

Year Six Long Term Plan 2026 – 2027

Autumn Term		Spring Term	Summer Term
Autumn One: A World at War Autumn Two: Powering our World		Spring Term: People, Power and Change	Summer One: Empires and Evolution Summer Two: Population Detectives
English (Writing)	<u>Autumn One</u> Stimulus Text: The Missing Themes: Memoir/Historical account WW2 Writing Outcomes: - Letter & persuasive writing - Poetry inspired by collection (Auto)biographical writing Alan Peat Sentence types: 2A Sentences - De:De (description: detail) - BOYS sentence (beginning with But, Or, Yet, or So) - O.(I.) openers	<u>Spring One</u> Stimulus Text: Suffragette - The Battle for Equality Theme: Historical Non-Fiction Writing Outcomes: 3 cold writes - Persuasive speech - Diary entry - Show not tell (descriptive writing) Alan Peat Sentence types: - Some; others sentence - Italics 'stressed word' sentences - Irony sentences - Imagine 3 examples: sentences - Active and passive sentences - Tell: show 3; examples sentences - Getting worse/getting better sentences - When_; when_; when_; then_. sentences - Description: Details sentences	<u>Summer One</u> Stimulus Text: Macbeth Theme: Shakespeare Writing Outcomes: - Letter - Newspaper Report - Balanced argument Alan Peat Sentence types: - Some; others sentence - Italics 'stressed word' sentences - Irony sentences - Imagine 3 examples: sentences - Active and passive sentences - Tell: show 3; examples sentences - Getting worse/getting better sentences - When_; when_; when_; then_. sentences - De: De OR - Description: Details sentences
	<u>Autumn Two</u> Stimulus Text: The London Eye Mystery Them: Narrative chapter book Writing Outcomes: - Newspaper report - Formal letter - Narrative - Information booklet - Poetry - Television news speech Alan Peat Sentence types: - Some; others sentence - Italics 'stressed word' sentences - Irony sentences - Imagine 3 examples: sentences - Active and passive sentences - Tell: show 3; examples sentences - Getting worse/getting better sentences - When_; when_; when_; then_. sentences - De: De OR - Description: Details sentences	<u>Spring Two</u> Stimulus Text: Macbeth Theme: Shakespeare Writing Outcomes: - Setting description - Character description - Letter Alan Peat Sentence types: - Some; others sentence - Italics 'stressed word' sentences - Irony sentences - Imagine 3 examples: sentences - Active and passive sentences - Tell: show 3; examples sentences - Getting worse/getting better sentences - When_; when_; when_; then_. sentences - De: De OR - Description: Details sentences	<u>Summer Two</u> Stimulus Text: Everything All At Once Theme: Year Six Leavers Compendium Writing Outcomes: - Writing in role: journal and letters - Poetry - Personal writing about transition Alan Peat Sentence types: - Revision of Year 6 Sentence Types

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English (Reading)	<u>Autumn One</u> Week 3: Strategy 1-Making Connection Week 4: Strategy 2-Predication Week 5: Strategy 3-Visualisation Week 6: Strategy 4-Identify important words and phrases Week 7: Strategy 5-Notice a breakdown <u>Autumn Two</u> Week 1: Strategy 6- Repair the breakdown Week 2: Strategy 7-Inference Week 3: Strategy 8: Put it all together Week 4: Strategy 1-Making Connection Week 5: Assessment Week Week 6: Strategy 2-Predication Week 7: Strategy 3-Visualisation	<u>Spring One</u> Week 1: Strategy 4-Identify important words and phrases Week 2: Strategy 5-Notice a breakdown Week 3: Strategy 6- Repair the breakdown Week 4: Strategy 7-Inference Week 5: Strategy 8: Put it all together <u>Spring Two</u> Week 1: Strategy 1-Making Connection Week 2: Assessment Week Week 3: Strategy 2-Predication Week 4: Strategy 3-Visualisation Week 5: Strategy 4-Identify important words and phrases	<u>Summer One</u> Week 1: Strategy 5-Notice a breakdown Week 2: Strategy 6- Repair the breakdown Week 3: Strategy 7-Inference Week 4: Strategy 8: Put it all together Week 5: SATs Week Week 6: Strategy 2-Predication Week 7: Strategy 3-Visualisation <u>Summer Two</u> Week 1: Strategy 4-Identify important words and phrases Week 2: Strategy 5-Notice a breakdown Week 3: Assessment Week Week 4: Strategy 6- Repair the breakdown Week 5: Strategy 7-Inference Week 6: Strategy 8: Put it all together Week 7: Transition Week
