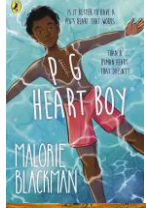
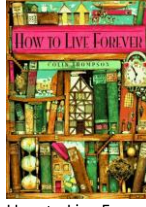
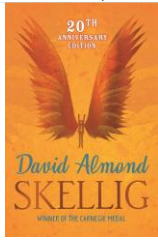
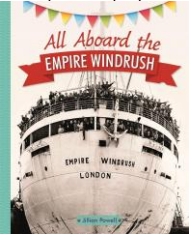
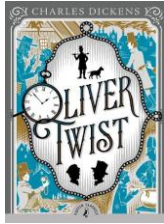
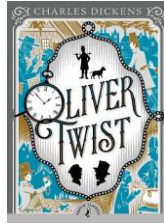




Long Term Plan Year 6 2026/27



Term	Autumn		Spring		Summer	
Dates	Inset Tues-Weds 2 days + 7wks	Monday inset 4 days + 6wks	Monday inset 4 days + 5 wks	Monday inset 5 wks	7wks – 1BH SATS	6 wks + 3 day
	I do Hook: Watch David Attenborough – A Life on Our Planet – A case study documenting Climate Change over his lifetime Outcome: Cut your Carbon month (November)		We do Outcome: Transport to School Survey. Children convince other children to swap driving to school to other more environmentally methods at least once a week through persuasive posters.		You do Possible outcomes: Here are some ideas of things that you can do to get involved: • Plant trees (lots of info at www.woodlandtrust.org.uk) • Go meat free for at least a day every week • If you routinely drive to school, walk or cycle instead. • Make an activist video with the benefits of going green and share it • Write to your local MP with ideas of what can be done about climate change. • Re-use items instead of throwing them away/buying new • Create a compost bin area in your garden • Encourage your family and others to by eco products	
	RESPONSIBLE ME ADVENTURE ME Taking responsibility and striving for adventure Children will be encouraged to embrace their responsibilities by taking on more jobs around the school through the Junior Leadership Team and will learn about their responsibility to our planet through our Global Goal and geography work on Climate Change. Our PGL residential and Activities	CURIOUS ME CARING ME Questioning minds and lively debates. Through both our science work on the circulatory system and our core text, Pig Heart Boy, we will ask and explore big, ethical questions around both human and animal rights. Children will develop their curiosity by researching topics and debating their ideas – developing their oracy skills. They will learn to	CREATIVE ME DIFFERENT ME Celebrating difference and creativity Children will develop their creativity by learning about the artistic genius of the Benin culture and through looking at Pop Art. In RE, they will learn to appreciate how some religions use art as a way of glorifying God and explore their own views surrounding this. They will celebrate differences	DIGITAL ME MONEY ME Managing money and our digital footprint Through RSHE lessons, children will explore what it means to stay safe online and how they can control their digital footprint, whilst in computing, children will develop the skills to manipulate data and manage money through using spreadsheets. They will learn how to use formulae to	GIVING BACK ME SAFE ME Making good choices and making a difference In RSHE, children will learn about drugs, alcohol and tobacco and be encouraged to make good choices to stay safe. Through their history work on WWII, they will learn how the actions of others helped keep our country safe and they will think about how they can give back, linked to our global	PERFORMER ME INSPIRED ME Inspiration, Confidence and Performance By taking part in Futures Week, children will be exposed to many different ideas about careers and inspired to think about their own aspirations. Alongside that, our Year 6s will be working hard on their end of year show to hone their talents, developing the confidence to perform in front of an audience.

