Pennington Long Term Plan for Year 6

	Autumn 1 6.5 Weeks	Autumn 2 8 Weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 Weeks SATS	Summer 2 7 Weeks
Topic Title	World War 2	Light and Electricity	Inheritance and Evolution	Humans	Animals and Classification	Mayans
Book	Letters from the Lighthouse Emma Carroll	Clockwork Phillip Pullman	Skellig David Almond	Pig Heart Boy Malorie Blackman	The Lion, the Witch and the Wardrobe C. S. Lewis	The Explorer Katherine Rundell
Writing Genres	Information Poster for evacuating the cinema Missing person's report for Sukie Newspaper Report Story told from minor characters perspective	Explanation Writing (light and electricity) Letter (as Karl) Retell the story of Prince Florian Balanced Argument (who was to blame for what happened?) Dialogue	Biography Poetry Diary Entry Michael's Perspective Instructions (how to look after your Skellig) Non-chron report – owls	Character Description Dialogue Explanation Writing (body systems, route of food etc) Formal letters of complaint/support	Character Description Traditional Tale Persuasive Leaflet	Residential Recount Autobiography (of a famous explorer) Playscript Myth
Reading Genres	Fiction Non-fiction WW2 Propaganda posters Maps	Fiction Non-fiction Light and Electricity Poetry	Fiction Family Trees Non-fiction - Owl information Poetry	Fiction Scientific diagrams Newspapers	Fiction Maps Autobiography	Fiction Playscripts Mayan information
Grammar and skills	Root words, prefixes and suffixes Subject and objects Homophones, synonyms and antonyms	Integrating dialogue to convey character and advance the action Building cohesion Headings and subheadings	Root words, prefixes and suffixes Subjects and objects Homophones, synonyms and antonyms	Headings and subheadings Ensuring correct subject and verb agreement when using singular and plural Subjunctive Form	Bullet points Subjunctive Form Perfect verb form Shift in formality Relative clauses	Expanded noun phrases Root words, prefixes and suffixes Homophones, synonyms and antonyms

	Dictionary and thesaurus skills Ensuring correct subject and verb agreement when using singular and plural, Building cohesion Shift in Formality Colons to introduce lists Semi-colon, colons and dashes	Subjunctive Form Active and passive Modal verbs parenthesis	Commonly mistake homophones Active and passive Perfect verb form Expanded noun phrases Hyphens Colons to introduce lists	Modal verbs Relative clauses	Hyphens Semi-colon, colons and dashes	Dictionary and thesaurus skills
Spelling	Year 3, 4, 5, 6 spellings identified in National Curriculum Year 5 READ WRITE INK UNITS 1-12	Year 3, 4, 5, 6 spellings identified in National Curriculum Year 5 READ WRITE INK UNITS 1-12	Year 3, 4, 5, 6 spellings identified in National Curriculum Year 5 READ WRITE INK UNITS 1-12	Year 3, 4, 5, 6 spellings identified in National Curriculum Year 5 READ WRITE INK UNITS 1-12	Year 3, 4, 5, 6 spellings identified in National Curriculum Revision of rules learned in Read Write Ink	Year 3, 4, 5, 6 spellings identified in National Curriculum Revision of rules learned in Read Write Ink
Handwriting	Continued practice and opportunity for completing final drafts in own handwriting style.	Continued practice and opportunity for completing final drafts in own handwriting style.	Continued practice and opportunity for completing final drafts in own handwriting style.	Continued practice and opportunity for completing final drafts in own handwriting style.	Continued practice and opportunity for completing final drafts in own handwriting style.	Continued practice and opportunity for completing final drafts in own handwriting style.

| Maths – CLIC and SAFE sessions | | | | | Big Maths Scheme finishes for Year 6

Continued CLIC and SAFE style questions in starters |

First column block

C – Progress Drive	Steps
Saying Numbers	✓
Reading Numbers	✓
Place Value	✓
Mastery of Numbers	10
Counting Skills	✓
Actual Counting	✓
Counting On	✓
Counting Multiples	✓
Counting Along in 4 Ways	✓
Counting Along Scales	7

