

Year 6 Long Term Plan 2024-2025

Core knowledge to be learned in each topic is included underneath the topic question. Additional knowledge will be covered through child-led curious questions.

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Biology How should you treat your body? Animals inc. humans	Biology Where do our ancestors come from? Evolution and Inheritance	Physics What's this thing we call electricity? Electricity (Wellacre box)	Physics How do we see? Light (Wellacre box)	Biology Are you alive? Living things and their habitats	
	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 nutrients and water are transported within animals, including humans. Explore and answer questions that help them to understand how the circulatory system enables the body to function. How to keep their	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 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. To be introduced to the idea that	To 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 simple circuit in a diagram. Construct simple series circuits, to	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.	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. To be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Discuss reasons why living things are placed in one group and not another. Find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification. Using classification systems and keys to identify some animals and plants in the immediate environment. Research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.	

Year 6 Long Term Plan 2024-2025

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	<p>bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p>	<p>characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles. Appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.</p>	<p>help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors. To represent a simple circuit in a diagram using recognised symbols. Learn about series circuits, not parallel circuits. Take the necessary precautions for working safely with electricity. Identify the effect of changing one component at a time in a circuit.</p>	<p>Explore the way that light behaves, including light sources, reflection and shadows. Talk about what happens and make predictions. Work scientifically by designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. Investigate the relationship between light sources, objects and shadows. Extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters.</p>	
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Year 6 Long Term Plan 2024-2025

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Computing	MULTIMEDIA Animation (ipads – stop motion)	CODING (PM) Unit 6.1 Coding Turing Tumbles	ONLINE Online safety Blogging	ONLINE NETWORKS (PM) Unit 6.6 Understanding WWW and Who Tim Berners Lee is	MULTIMEDIA QUIZZING (PM) Unit 6.7 Create a quiz for younger children	DATA (PM) Unit 6.3 or Excel Spreadsheets - Budgets
	<p>What is an animation? Animation is the process of giving the illusion of movement to drawings, models, or inanimate objects. Animated motion pictures and television shows are highly popular forms of entertainment.</p> <p>What is meant by onion skinning? Onion skinning is a 2D computer graphics term for a technique used in creating animated cartoons and editing movies to see several frames at once.</p> <p>What is meant by stop frame animation? Stop motion animation is a filming technique in which objects (such as clay models) are photographed in a</p>	<p>How can you use Tabs? Tabs are used to organise your code and make it more readable. This also makes it easier to debug.</p> <p>What is a function in coding? A function is a block of code that you can access when you need it, so you don't have to rewrite the same block repeatedly. You call the function each time you want it.</p> <p>What is a variable? A named area in computer memory. A variable has a name and a value. The program can change this variable value.</p> <p>Debug/Debugging: Looking for any problems in the code, fixing and testing them.</p>	<p>E-Safety Digital Footprint</p> <p>What is a blog? A blog is a website or webpage that is regularly updated by the author. A blog also allows the reader to post comments or opinion based on what is written.</p> <p>What can a blog be about? A blog can be written about any subject. You could write a blog about school such as information about the subject you are studying. Alternatively, you could write a blog about your favourite team or movie.</p>	<p>What is the difference between the Internet and the World Wide Web? The Internet is a global network of networks while the Web, also referred formally as the World Wide Web (www) is collection of information which is accessed via the Internet.</p> <p>What is the difference between a LAN and a WAN? Both are networks that connect computers together. A LAN (Local Area Network) is normally for computers connected less than 1KM distance, whilst a WAN (Wide Area Network) extends over a large geographical area.</p> <p>Who is Tim BernersLee? Tim Berners-Lee is the inventor of the World Wide Web. The WWW is the system that</p>	<p>What factors do you need to consider when creating a quiz? The intended audience; age and reading ability and interests. The aim of the quiz; is it for fun like a game, or to make sure that the user has learnt something?</p> <p>Question types:</p> <ul style="list-style-type: none"> • Sequencing • Grouping and Sorting • Text based • Multiple-choice • Labelling <p>A part from the questions, what else does a quiz need to contain? A title screen and instructions for the user. Feedback for the user (some quizzes). Time limits (some quizzes). Images for interest as well as part of the</p>	<p>How would you add a formula so that the cell shows the total of a column of cells? Use the formula wizard advanced total tool or type a formula into the cell by using the '=' symbol, mathematical operators and cell references.</p> <p>What is a computational model and what can be used for? Modelling in Computing means creating or using a simulation (a model) of a real-life situation, on a computer. It represents the data of a situation. For example; budgeting</p>