	Week will allow children to face fears and embrace adventure head on.	care for both themselves and others physical and mental well-being and show sensitivity towards each other through their actions and discussions.	through science and RSHE and learn to appreciate their own and others uniqueness.	simulate different scenarios and calculate budgets.	goal, Climate Action by making a positive impact through their own actions.	
Trips and Visitors	PGL	Erith Fire Station (Junior Citizenship)	British Museum	Natural History Museum	Imperial War Museum	Chessington
 / Carer Engagement	Meet the Teacher	Work Alongside Your Child	Sharing assembly		Sports Day	Y6 Show Y6 Leavers' Assembly
Forest School	Trees and the environment; estimating tree age; teamwork and problem-solving activities	Autumn art; natural sculpture/landscapes; den building using knots				Forest School Day: Fire safety, lighting fires, cooking s'mores/popcorn, team-building, scavenger hunt and bark rubbings
Reading	Rooftoppers – Katherine Rundell  Rundell (5 weeks) The Listeners - Walter de la Mare (1 week)	Pig Heart Boy – Malorie Blackman (4 weeks)   How to Live Forever (2 weeks) A Carol from Flanders (1 week)	Skellig – David Almond (5 weeks) 	All Aboard the Empire Windrush (4 weeks) SATs question prep 	SATs question prep Oliver Twist – Dickens 	Oliver Twist continued Dare to Be You 
Writing	Fiction - first person narratives with a moral	Poems that create images and explore vocabulary	Explanatory texts 3 weeks	News reports 2 weeks	News reports 2 weeks	Discursive writing and speeches

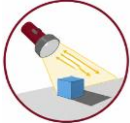
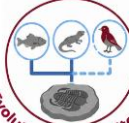
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Commented [CN3]: If you have CUSP blocks please colour code A & B - green/amber.
Please also identify the links across the curriculum.

	2 weeks PGL 1 week Autobiography 3 weeks (reading link: Rooftoppers)	2 weeks Core text: A carol from Flanders) Discursive writing and speeches 3 weeks (reading link: Pig Heart Boy) Flexible Block	Extended third person narrative (adventure stories) 3 weeks (reading link: Skellig)	Informal letters 2 weeks (RE: beliefs and values) Poems that create images and explore vocabulary (2 weeks) (Reading: All Aboard the Empire Windrush. History – Windrush generation)	Extended third person narrative (adventure stories) 3 weeks (science – light)	3 weeks (First person stories with a moral 3 weeks (History link: World War II)
Spelling  *Teaching is based on the outcome of class diagnostics	Block 1 Concept: Homophones revisited Etymology: bio Block 2 Concept: Prefixes and suffixes revisited Etymology: scend Block 3 Concept: Statutory word list Etymology: quin	Block 4 Concept: Endings which sound like /as/ spelt -ci-ous or -tious and /al/ spelt -cial or -tial revisited Etymology: hept / sept Block 5 Concept: Words ending in -ent, -ence / -ancy, -ent, -ence / -ency revisited Etymology: cred Block 6 Concept: Words ending in -able and -ible Words ending in -ably and -ibly revisited Etymology: grad Spelling assessment	Block 7 Concept: Statutory word list revisited Etymology: spec Block 8 Concept: Words with the /i/ sound spelt ei after c Etymology: contra	Block 9 Concept: Homophones revisited Etymology: hem / haem Block 10 Concept: Adding suffixes beginning with vowel letters to words ending in -fer Etymology: ann(us) Spelling assessment	Block 11 Concept: Words containing the letter-string ough Etymology: iso Block 12 Concept: Words with 'silent' letters Etymology: cav	Block 13 Concept: Statutory word list revisited Etymology: dur Spelling assessment
Handwriting	Diagonal join to no ascender (ai, ar, an, am, er, ip, ie, in Assess and review ew, en	Diagonal join to no ascender be, br, um, un, ux, xe, se, ze, Assess and review Diagonal join to ascender ch, ck, at, gh, sh, th	Diagonal join to ascender ll, it, if, uf, assess and review ef, ff, bl, uf, ed, nd	Diagonal join no ascend to anticlockwise letter ea, ig, ng, eg, as, ss, ac, fo Assess and review	Horizontal join to no ascender Oe, oi, on, or, ou, ov/ow, ore, ve/we, Horizontal join no ascender to anticlockwise letter Oa, oo, wa, wo	wa, wo Horizontal join to ascender oh, wh, wl, rl, ob, ok, of
Maths (White Rose)	Number: Place Value, Rounding and Negative Numbers (4 weeks) Assessment Week Number: Addition & Subtraction (1 week) BIDMAS (1 week)	BIDMAS (1 week) Number: Multiplication & Division (and by 10, 100, 1000) Multiplies, Factors, Squares, Cube Numbers, Prime Numbers. (Some of this is taught in Assessment Week) (3 weeks) Assessment Week Number: Fractions – equivalent, all four operations with fractions (1 week 3 days)	Number: Fractions – equivalent, all four operations with fractions (1 week 2 days) Number: fractions, decimals and percentages (3 weeks) Assessment Week Measuring angles, missing angles (1 week))	Geometry: angles, coordinates, symmetry, properties of 3D shapes continued (2 weeks) Measurement: area, perimeter, volume Converting between units of measure Assessment Week (4 weeks)	Statistics: bar graphs, line graphs, pie charts, finding the mean (2 weeks) Algebra, ratio and proportion (2 weeks) SATs Revision and practice papers (1 week) SATs Week (1 week) Post SATs Gap fill	Investigations: Recapping arithmetic methods Fractions, Decimal and Percentages revision (6 weeks)