L – Progress Drive	Steps
Learn Its	✓

I – Progress Drive	Steps
Swapping the Units	✓
INN: Addition and Subtraction	✓
Doubling & Halving	✓ ✓ ✓
INN: Number Bonds to 10	✓
x10 & ÷10	✓ ✓
INN: Multiplication	✓
Coin Multiplication	✓
Finding Multiples	✓
Multiple-Factor-Prime	✓
INN: Fact Families	✓

C – Progress Drive	Steps
Addition	39, 40, 41
Subtraction	37
Multiplication	17, 18
Division	32, 33

CM – Progress Drive	Steps
Addition	11 - 14
Subtraction	9 - 12
Multiplication	7 - 11
Division	8, 9, 10

Second column block

S – Progress Drive	Steps
Explore & Draw	25, 26, 27
2D Shapes	26
3D Shapes	24
Position & Direction	29

A – Progress Drive	Steps
Amounts of Distance	29 - 33
Amounts of Mass	19
Amounts of Money	17
Amounts of Space	27
Amounts of Temperature	14
Amounts of Time	31
Amounts of Time: Telling the Time	✓
Amounts of Turn	31, 32, 33

F – Progress Drive	Steps
Fractions of a Whole	17
Fractions of a Set	14
Fractions: Counting	✓
Fractions: Learn Its	✓
Fractions: It's Nothing New	✓
Fractions: Calculation	18, 19, 20
Percentages	4, 5, 6
Ratio	9, 10, 11

E – Progress Drive	Steps
Diagrams & Tables	25
Bar Charts	11
Averages	1 - 7
Line Graphs	7, 8
Pie Charts	1 - 5
Probability	7

D – Progress Drive	Steps
Pattern Spotting	17
Algebra	15, 16
Prove It!	5

CLIC
All the Basic Skills steps should now be complete

Third column block

S – Progress Drive	Steps
Explore & Draw	28
2D Shapes	27
3D Shapes	25, 26, 27
Position & Direction	30 - 36

A – Progress Drive	Steps
Amounts of Distance	34, 35
Amounts of Mass	20
Amounts of Money	18, 19
Amounts of Space	29 - 31
Amounts of Temperature	15, 16
Amounts of Time	32
Amounts of Time: Telling the Time	✓
Amounts of Turn	34, 35

F – Progress Drive	Steps
Fractions of a Whole	18, 19
Fractions of a Set	✓
Fractions: Counting	✓
Fractions: Learn Its	✓
Fractions: It's Nothing New	✓
Fractions: Calculation	21 - 25
Percentages	7 - 13
Ratio	12, 13

E – Progress Drive	Steps
Diagrams & Tables	25
Bar Charts	12
Averages	8 - 12
Line Graphs	8
Pie Charts	6 - 11
Probability	8 - 15

D – Progress Drive	Steps
Pattern Spotting	18 - 20
Algebra	17 - 22
Prove It!	6

Maths – Main lesson focus

Number and Place Value	Number (Fractions):	Ratio and Proportion	Measurement:	Maths Revision	Investigative maths work
- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit - round any whole number to a required degree of accuracy	- use common factors to simplify fractions; use common multiples to express fractions in the same denomination - compare and order fractions,	- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts - solve problems involving the	- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate - use, read, write and convert		

	- use negative numbers in context, and calculate intervals across zero - solve number and practical problems that involve all of the above. Number (4 operations): - 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 whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context - divide numbers up to 4 digits by a two-digit number using	including fractions > 1 - add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions - multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4}$ x $\frac{1}{2}$ = 8 - divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6] - associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8] - identify the value of each digit in numbers given to three decimal places and multiply and	calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison - solve problems involving similar shapes where the scale factor is known or can be found - solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. Algebra: - use simple formulae - generate and describe linear number sequences - express missing number problems algebraically - find pairs of numbers that satisfy an equation with two unknowns - enumerate possibilities of	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 to up to three decimal places - convert between miles and kilometres - recognise that shapes with the same areas can have different perimeters and vice versa - recognise when it is possible to use formulae for area and volume of shapes - calculate the area of parallelograms and triangles - calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres		