Year 6 Long Term Plan 2024-2025

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	series of slightly different positions so that the objects seem to move.		How are the audience involved in a blog? A key feature of blogs is that the audience can leave a comment or opinion about what they have read on the blog.	delivers webpages over the internet.	questions.	for a party. What data would you collect? Quantities, costs, delivery, recipes.
History	Who was Franz Ferdinand? British history that extends chronological knowledge beyond 1066 (<u>World War 1</u>)	Should WW2 have happened? British history that extends chronological knowledge beyond 1066 (<u>World War 2</u>)				How was Britain rebuilt after the WW2? <u>Post war Britain</u>
	WW1 took place between 1914-1918. The assassination of Franz Ferdinand was a trigger for the start of WW1. Tripe Entente Central Powers Trench life The battle of the Somme How & why the war ended. Treaty of Versailles.	The causes of WW2. Evacuation of children Rationing The role of women in the war. Holocaust Impact of WW2 on Britain.				Impact of WW1 & WW2 on our local area. NHS Immigration Buildings Jobs Housing Economy

Year 6 Long Term Plan 2024-2025

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Geography			<p style="text-align: center;">Where would you find a rainforest and why?</p> <p style="text-align: center;"><u>Rainforests</u> Biomes/South America</p>	<p style="text-align: center;">Could you live in the Lake District?</p> <p style="text-align: center;">Human and Physical geography of a region of the UK (Trafford & Lake District)</p>	
			<p>Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions.</p> <p>To identify key physical and human characteristics, countries and major cities in South America.</p> <p>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night) in the context of rainforests.</p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of a tropical climate.</p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of the layers of a rainforest.</p> <p>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity</p>	<p>To construct maps of Davyhulme/Urmston & Elterwater.</p> <p>To locate the Lake District, using maps & Google Earth.</p> <p>To identify & sort the physical & human features of the Lake District.</p> <p>To look at settlements, land use & economic impact in the Lake District.</p> <p>To research employment possibilities in the Lake District.</p>	

Year 6 Long Term Plan 2024-2025

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			<p>including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of rainforest conservation. (Deforestation)</p> <p>Biomes To be able to identify the location of plants around the world. To explore what biomes are and identify major biomes around the world. Exploring how plants survive in extreme environments. To explore ways in which humans use plants. To investigate the plants found in mega-diverse countries. To comprehend the delicate interdependent nature of ecosystems. Know about global environmental problems and solutions. To investigate what the Eden project is.</p>		
Technology		<p><u>Cooking and Nutrition</u> (Afternoon Tea)</p>		<p><u>Structures</u> (Biomes)</p>	<p><u>Textiles</u> Combining different fabric shapes</p> <p>Teddy</p>
		<p>Investigate and evaluate Children investigate, analyse & evaluate a range of sandwiches and cakes that could be suitable for afternoon tea. Look at nutritional values on sandwich wrapping.</p>		<p>Investigate and evaluate Children investigate, analyse & evaluate a range of structures. Focused Tasks- Assembling materials as preparation of making their structure (Biome). Focused task- Planning-</p>	<p>Investigate and evaluate Children investigate, analyse and evaluate a range of existing products which have been produced by combining fabric shapes. Focused tasks- Sewing Develop skills of sewing textiles by joining right side</p>

Year 6 Long Term Plan 2024-2025

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		<p>Focused Tasks- Healthy plate. Learn about the different food types and what the nutrition on our plates should look like.</p> <p>Focused Task- Cutting & chopping skills/techniques.</p> <p>Focused Task- Planning to plan afternoon tea.</p> <p>Design, make & evaluate</p> <p>Using their knowledge and skills know how to prepare and cook a variety of sandwiches, biscuits & cakes safely and hygienically.</p>		<p>to plan their structure. (Biome)</p> <p>Design, make and evaluate</p> <p>Children make their biomes.</p>	<p>together and making seams.</p> <p>Focused Task-Planning to plan their teddy.</p> <p>Design, make and evaluate</p> <p>Children make & evaluate their soft toy.</p>	
Art	<p style="text-align: center;"><u>Drawing</u></p> <p style="text-align: center;">Artist: Paul Nash</p>		<p style="text-align: center;"><u>Collage</u></p> <p style="text-align: center;">Artist: Nick Gustafson</p>			<p style="text-align: center;"><u>Painting</u></p> <p style="text-align: center;">Landscapes/City scapes</p> <p style="text-align: center;">Watercolours</p> <p style="text-align: center;">Artist: Hazel Soan</p>
	<u>Children will study the works of famous artists throughout the terms</u>					
	<p>To study the work of Paul Nash.</p> <p>To explore techniques.</p> <p>To use inspiration from Paul Nash's work in their own drawings.</p> <p>Techniques: To use sketch books to</p>		<p>To study the work of Nick Gustafson.</p> <p>To identify what is meant by collage.</p> <p>To identify a variety of materials that could be used to produce a collage</p>			<p>To study the work of Hazel Soan.</p> <p>To look at how watercolours are used in painting and identify how the different from other paint mediums.</p>

