries Colons to mark boundaries Using dashes to mark boundaries	<b>Hyphens</b> Recognising hyphens to avoid ambiguity Using hyphens to avoid ambiguity  <b>Cohesion</b> Recognising devices to build cohesion Paragraphs in fiction Paragraphs in non-fiction Organising sentences within paragraphs Organising paragraphs within texts	<b>Consolidation of grammatical structures</b>  Relative clauses Word classes Prefixes and suffixes Commas for parenthesis Parenthesis and hyphens Lists Synonyms and antonyms Formal and informal writing Redrafting
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				Avoiding repetition Using devices to build cohesion	
<b>Whole Class Reading</b> 	<b>Whole Class Reading</b> 	<b>Whole Class Reading</b> 	<b>Whole Class Reading</b> 	<b>Whole Class Reading</b> 	<b>Whole Class Reading</b> 

### Reading taught across the year

#### 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

#### Comprehension:

- 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
- 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 one 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.**

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**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.**

### Spelling across the year:

- Use further prefixes and suffixes and understand the guidance for adding them.
- Spell some words with 'silent' letters [for example, knight, psalm, solemn].
- 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 English Appendix 1
- Use dictionaries to check the spelling and meaning of words.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.

### Handwriting

Pupils should be taught to write legibly, fluently and with increasing speed by:

- choosing which shape 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

Maths		Maths		Maths	
<b>WRM Blocks</b> Place value Addition and subtraction Multiplication and division	<b>WRM Blocks</b> Fractions Measurement - converting units	<b>WRM Blocks</b> Ratio Algebra Decimals	<b>WRM Block</b> Fractions, decimals, percentages Area, perimeter, volume Statistics	<b>WRM Block</b> Shape Position and direction  Reasoning and problem solving	Reasoning and problem solving  Arithmetic

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Science		Science		Science	
<b>Working scientifically ongoing:</b> <ul style="list-style-type: none"><li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li><li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li><li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li><li>using test results to make predictions to set up further comparative and fair tests</li><li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</li><li>identifying scientific evidence that has been used to support or refute ideas or arguments</li></ul>					
<b>ELECTRICITY</b> Use recognised symbols when representing a simple circuit in a diagram Associate the brightness of a bulb or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches	<b>LIGHT</b> Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	<b>EVOLUTION AND INHERITANCE</b> Animal characteristics and fossils. Inherited traits and apply their knowledge to various animals and plants. History of the human race and discover links between extinct animals and those which are still living today. Mary Anning and Charles Darwin.	<b>LIVING THINGS</b> Kingdoms of life Classification Linnean system Mould growth  (Link to Maya)	<b>ANIMALS INC. HUMANS</b> Name main parts of the human circulatory system Describe the functions of the heart, blood vessels and blood Recognise impact of diet and exercise and healthy living How water is transported in animals inc humans  (Link to early medicine from Ancient Greeks)	<b>LOOKING AFTER THEIR ENVIRONMENT</b> Scientific enquiry unit
Humanities- History/Geography		Humanities- History/Geography		Humanities- History/Geography	
<b>History</b> <b>The Impact of War</b> <ul style="list-style-type: none"><li>develop a chronologically secure knowledge and understanding of</li></ul>	<b>Geography</b> <b>European study</b> Locate Europe on a world map and identify some of its characteristics	<b>Geography</b> <b>Coastal study</b>	<b>History</b> <b>The Maya</b> <ul style="list-style-type: none"><li>establish clear narratives within and across periods they study</li><li>regularly address historically valid</li></ul>	<b>The Greeks</b> <ul style="list-style-type: none"><li>develop the use of historical terms</li><li>address and devise historically valid questions</li><li>understand how our</li></ul>	<b>Geography</b> <b>Local area study</b> Explore the area’s location and its links to the wider world



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British, local and world history • address and devise historically valid questions about change, cause and significance • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends • construct informed responses that involve thoughtful selection and organisation of historical information • develop the use of appropriate historical terms	Locate some of Europe's countries and capitals, and find out more about them. Explore different European cuisine. Use key facts and persuasive techniques to persuade someone to holiday in the Mediterranean. Compare and contrast news stories about the Mediterranean. Compare life in France with my life and my local area.		questions about similarity and difference and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical knowledge of the past is constructed from a range of sources • note connections, contrasts and trends over time • develop the appropriate use of historical terms • address and devise historically valid questions about change, cause and significance information	knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection and organisation of relevant historical information • continue to develop a chronologically secure knowledge and understanding of world history • consistently answer and ask historically valid questions about similarity and difference	Use road maps to investigate key features within a fifty-mile radius of the school. Use maps and fieldwork data to investigate how this place meets people's needs. Working in groups, they present their findings in the form of a pull-put feature from a newspaper, incorporating an annotated Ordnance Survey map.