English (Spelling)	<u>Autumn One</u> Week 2: Step 1- Challenge Words Week 3: Step 2- Challenge Words Week 4: Step 3- Challenge Words Week 5: Step 4- Challenge Words Week 6: Step 5- Challenge Words Week 7: Step 6- Challenge Words <u>Autumn Two</u> Week 1: Year 5 Residential (Sayers Croft) Week 2: Step 8- Challenge Words Week 3: Step 9- Challenge Words Week 4: Step 10- Challenge Words Week 5: Assessment Week Week 6: Step 11- Words with the short vowel sound /i/ spelled 'y' Week 7: Step 12- Words with the long vowel sound /igh/ spelled 'y'	<u>Spring One</u> Week 1: Assessment Week Week 2: Step 13- Adding the prefix 'over' Week 3: Step 14- Words with the suffix '-ful' Week 4: Step 15- Words that can be nouns and verbs Week 5: Step 16- Words with an /oa/ sound spelled 'ou' or 'ow' <u>Spring Two</u> Week 1: Assessment Week Week 2: Step 17- Words with a 'soft c' spelled 'ce' Week 3: Step 18- Words with the prefixes 'dis-', 'un-', 'over-' and 'im-' Week 4: Step 19- Words with the /f/ sound spelled 'ph' Week 5: Step 20- Words with origins in other countries and languages	<u>Summer One</u> Week 1: Mock SATs Week Week 2: 21- Words with unstressed vowel sounds Week 3: Step 22- Words with 'cial'/shuhl/ after a Vowel Week 4: Step 23- Words with 'tial'/shul/ Week 5: SATs Week Week 6: Step 24- Words beginning with 'acc' Week 7: Step 25- Words with the suffix '-ably' <u>Summer Two</u> Week 1: Step 26- Words with the suffix '-ible' Week 2: Step 27- Words with the suffix '-ibly' Week 3: Step 28- Words ending in '-ent' and '-ence' Week 4: Step 29- Words ending in '-er', '-or' and '-ar' Week 5: Step 30- Adverbs synonymous with determination Week 6: Consolidation Week 7: Transition Week
Handwriting	<u>Autumn One</u> Week 2: Developing an individual handwriting style copy country names Week 3: Revising slanted writing copy ve words Week 4: Practising keeping letters in correct proportion add prefixes Week 5: Practising writing fluently and legibly add suffixes Week 6: More practice forming and joining descenders add vowel suffixes Week 7: Forming and joining the letter t copy and complete word sums	<u>Spring One</u> Week 1: Assessment Week Week 2: Practising writing instructions Check! Wait! Stop! Dismount! Choose! Watch! Steer! Disappear! Week 3: Practising fluency, speed and legibility queue, question, queen, quench, quest Week 4: Practising the diagonal join ent, ant, ence, ance Week 5: Practising the horizontal join wri, wra, wro, wre	<u>Summer One</u> Week 1: Mock SATs Week Week 2: Practising printing whole alphabet Weeks 3-4: Consolidation Week 5: SATs Week Week 6: Practising paragraphs copy a paragraph Week 7: Practising writing double letters cc, oo, gg, ss, ff, ee, rr, mm, pp, ii, ll, tt

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	<u>Autumn Two</u> Week 1: Year 5 Residential (Sayers Croft) Week 2: Practising joining to and from the letter o hon, one, oto, cro, ono Week 3: Practising punctuation “ “ ! . ? Week 4: More practice of slanting writing Week 5: Assessment Week Week 6: Practising writing capital letters whole alphabet Week 7: Practising spacing	<u>Spring Two</u> Week 1: Assessment Week Week 2: Practising forming letters at the correct height and size copy connectives Week 3: Leaving the correct space between letters Week 4: Practising joining to the letter r Week 5: Practising horizontal joins ary, ory, ery	<u>Summer Two</u> Week 1: Practising spacing within words by, my, fly, soldier, sufficient, variety, conscience, achieve, science Week 2: Ensuring letters are the correct proportion brave, hare, mouse, tortoise, solemn, lake, pancake, diamonds Week 3: Practising presentation draw borders Week 4: Practising fluency copy pronouns Week 5: Practising speedwriting copy synonyms Week 6: Practising presentation copy a poem Week 7: Transition Week