Commented [CN4]: Blocks need to be screen shot and added from the CUSP site

	Light (6)  Light	Animals including Humans (6)  Animals including humans	Evolution & Inheritance (6)  Evolution and Inheritance	Electricity (6)  Electricity		Living Things & Their Habitats (6)  Living Things and their Habitats
RE	U2.3 What do religions say to us when life gets hard?  Belief and Values		U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?  Belief and Values		U2.8 What difference does it make to believe in Ahimsa, Grace and/or Ummah?  Belief and Values  Identity and Belonging RE DAY summer 2 U2.7 What matters most to Christians and Humanists? (1)	
History			How did the Kingdom of Benin go from a position of power to weakness?  Power and Responsibility	Why was VE day a significant moment in British History?  Power and Responsibility		
Geography	Environmental – Climate Change (6)  Power and Responsibility		Human and Physical – Extreme Weather (6)  Place and Environment		Human & Physical Fieldwork (6)  Place and Environment	
RSHE	Regulation Zones (2 lessons) Setting Ground Rules (1) My Healthy Self: How do my choices today shape my future wellbeing?	My Healthy Self: How do my choices today shape my future wellbeing? (Lessons 5 and 6)	Regulation Zones (1 lesson) Lesson 11 Connecting With Others: What does it mean to	The Online World: How do I feel about being online? (Lessons 1 to 5)	Staying Safe: How can I stay safe as I grow up? (Lessons 1 to 6)	Sex Education: How to people become parents? (Lessons 1 to 6)

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	(Lessons 1 to 4)  Mental Wellbeing  Physical Health and Wellbeing	 Physical Health and Wellbeing  Health and Prevention Connecting With Others: What does it mean to stand up for myself and others? (Lessons 1 to 3) Bikeability (1 lesson) Antibullying week Assembly (1 lesson)	stand up for myself and others? (Lessons 4 to 6)  Respectful Relationships LGBTQ Assembly	 Respectful Relationships	 Drugs, Alcohol and Tobacco	 Changing Adolescent Body Transition (1) International Day of Families assembly Water Safety assembly
Computing  E-safety	Media 1: Making Webpages (Google Sites)  Media 1	Computer Systems & Networks: Communication  Computer Systems and Networks  E-safety	Coding: Code.org Course F  Coding	Data Handling: Numbers – Spreadsheets  Data Handling	Coding: Scratch Games Unit 2  Coding	Media 2: 3D Modelling (Tinkercad)  Media 2
Music	<u>Classroom Jazz 2</u>		<u>A New Year Carol</u> JAZZ, POP, NEO, SOUL – <u>You've got a Friend</u>		<u>Music and Me</u> <u>Reflect, Rewind and Replay</u> Y6 production	
DT		<u>Traffic Lights</u> Electrical systems & Programming		<u>Building Bridges</u> Structures & Architecture		<u>Cooking & Nutrition</u>

						
	<u>Exploring Expressionism</u> Henri Matisse 		<u>The Explosion of Pop Art</u> Andy Warhol 		<u>A Study of Surrealism</u> Salvador Dali 	
Languages: French	Lingotot 2 Free Time • Hobbies • sports • opinions • instruments • French music • subject pronouns • present tense • more hobbies		Lingotot 2 My Home • Where do I live? • Compass points • habitats • rooms of the house • Describing my house • adjectives. • prepositions of place • furniture • adjectives • Extended writing		Lingotot 2 Food • Breakfast • lunch • dinner • snacks • Food around the world • health • drinks • quantities • at the market	
PE	<u>Games</u> Rounders/Cricket  Games	<u>Games</u> Basketball  Games	Gymnastics  Gymnastics	Dance  Dance	Athletics  Athletics	<u>Games</u> Tag Rugby  Games

Commented [CN6]: Images of the Artist/Artowrk need to be added.