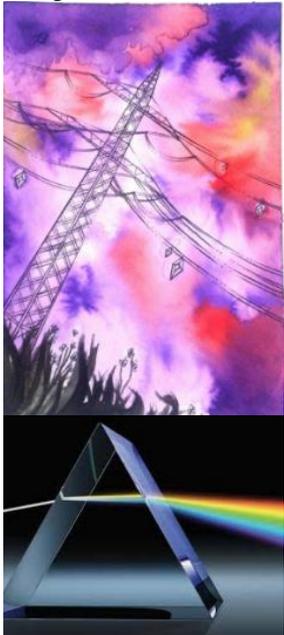|						
	the formal written method of short division where appropriate, interpreting remainders according to the context - perform mental calculations, including with mixed operations and large numbers - identify common factors, common multiples and prime numbers - use their knowledge of the order of operations to carry out calculations involving the four operations - solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why solve problems involving addition, subtraction,	divide numbers by 10, 100 and 1000 giving answers up to three decimal places - multiply one-digit numbers with up to two decimal places by whole numbers - 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.	combinations of two variables Geometry (Position and Direction): - describe positions on the full coordinate grid (all four quadrants) - draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	(cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3]. Geometry (Shape): - draw 2-D shapes using given dimensions and angles - recognise, describe and build simple 3-D shapes, including making nets - compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons - illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius - recognise angles where they		

	- multiplication and division - use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.			meet at a point, are on a straight line, or are vertically opposite, and find missing angles. Statistics: - interpret and construct pie charts and line graphs and use these to solve problems - calculate and interpret the mean as an average.		
Science		Light - 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	Evolution and Inheritance - recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago - recognise that living things produce offspring of the same kind, but normally offspring vary	Animals, including humans - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function - describe the ways in which	Living things and their habitats - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals - give reasons for classifying plants and animals based	

		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. Electricity - associate the brightness of a lamp 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 - use recognised symbols when representing a	and are not identical to their parents - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution Pellet Dissection	nutrients and water are transported within animals, including humans.	on specific characteristics.	