Mathematics	<u>Autumn One</u> Weeks 2-3: Place Value Week 3-7: Addition, Subtraction, Multiplication and Division <u>Autumn Two</u> Week 1: Year 6 Residential (Sayers Croft) Weeks 1-2: Fractions A Weeks 3-4: Fractions B Week 4: Measurements: Converting Units Week 5: Assessment Week Week 6: Ratio Week 7: Consolidation	<u>Spring One</u> Week 1: Assessment Week Week 2: Ratio Weeks 3-4: Algebra Week 5: Fraction, Decimals and Percentages <u>Spring Two</u> Week 1: Assessment Week Week 2: Fraction, Decimals and Percentages Weeks 3-4: Measurement: Area, Perimeter and Volume Week 5: Statistics	<u>Summer One</u> Week 1: Mock SATs Week Week 2: Statistics Weeks 3-4: Revision Week 5: SATs Week Week 6: Consolidation Week 7: Shape <u>Summer Two</u> Week 1: Shape Weeks 2-3: Geometry: Position and Direction Week 4-6: History and Geography Data Project Week 7: Transition Week
Science	<u>Autumn One</u> Electricity <i>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit; they learn how to 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; and finally, they use recognised symbols when representing a simple circuit in a diagram.</i> <u>Autumn Two</u> Light <i>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</i>	<u>Spring One</u> Animals, including humans <i>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</i> <u>Spring Two</u> Living things and their habitats <i>The children will be introduced to the Linnean system of classification and will be able to develop their practical scientific skills though investigating mould growth on bread and mushroom spore dispersal.</i>	<u>Summer One</u> Evolution and inheritance The children will learn about inherited traits and apply their knowledge to various animals and plants, before being introduced to the work of Mary Anning and Charles Darwin. <u>Summer Two</u> Looking after our Environment <i>This unit is delivered to further develop children's 'Working Scientifically' skills. Children explore these core concepts - what climate change is, what causes it, the impact and effects of climate change on the environment, and what people, organisations and governments are doing to combat it.</i>
Physical Education	<u>Autumn One</u> Netball/Football <u>Autumn Two</u> Dance/Basketball	<u>Spring One</u> Outdoor and Adventurous Activities/Gym <u>Spring Two</u> Rugby/Dodgeball	<u>Summer One</u> Cricket/Athletics <u>Summer Two</u> Striking and Fielding/Athletics

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History	<u>Autumn One</u> What was the impact of World War 2 on the people of Britain? Learning about the impact of World War 2 on Britain by exploring its causes and the experiences of people during the conflict.	<u>Spring</u> The Sikh Empire Examining the Sikh Empire through a range of historical sources to learn about the leadership and achievements of Ranjit Singh.	<u>Summer Two</u> What does the census tell us about our local area? <i>Examining how census records can help historians understand the past by making inferences about people's lives in different time periods.</i>
Geography	<u>Autumn Two</u> Where does our energy come from? Investigating how natural resources and energy are used in the UK and the USA as well as developing an understanding of global time zones.	<u>Spring</u> Can I carry out an independent fieldwork enquiry? Applying geographical enquiry skills by investigating an issue in the local area.	<u>Summer Two</u> Why does population change? <i>Examining global population patterns by investigating why some places are more densely populated than others.</i>
Art and Design	<u>Autumn</u> Craft and design: Photo opportunity <i>Developing photography skills and techniques to design a range of creative photographic outcomes.</i>	<u>Spring</u> Drawing: Expressing ideas Exploring how drawing can be used to express ideas and messages, inspired by a range of street art examples and environmental themes.	<u>Summer</u> Sculpture and 3D: Making memories <i>Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.</i>
Design and Technology	<u>Autumn</u> Electrical systems: Steady hand game Developing knowledge of electrical circuits by designing and creating a steady hand game with an operational buzzer system.	<u>Spring</u> Structure: Playground Pioneers <i>Investigating how playground structures are designed and reinforced through using triangulation and computer-aided design</i>	<u>Summer</u> Textiles: Bags Designing pattern pieces, making a bag for a specific user and thinking about aesthetics and functionality.