Year 6 Long Term Plan 2024-2025

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	<p>practise techniques. To observe how to shade to create impact. To produce their own interpretation of Flanders Field using drawing techniques. To analyse and evaluate completed piece.</p>		<p>of a animal from the rainforest. To plan a collage taking inspiration from creatures from the rainforest & Nick Gustafson. To analyse and evaluate completed piece.</p>			<p>Techniques: explore and practise how to use water colours. To use their sketch from the Lake District to produce a water colour piece. To analyse and evaluate completed piece.</p>
Music	<p>Whole Class Instrumental and Vocal Project</p>	<p>Whole Class Instrumental and Vocal Project</p>	<p>. Dynamics, pitch and texture (Theme: Fingal's Cave) Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.</p>	<p>Advanced Rhythms Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition</p>	<p>Theme and Variation: Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.</p>	<p>Performance Y6 Production / Leavers' Song</p>
	<p>Ukele and vocal project with Trafford Music Service</p>	<p>Ukele and vocal project with Trafford Music Service</p>	<p>Classical music is music that has been composed by musicians who are trained in the art of composing. The term 'classical music' can also refer to music composed in the classical period 1750 to 1825 Improvise - Making</p>	<p>Kodaly method - The idea of this method is to teach music by listening, singing, moving and dancing before reading and writing. A bit like learning a language. Rhythm - The pattern of long and short notes in music</p>	<p>Theme and variations is a common musical structure, especially in classical music. The structure features a theme at the start of the piece, then once the theme has been played, the composer repeats it but with some form of variation. The theme is then played again but this</p>	<p>Lyrics – their meaning and how they make you feel Tempo – whether the tempo reflects the mood of the music Melody – whether the melody matches the lyrics and what its effect is</p>

Year 6 Long Term Plan 2024-2025

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			up music as it is played or performed Conductor - A person who directs the performance of an orchestra or choir, using hand signals.	Crotchet - This is one beat. We clap once. Quaver - This is also one beat, which means that a single Ti is half a beat. We clap twice, double the speed of TA. Crotchet rest -This is a rest for one beat. There is no sound. We open our hands to show these is a beat, but no sound. Minim This is two beats. We clap at the beginning of the note, then slide our hands to show there are two beats	time with a further variation. Phrase - A short musical passage that makes sense on its own. Orchestra - A group of instruments that play together.	on the listener Arrangement – how the style and instrumentation reflects the mood of the lyrics
PE	Cricket	Indoor Athletics	Competitive-Skittleball	Gymnastics – (Group Sequences PP)	Outdoor Activites (Residential)	Athletics (PP)
	<ul style="list-style-type: none"> Bowl with consistent accuracy and length Pick up and return a ball with one hand quickly and consistently well 	Explain/show: Landing foot Hurdles Stance Stamina Approach	<ul style="list-style-type: none"> Attacking Defending Teamwork Competition Chest pass landing foot, pivot and stepping 	<ul style="list-style-type: none"> sequence of rolls formations and pathways change the dynamics within a sequence adapt a floor sequence to 	<ul style="list-style-type: none"> The importance of having a plan before I undertake a challenge How to keep a partner safe Where I need to position myself to 	<ul style="list-style-type: none"> How to control my running over middle distance How running a bend differs from running a straight How to throw

Year 6 Long Term Plan 2024-2025

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	<ul style="list-style-type: none"> Use my feet to get to the pitch of the ball when batting) 			make it work on the apparatus	give clear instructions and keep my partner safe <ul style="list-style-type: none"> How to use a simple map to navigate myself around 	safely as part of a group <ul style="list-style-type: none"> To use my non-throwing arm to help me throw My take off foot and lead leg How to hurdle efficiently
	Multi-skills Bootcamp	Multi-skills Speed Stacking	Dance (Dance through the ages PP)	Hockey (PP)	Dodgeball (PP)	Multi-skills Bootcamp
	<ul style="list-style-type: none"> To develop core strength, stability and resilience 	<ul style="list-style-type: none"> Hand-eye coordination 3-6-3 formation 1-10-1 formation Speed Stacking 	<ul style="list-style-type: none"> A motif demonstrating agility, balance, coordination and precision Change static actions into travelling movements Communication Good timing, execution and performance skills 	<ul style="list-style-type: none"> Push passing Indian Dribble Jab tackle Pass and move Attack and defend. 	<ul style="list-style-type: none"> To aim low to get an opponent out Not to turn my back on the other team That by moving around I make myself more difficult to hit What my own strengths are and where I can improve Who to target on the opposition and what tactics might be best deployed 	<ul style="list-style-type: none"> To develop core strength, stability and resilience
RE	U2.2 Creation and Science: conflicting or	U2.11 Why do some people believe in	U2.7 Why do Hindus want to be good?	U2.5 What do Christians believe	U2.6 For Christians, what kind of king is	U2.12 How does faith help people