		simple circuit in a diagram.				
R.E	Islam Visit a mosque, or use pictures, video or IT of a mosque to discover its importance to Muslims. Study key features of a mosque. Consider why mosques don't have seats or pews. Consider how different designs express a way of life, values and beliefs then design a new one. Reflect on the importance of doing things together and sharing rituals. Participate in a Community of Enquiry focusing on whether worship is important in our lives. Explain the importance for Muslims of the 5 Pillars. Consider what gives a foundation to our lives. Talk about the people that guide our behaviour. Watch a video about Wudu and Salah. Write the key message of the video in 30 words. Discuss the meanings of the actions and what is important in daily prayer. Discuss	Christmas The Gospel Accounts (Messages and Messengers) - Explore the similarities and differences in the two accounts of Jesus' birth (in Matthew and Luke). Discover what messages about Jesus the two authors wanted to convey. Explore how Christians celebrate Christmas today. **(CD unit How do Christians perceive the birth of Jesus?)**	Beliefs about God Explore stories, pictures, symbols and metaphors which depict God as Father, Creator, Saviour, Judge, Shepherd, King and friend. Reflect on these stories and metaphors in relation to our own ideas about God and ourselves. Share the understanding of the word 'God' which people might have. Discover how the concept of the Trinity is central in an understanding of God for Christians. Discuss what and who we are thankful for and how we show gratitude. Identify beliefs about God e.g. in Genesis, Psalms, Job, hymns and prayers. **(CD unit What are some of the different ways religion and science look at the world of God's creation?)** **(UC Creation/Fall whole unit – Creation and science: conflicting or complementary?)**	Easter Good Friday Resurrection - Explore the events of Good Friday - the stations of the cross. (Matthew 21: 1-11) Discuss what they know of the crucifixion. Discuss their own experience of forgiveness, self-sacrifice and reconciliation. Explore accounts of Jesus' resurrection. Who was Jesus? The disciples' role in the Easter story. Discuss the victory of good versus evil. Link to key Christian beliefs about sacrifice, atonement, resurrection and hope. Explore how Christians celebrate Easter in ritual and symbol. **(CD unit How is the resurrection portrayed as central to Christian belief?)** **(UC Salvation unit 2B.7 – What different does the resurrection make to Christians?)**	Commitment Read stories with themes of love, fairness, courage, honesty and loyalty from different religions. Investigate the values explored by the stories. Identify the key Christian values adopted by the school and any others they may consider important. Suggest why they might be important to ourselves and/or others. Think about what Christian teachings might mean in today's world, try writing a sermon. **(CD unit How do Christians demonstrate justice in their lives?)** **(UC People of God unit digging deeper – How can following God bring freedom and Justice?)** **(UC Gospel unit digging deeper – What would Jesus do?)** Invite a visitor from a charitable organisation to discuss their work and motivation. Reflect	Worship/Holy Books Reflect on the meaning of the main concepts in the Lord's Prayer e.g. kingdom of God, heaven, providence, sin forgiveness, evil and temptation. Reflect on the question 'Who am I?' and on being special, awareness of not being perfect, destiny, purpose in life etc. Explore some Christian prayers. Talk about the feelings and beliefs they express. Write a book of special wishes and create class prayer books to use at prayer time. Interview a range of people to see whether they find prayer helpful and if they do, ask why. Visit a place of worship (other than those visited in Y3 / 4). Share experiences of periods of stillness, quiet reflection, awe and wonder in a place of worship.

	'our Makkah'-where we have promised ourselves we will go to one day. Participate in a Community of Enquiry focusing on the phrase 'actions speak louder than words'. Draw meaning from the greeting 'As-salamu alaikum'(Peace be with you). Participate in a Community of Enquiry focusing on why we should treat others with respect. Write a magazine article or design a poster or web page about 'What it means to be a Muslim'. Reflect on the difficulties of putting principles into practice. **(CD unit What does it mean to be a Muslim in British society today?)**		**(UC God unit digging deeper – What does it mean if God is holy and loving?)**		on times we have given to charity, sacrificed something or done something demanding for others. **(CD unit What do different faiths teach about care and respect for others?)**	Research the roles of church leaders. Discuss people we respect, follow, or believe and identify why they should be help up as examples. Find out how two different Christian groups worship (e.g. celebrate Holy Communion) and why they do it. Suggest what believers might experience and feel when they partake of the Eucharist. Prepare questions then interview a member of a worshipping community about their faith and what being a Christian means to them. Discuss the advantages and disadvantages of belonging to a group. Explore ways various Christian groups express values e.g. Salvation Army, Quaker, Methodist, RC Explore the life and practice of Christian communities in other countries. **(UC Kingdom of God unit digging deeper – What kind of king is Jesus?)**

Christian Values	Forgiveness	Friendship	Thankfulness	Honesty	Hope	Koinonia
Art	Colour Controlling and experimenting particular qualities of tone, shades, hue and mood. Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces. Considering colour for purposes Use colour to express moods and feelings. Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint. Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed. Consider artists use of colour and application of it (Pollock, Monet, Chagall)	Texture Develops experience in embellishing, pooling together experiences in texture to complete a piece – appliqué, drawing, sticking, cutting, paint, weaving, layering etc. Applies knowledge of different techniques to express feelings. Use found and constructed materials. Work collaboratively on a larger scale. 	Drawing Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour. Look at the effect of light on an object from different directions. Use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint. Produce increasingly accurate drawings of people. Produce increasingly detailed preparatory sketches for painting and other work. Introduce the concept of perspective. Work on a variety of scales and collaboratively. Independently selects materials and techniques	Form Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings	Print Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief Recreates a scene remembered, observed or imagined, through collage printing Screen printing Explore printing techniques using by various artists.	Pattern Organize own patterns Use shape to create patterns Create own abstract pattern Patterns reflect personal experiences and expression. Creating pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc. Look at various artists creation of pattern and discuss effect, ie. Morris, Sol Lewitt, Matisse (pattern within pattern), Bridget Riley, Miro) Discuss own and artists work, drawing comparisons and reflecting on their own creations.