Music	<u>Autumn One</u> Four-chord pop: Playing in a band <i>Exploring the key features of pop music, including harmony, rhythm and ensemble performance, and how music can express shared feelings and experiences. Pupils develop vocal and instrumental skills before combining bass lines, chords, rhythms and harmonies to perform confidently as a pop band.</i> <u>Autumn Two</u> Songs that speak: Lyrics and messages <i>Exploring how songs communicate messages through lyrics, musical elements and performance, using the song 'Hall of Fame' as a context for learning. Pupils analyse song lyrics, write and perform their own verses, accompany them with chords and refine their performances to communicate a clear message to an audience.</i>	<u>Spring One</u> Bhangra beats: Global grooves <i>Discovering the rhythms, melodies and cultural traditions of Punjabi music and dance by listening, performing and experimenting with musical ideas. Pupils develop their understanding of rhythm and melody before composing and performing their own Bhangra-inspired piece.</i> <u>Spring Two</u> Music technology: Film soundtracks <i>Exploring how music and film work together to create mood, atmosphere and meaning, pupils use Kapow Music Maker, a bespoke browser-based platform, to synchronise sound with video. They identify key musical features in film and enhance film clips with sound effects, loops and original musical ideas.</i>	<u>Summer One</u> Theme and variations: Developing melodies <i>Investigating the musical form of theme and variations through combining a range of composition techniques. Pupils experiment with changing rhythm, pitch, dynamics and texture to transform a simple theme and compose their own contrasting variations.</i> <u>Summer Two</u> Leavers: Our story in song <i>Composing and performing an original leavers' song in pop bands. Pupils combine bass lines, chords, melody and song structure while crafting lyrics using rhythm and rhyme to create a collaborative performance reflecting their time at school.</i>

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Religion and World Views	<u>Autumn One</u> Why does religion look different around the world? (Part 1) Comparing the Abrahamic religions and discovering how some practices are observed. <u>Autumn Two</u> Why does religion look different around the world? (Part 2) Examining how interpretation influences beliefs and practices within Dharmic religions by exploring the impact of culture, history, geography and tradition.	<u>Spring One</u> Why is it better to be there in person? Investigating the significance of pilgrimages and sacred journeys by exploring why certain places are important to different people. <u>Spring Two</u> Why is there suffering? (Part 1) Exploring different responses to suffering by considering ideas about sin, free will and the existence of God.	<u>Summer One</u> Why is there suffering? (Part 2) Further examining different responses to suffering by exploring stories, texts and beliefs from a range of worldviews. <u>Summer Two</u> What place does religion have in our world today? Investigating the diversity of beliefs and worldviews by exploring personal perspectives, census data and digital maps.