Year 6 Long Term Plan 2024-2025

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Assessments sheets: Christmas / Easter	complimentary?	God and some people not? (C/NR) <i>Experience Christmas</i>		Jesus did to 'save' people?	Jesus?	when life gets hard?
	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify what type of text some Christians say Genesis 1 is, and its purpose Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Genesis 1 and Christian belief Show understanding of why many Christians find science and faith go together <p>Make connections:</p> <ul style="list-style-type: none"> Identify key ideas arising from their study of Genesis 1 and 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from Give examples of reasons why people do or do not believe in God <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between what people believe about God and the impact of this belief on how they live Give evidence and examples to show how Christians 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live Connect the four Hindu aims of life 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it Explain what Christians mean when they say that Jesus' death was a sacrifice <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper Show how Christians put their beliefs into practice in different ways <p>Make connections:</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Explain connections between biblical texts and the concept of the kingdom of God Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice Show how Christians put their beliefs into practice in different ways <p>Make connections:</p> <ul style="list-style-type: none"> Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)

Year 6 Long Term Plan 2024-2025

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	<p>comment on how far these are helpful or inspiring, justifying their responses</p> <ul style="list-style-type: none"> • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views. 	<p>sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</p> <p>Make connections:</p> <ul style="list-style-type: none"> • Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging • Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not • Make connections between belief and behaviour in their own lives, in the light of their learning. 	<p>and the four stages of life with beliefs about dharma, karma, moksha, etc.</p> <ul style="list-style-type: none"> • Give evidence and examples to show how Hindus put their beliefs into practice in different ways <p>Make connections:</p> <ul style="list-style-type: none"> • Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus • Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view. 	<ul style="list-style-type: none"> • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today • Articulate their own responses to the idea of sacrifice, recognising different points of view 	<p>issues, problems and opportunities in the world today</p> <ul style="list-style-type: none"> • Articulate their own responses to the idea of the importance of love and service in the world today. 	<ul style="list-style-type: none"> • Give examples of ways in which beliefs about resurrection/ judgement/heaven/ karma/reincarnation make a difference to how someone lives <p>Make connections:</p> <ul style="list-style-type: none"> • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these • Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.
PSHE	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

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	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
MFL	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish
	Asking the time Giving o'clock Describing simple daily routine Key sounds voy/jue exploration of time phrases inc. extended sentences with conjunctions and opinions	Describing a house and a room Asking "Is there house language. Responding with "Here is ..? Asking: Have you +rooms Responding positively or negatively Saying what I want to be in the future. Asking politely / sandwich flavours Key sounds mi/vi/ñ Exploration of: verb 'to have' and verb 'to be' adjectival agreement with	Asking how to play a sport Simple explanation of a sports Key sounds ñ/me Exploration of: verb 'to play' in the present tense Opinions. / Likes and dislikes	Asking and answering preferences/ feelings and characteristics Fair ground rides – Opinions, Likes and dislikes Key sounds in funfair rides ch/vur nouns and verbs descriptive sentences using 1 st,2nd and 3rd person regular present tense	Transactional language to order a meal - You can eat + foods Buying snacks and drinks (Instructions to make a snack) consolidation and application of accurate sound, spelling, understanding to practise accurate pronunciation in performance/reading aloud consolidation of prior learning – nouns, adjectives, verbs, questions and answers	Revisiting and consolidation of basic transactional language/basic personal information /expressing simple opinions/using questions and answers consolidation and application of accurate sound spelling consolidation of prior learning – nouns, adjectives, verbs, questions and answers

Year 6 Long Term Plan 2024-2025

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		nouns				
Other Areas	Book loan box from IWM Loan box for Science from Wellacre Black History Month	Trip to WW2 Tatton Park Book loan box from IWM Working with author and artist Martin Impey Fabulous Finish – World War Workshops Inter-school Skittleball competition	Link Nick Gustafson work with work on autism. Send him messages/questions Links with church	Biomes – Wellacre	Residential	End of Year performance Link with other faiths (zoom working group?)