Art & Design		Art & Design		Art & Design	
	<b>Make my voice heard (Light and Dark – Hugo Cabret)</b> Skills in using different art styles, exploring effects with tools, understanding and applying chiaroscuro, and creating symbolic and expressive drawings. It encourages children to form their own opinions about art, understand the impact of techniques, and convey messages through their artwork. Use this unit hub to inform your	<b>Photo opportunity</b> Explore creative photographic techniques, creating new images through photomontage, understanding photorealistic self-portraits, and applying digital photography to art design, enhancing their skills in composition and editing. Use this unit hub to inform your medium-term plan and to navigate to related resources.	<b>Sculpture and 3D – Mayan masks</b> Discuss the work of artists that appreciate different artistic styles. Create a sculpture to express themselves in a literal or symbolic way. Reflect verbally or in writing about creative decisions. Suggest ways to represent memories through imagery, shapes and colours. Draw a composition of shapes developed from		

	medium-term plan and to navigate to related resources.		initial ideas to form a plan for a sculpture.		
<b>DT</b>		<b>DT</b>		<b>DT</b>	
<b>Make do and mend (based on Waistcoats)</b> Consider a range of factors in their design criteria and use this to create a waistcoat design. Use a template to mark and cut out a design. Use a running stitch to join fabric to make a functional waistcoat. Attach a secure fastening, as well as decorative objects. Evaluate their final product		<b>Computing covers this unit: Navigating the world</b>		<b>Playgrounds</b> Create five apparatus designs, applying the design criteria to their work. Make suitable changes to their work after peer evaluation. Make roughly three different structures from their plans using the materials available. Complete their structures, improving the quality of their rough versions and applying some cladding to a few areas. Secure their apparatus to a base. Make a range of landscape features using a variety of materials which will enhance their apparatus.	
<b>Music</b>		<b>Music</b>		<b>Music</b>	
<b>Songs of WW2</b> Use musical and comparative language in discussion. Follow the melody line. Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing. Sing the correct words at the correct time. Recall the counter-melody line.		<b>Theme and variations</b> Perform rhythms confidently either on their own or in a group. Identify the sounds of different instruments and discuss what they sound like. Make reasonable suggestions for which instruments can be matched to which pieces of art.		<b>Baroque</b> Define some key features of Baroque music, including recitative, canon, ground bass and fugue. Take part in a vocal improvisation task based on Baroque recitative. Play several parts of a canon using staff notation, with or without letter names. Compose a ground bass melodic ostinato.	
<b>Film music</b> Identify how different styles of music contribute to the feel of a film. Participate in discussions, sharing their views and justifying their answers. Use the terms 'major' and 'minor'. Identify different instruments to describe how music evokes different emotions.		<b>Dynamics, pitch and tempo</b> Engage in discussion about the sounds of an orchestral piece. Have a selection of varied vocabulary in response to what they hear. Change dynamics and pitch, differentiating between the two.		<b>Composing a leavers song</b> Identify and evaluate the musical features of a song.  Contribute ideas to their group chorus, suggesting how lines three and four could rhyme. Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.	

	<p>Identify pitch, tempo and dynamics, and use these to explain and justify their answers.</p> <p>Give reasonable and thought-out suggestions for what different graphic scores represent.</p> <p>Use their body, voice and instruments to create sounds to represent a given theme.</p> <p>Create a musical score to represent a composition.</p> <p>Interpret their graphic score and performing their composition appropriately with their group.</p> <p>Create sounds that relate to the scene of a film.</p>	<p>Recall the names of several instruments according to their orchestra sections.</p> <p>Keep the pulse with the body percussion section and sing with control and confidence.</p> <p>Name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse.</p> <p>Draw the rhythms accurately and show a difference between each of their variations.</p> <p>Showcase creativity in the finished product.</p>	<p>Take the role of conductor or follow a conductor.</p> <p>Change texture within their group improvisation and talk about its effect.</p> <p>Create a graphic score to represent sounds.</p> <p>Follow the conductor to show changes in pitch, dynamics and texture.</p>	<p>Notate a ground bass pattern using staff notation.</p> <p>Name some well-known Baroque composers and describe what musical features they were known for.</p> <p>Learn a fugue part by reading staff notation, with or without note names.</p> <p>Perform a fugue.</p>	<p>Fit an existing melody over a four-chord backing track.</p> <p>Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.</p> <p>Record melodies using letter notation.</p> <p>Perform the leavers' song with confidence.</p>
<b>RE</b>		<b>RE</b>		<b>RE</b>	
<p><b>BAS</b></p> <p>U2.2: Creation and science: conflicting or complementary?</p>	<p><b>Incarnation</b> EP resource</p> <p>How do Christians show their belief that Jesus is God incarnate?</p>	<p><b>EP resource</b></p> <p>What spiritual pathways to moksha are written about in Hindu scriptures?</p>	<p><b>Salvation</b> EP resource</p> <p>What is the great significance of the 'Eucharist' to Christians?</p>	<p><b>BAS</b></p> <p>Unit U2.11: Why do some people believe in God and some people not? (Christian &amp; no-faith)</p>	<p><b>Gospel</b> EP Why is the Gospel such good news for Christians?</p>
<b>PSHE</b>		<b>PSHE</b>		<b>PSHE</b>	
<p><b>Introduction</b></p> <p>A stand-alone introductory lesson outlining RSE &amp; PSHE as a subject and exploring how to create a successful learning environment for these lessons</p> <p><b>Well-being</b></p> <p>Discuss current and future goals and explain strategies that could help reach them.</p>	<p><b>Families and relationships</b></p> <p>Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief</p>	<p><b>Health and well-being</b></p> <p>Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals.</p>	<p><b>Economic well-being</b></p> <p>Exploring: attitudes to money, how to keep money safe, career paths and the variety of different jobs available</p>	<p><b>Safety and the changing body</b></p> <p>Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to</p>	<p><b>Identity</b></p> <p>Personal identity and body image</p> <p><b>Transition</b></p> <p>Helping pupils prepare for the transition to secondary school, including exploring any worries or anxieties they may have</p> <p><b>Citizenship</b></p>