Spanish	<u>Autumn One</u> Revisiting me, Telling the time; Daily life of a Superhero <u>Autumn Two</u> Homes and houses, Elf on the shelf	<u>Spring One</u> Sports <u>Spring Two</u> At the funfair, my favourite things, tradition	<u>Summer One</u> Tapas culture / Café culture <u>Summer Two</u> Performance time / Transition /Language Puzzle
Personal, Social and Health Education	<u>Autumn One</u> Being Me in My World Who am I and how do I fit? In this Puzzle, children reflect on the year ahead, identifying goals, worries and fears and exploring how to feel welcome and valued. Across the six Pieces, children explore what it means to be a global citizen, comparing wants and needs, learning about children's rights, and considering how their choices affect people locally and worldwide. Children then explore how rights, responsibilities, rewards and consequences connect to the Learning Charter, working collaboratively to agree shared expectations and safe behaviour. <u>Autumn Two</u> Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique. In this Puzzle, children explore what "normal" can mean and develop empathy for people who are different. They examine prejudice, discrimination and protected characteristics, reflecting on their own attitudes and the importance of equality and respect.	<u>Spring One</u> Dreams and Goals <i>Aspirations, how to achieve goals and understanding the emotions that go with this.</i> <i>In this Puzzle, children set ambitious but realistic personal learning goals and identify steps to success, reflecting on motivation, strengths and perseverance. They explore global issues that matter to them and consider how these affect people's lives.</i> <u>Spring Two</u> Healthy Me <i>Being and keeping safe and healthy.</i> <i>In this Puzzle, children learn to take responsibility for their physical and emotional wellbeing, exploring how choices, prevention and healthy habits support long-term health. They develop understanding of different types of drugs and their effects and discuss safer ways to cope with life's challenges.</i>	<u>Summer One</u> Relationships <i>Building positive, healthy relationships.</i> <i>In this Puzzle, children explore mental health, learning how to recognise stress, anxiety and early warning signs, and how to seek support for themselves and others. They examine love and loss, understanding grief and developing strategies for managing strong emotions.</i> <u>Summer Two</u> Changing Me <i>Coping positively with change.</i> <i>In this Puzzle the class learn about puberty in boys and girls and the changes that will happen - they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They talk about being physically attracted to someone and the effect this can have upon the relationship. They discuss relationships and the importance of mutual respect and not pressuring / being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it.</i> <i>Finally, they look at the transition to secondary school (or next class) and what they are looking forward to / are worried about and how they can prepare themselves mentally</i>

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Computing	<u>Autumn One</u> Weeks 1-4: Networks Weeks 5-8: Graphing <u>Autumn Two</u> Week 1: Graphing Weeks 2-7: Blogging	<u>Spring One</u> Weeks 1-4: Data Detectives Weeks 5-6: Coding <u>Spring Two</u> Weeks 1-4: Coding Week 5: Introduction to Python	<u>Summer One</u> Weeks 1-3: Introduction to Python Weeks 4-7: Spreadsheets <u>Summer Two</u> Weeks 1-4: 11-13 3D Modelling Weeks 4-6: 11-13 Micro: bit
Trips and Events Art Tuition (Whole Class each term)	<u>Autumn One</u> - Houses of Parliament (PSHE) - Imperial War Museum Duxford (History) £ - Tate Britain-David Hockney (Art) <u>Autumn Two</u> 3 Day Residential: Sayers Croft (Geography) £optional <u>Whole School Theme Events</u> Aut 1- Poetry Competition European Day of Language Aut 2- Theatre Visit- Aladdin Remembrance Day EYFS, KS1 Christmas Productions, KS2 Carol Concert	<u>Spring Two</u> First Aid Workshop (Skillz4Life) <u>Whole School Theme Events</u> Spr 1- Mental Health Week Safer Internet Day Spr 2- Word Book Day Engineering Week	<u>Summer One</u> - Visiting Planetarium- Science Dome (Nanocam: A Trip Into Biodiversity) (Science) <u>Summer Two</u> - The National Archives, Kew (Geography) - Hounslow Jamia Masjid & Islamic Centre, Hounslow (RE) - Thorpe Park (End of EP Experience) - Year Six Production <u>Whole School Theme Events</u> Sum 1- Earth Day Sum 2- Arts Week