			to use to create a specific outcome.			
Computing	Knowsley Young Authors – Relate to WW2	Knowsley Stocks and Shares	Knowsley Let's Learn a Language	Knowsley Appy Times Part 1	Knowsley Appy Times Part 2	Knowsley Heroes and Villains
DT	'Make Do and Mend' project Cooking from Home Front Recipes	Periscope Kaleidoscope		Twinkl – Super seasonal Diet		Maya Headress/Mask Maya Hot Chocolate
Geography	Use maps to focus on Europe (including the position of Russia) Key physical and human characteristics Countries Major cities		Position of famous fossils found around Earth https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/earth-matters/climate-zones-and-biomes/ Specific environments around the world that animals has adapted to			Understand geographical similarities and differences through the human and physical geography of a region of the UK, a region in a European country and a region within North or South America Climate Zones Biomes Vegetation belts Human Geography – land use, trade links, distribution of energy, food, minerals and water
History	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - WW2		Mary Anning Charles Darwin Alfred Wallace		Carl Linnaeus	A non-European society that provides contrasts with British history – one study - Mayan civilization c. AD 900
Languages	La Jolie Ronde Year 6 Lesson 1 – En classe	La Jolie Ronde Year 6	La Jolie Ronde Year 6 Lesson 7 – Christmas	La Jolie Ronde Year 6	La Jolie Ronde Year 6	La Jolie Ronde Year 6

	Lesson 2 – En classe Lesson 3 – School Uniform	Lesson 4 – Family Descriptions Lesson 5 – Occupations and Gender Lesson 6 – Christmas	Lesson 8 – House and Home Lesson 9 – House and Home	Lesson 10 – House and Home Lesson 11 – House and Home	Lesson 12 – House and Home Lesson 13 – House and Home	Lesson 14 – Planning a holiday to a French speaking country Lesson 15 - Planning a holiday to a French speaking country
Music	Charanga Happy	Charanga Classroom Jazz 2	Charanga A New Year Carol	Charanga Role of Women in Music	Charanga You've Got a Friend	Charanga Reflect, Rewind and Replay
P.E	Rugby Dance	Gym – Body Golf	Football Netball	Gym – Group work Tennis	Cricket Athletics	Sports Day Preparation Rounders
Family Days	Outdoor Learning Family Day					
Visits/ Visitors					Dog's Trust	Residential Trip
National / International Events	Roald Dahl Day British Food Fortnight Space Week	Diwali Halloween Guy Fawkes Night Remembrance Day Armistice day Children in Need St Andrew's Day	Chinese New Year Burn's Night Holocaust Memorial Day Valentines Day Safer Internet Day	St David's Day Commonwealth Day St Patrick's Day April Fool's day Mother's Day Fairtrade Fortnight World Book Day British Science Week Red Nose Day	St George's Day Ascension Day Pentecost VE Day	Father's Day Wimbledon World Environment Day D Day Anne Frank's Birthday Healthy Eating Week Summer Solstice Olympics
Local Events	Ulverston Canal Anchor Festival	Dickensian Ulverston	Dance performance at UVHS	South Cumbria Music Festival Easter Egg Canal Trail St Georges Pageant Ulverston Walkfest Flag Fortnight	Printfest Hope in the Park Taste Cumbria Food Festival	International Music Festival at the Coro Another Fine Fest Ulverston Open Gardens
Church/ Religious Events	Harvest	Advent Christmas Nativity and Christingle	St Valentine's Day	Shrove Tuesday Ash Wednesday Easter Service Mother's Day		Summer International Buddhist Festival