<p>Explain how a person can contribute positively to their community.</p> <p>Identify acts of kindness that can help or support others.</p> <p>Define what makes an authentic apology and reflect on how their actions can impact other people's feelings.</p> <p>Identify activities for self-care.</p> <p>Recognise the benefits of self-care.</p>				<p>someone who is choking or unresponsive.</p>	<p>Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy</p>
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### Computing Online safety lessons taught throughout the year

<p><b>Computer systems and networks: Bletchley Park and the history of computers</b></p> <p>Explain that codes can be used for a number of different reasons and decode messages. Explain how to ensure a password is secure and how this works. Explain the importance of historical figures and their contribution towards computer science. Present information about their historical figures in an interesting and engaging manner. Develop an idea for a computer of the future and create a simple design. Produce a simple audio advert with simple edits, which demonstrate an understanding of how to use the software.</p>	<p><b>Online Safety</b></p> <p>Discuss various issues online that can leave pupils feeling sad, frightened, worried or uncomfortable and can describe numerous ways to get help.</p> <p>Explain how sharing online can have both positive and negative impacts.</p> <p>Be aware of how to seek consent from others before sharing material online and describe how content can still be shared online even if it is set to private.</p> <p>Explain what a digital reputation is and what it can consist of.</p> <p>Understand the importance of capturing evidence of online</p>	<p><b>Big Data 1</b></p> <p>To identify how barcodes and QR codes work.</p> <p>To know how infrared waves transmit data.</p> <p>To recognise how RFID is used.</p> <p>To input and analyse real-world data.</p> <p>To analyse and evaluate data.</p>	<p><b>Skills showcase - inventing a product</b></p> <p>Designing a new electronic product and using CAD software to design appropriate housing for it.</p> <p>Developing skills in website design, video editing, and persuasive language to promote their product. Evaluating and adapting existing code, debugging programs, and searching for accurate information online.</p>	<p><b>Big Data 2</b></p> <p>Understanding data usage through the use of mobile data vs WiFi, the Internet of Things, and big data.</p> <p>Identifying high/low data activities and preparing presentations on using Big Data/IoT to improve school efficiency while respecting privacy</p>	<p><b>Computer systems and their networks: Exploring A.I.</b></p> <p>Explain what AI is and its basic functions.</p> <p>Identify real-life applications of AI that are commonly used in everyday life.</p> <p>Identify how AI understands and processes text and image prompts.</p> <p>Generate and refine prompts to achieve the best possible response from AI.</p> <p>Identify how AI generates code and how it can be useful in web design.</p> <p>Identify how AI can be a useful starting point for a project.</p> <p>Explain the key ethical considerations of AI.</p> <p>Debate the potential of AI replacing human roles, presenting</p>
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	bullying and demonstrate some of these methods on the devices used at school. Describe ways to manage passwords and strategies to add extra security, such as two-factor authentication. Explain what to do if passwords are shared, lost or stolen. Describe strategies to identify scams. Explain ways to increase their privacy settings and understand why it is important to keep their software updated.				well-structured arguments
<b>PE</b>		<b>PE</b>		<b>PE</b>	
Tag rugby Netball	Gymnastics Dance	Basketball Handball	Cricket OAA	Athletics	Football Swimming
<b>FRENCH</b>		<b>FRENCH</b>		<b>FRENCH</b>	
Let's visit a French town	Let's go shopping	This is France	All in a day	More to explore	Our precious planet
<b>Enrichment</b>		<b>Enrichment</b>		<b>Enrichment</b>	
Harvest Festival Health & Fitness Day Don Rae Dance Day Duxford or History off the page	Pantomime Trip Christmas Jumper Day Carol Concert KS2 Yellow Mellow Day	Don Rae Dance Kidz Fit World Religion Day Child Mental Health Week Internet Safety Day	Science Week World Book Day Easter Service	Don Rae Dance Kidz Fit Grafham Water	Sports Day Year 6 Leavers Service Performance Local walks UKS2