

Green Park Village Primary Academy- Curriculum Overview- Long Term Plan (LTP)

UKS2 – Year Six

Year group	Enquiry Approach	Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6 Pearl and Diamond	Enquiry Theme	Urbanisation- <i>local area</i>	Extreme Earth	For So Many; By So Few- A Lasting Legacy		The Circle of Life	Impactful Industry
	Enquiry Initial Engagement Question	How has Reading evolved over time and why?	Why do some areas have extreme natural incidents?	How can conflict be positive?		What impact can I have on the 'survival of the species'?	How did inventions widen our world?
	Prior knowledge	Y4 T6 Y2 T6 Y1 T5	Y5 T5 Y2 T2	Y4 T6 Y3 T6 Y2 T2	Y4 T5 Y2 T2	Y5 T5 Y3 T3; Y5 T6 Y2 T5	Y5 T5 Y3 T3; Y5 T6 Y2 T5
	Future knowledge	Y6 Summer Y2 T6 Y6 T2 T3	KS3 Y6 T2 T5	Y6 Summer KS3 Y6 T5	KS3 Y6 T5	KS3 KS3 KS3	KS3 KS3 KS3
	Visits/ Visitors	Visit: Town Centre (Reading)					Visit: PGL Trip
Exceptional Futures- I am a...							
		Flashmob dance 				Sleep Under the Stars 	Perfect A Pitch 

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Subject area	Autumn		Spring		Summer		Schemes / resources used
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
English- reading	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes ,suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To 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. To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To compare characters, settings and themes within a text and across more than one text. To draw out key information and to summarise the main ideas in a text. To recognise more complex themes in what they read (such as loss or heroism). To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues. To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review)						Pie Corbett- Reading Spine Big Cats GPVPA quality texts list
Reading- texts	The Final Year by Matt Goodfellow	I Am Not a Label by Cerrie Burnell	When Hitler Stole Pink Rabbit by Judith Kerr	Resist by Tom Palmer	Tyger by SF Said	You Are Awesome by Matthew Syed	
Genre and text	Genre: <i>To inform</i> Persuasive Text(s): <i>Real life experiences</i>	Genre: <i>To inform</i> Non- chronological report Text(s): <i>Real life experiences/ Enquiry</i>	Genre: <i>To inform</i> Formal letter Text(s): <i>Real life experiences</i>	Genre: <i>To entertain</i> Narrative Text(s): The Wall Between Us by Dan Smith	Genre: All genres for writing moderation Text(s): Range of key texts: including Treasure Island by Robert Louis Stevenson Wonder by RK Palacio	Genre: <i>To discuss</i> Debate /discursive Text(s): <i>Real life experiences</i>	GPVPA quality texts list
	Genre: <i>To inform</i> Report- newspaper Text(s): <i>Real life experiences/ Enquiry</i>	Genre: <i>To inform</i> Explanation Text(s): <i>Real life experiences/ Enquiry</i>	Genre: <i>To persuade</i> Persuasive Text(s): <i>Real life experiences/ Enquiry</i>	Genre: <i>To discuss</i> Discussion Text(s): The Wall Between Us by Dan Smith		Genre: <i>To entertain</i> Poetry Text(s): Use Pie Corbett Poetry Poetry Spine	
	Genre: <i>To inform</i> Explanation Text(s): <i>Real life experiences/ Enquiry</i>	Genre: <i>To entertain</i> Narrative Text(s): When Hitler Stole Pink Rabbit- Judith Kerr (WCT)	Genre: <i>To instruct</i> Instructions Text(s): <i>Real life experiences/ Enquiry</i>	Genre: <i>To inform</i> Non chronological Text(s): The Humans- Ancient Civilizations and the Amazing Things They Taught Us by Jonny Marx			
Writing- Composition	To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice. To use question tags in informal writing. To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably). To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly). To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize). To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).						NC
Writing transcription- spelling							NC

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	To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential). To spell all of the Y5 and Y6 statutory spelling words correctly. To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance). To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent). To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference). To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise). To spell words that contain hyphens (e.g. co-ordinate, re-enter, co- operate, co-own). To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.						
Vocabulary, grammar and punctuation	To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice. To use question tags in informal writing. To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity. To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.					NC	
English-phonics	Little Wandle Letters and Sounds – for those children working within this- below age-related					Letters and Sounds- Little Wandle	
English-handwriting 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.	1 Style for speed: crossbar join from t: tōh, t*ī, t*īr, t*ā, ōāōā 2 Style for speed: looping from g: \i, \i, \r, \a, \g 3 Style for speed: looping from j and y: Ø, jo, ó, {r, {o 4 Style for speed: looping from f 5 Style for speed: different joins to s 6 Style for speed: looping from b 7 Style for speed: joining from v, w, x and z 8 Handwriting for different purposes: abbreviations 9 Spacing between words 10 End-of-term check	11 Improving handwriting: the importance of consistent sizing 12 Improving handwriting: the importance of proportion 13 Improving handwriting: the importance of spacing 14 Improving handwriting: the importance of consistent sizing of parallel ascenders and descenders 15 Improving handwriting: the importance of closed and open letters 16 Improving handwriting: pen breaks in longer words 17 Handwriting for different purposes: annotations 18 Handwriting for different purposes 19 Choice of handwriting tools 20 End-of-term check		21 Handwriting for different purposes: fast-joined and print letters 22 Handwriting for different purposes: note making 23 Handwriting for different purposes: neat writing 24 Handwriting for different purposes: print letters for personal details 25 Different styles of writing 26 Handwriting for different purposes: presentation 27 Handwriting for different purposes: decorated capitals 28 Handwriting for different purposes: layout 29 Assessment 30 Handwriting for different purposes: handwriting patterns	PenPals		
Writing Foundational Skills/ Knowledge	Identify and write multi-clause compound sentences joined with two different co-ordinating conjunctions Identify and write multi-clause complex sentences joined with two different subordinating conjunctions Identify and write conjunctive adverbs to link paragraphs	Identify and write cohesive paragraphs where the topic sentence links to the proceeding concluding sentence Identify and use colons to explain Identify and write a combination of sentence types to avoid repetition	Identify and use dashes and ellipses in direct speech for characterisation Identify and write simple sentences to enhance the mood and/or add emphasis	Identify and use colons to introduce lists	Identify and write single sentence paragraphs to enhance the mood, add emphasis and/or alter the pace of the narrative Identify and write non-standard English in direct speech for characterisation	Identify and write anaphora Identify and write epistrophe Identify and write exaggeration	REAch2

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	Distinguish between active and passive voice Identify and write multi-clause complex sentences joined with one subordinating conjunction and one co-ordinating conjunction						
Maths	Place Value Addition and Subtraction Multiplication and Division	Multiplication and Division Fractions A Fractions B	Fractions- consolidation Position and Direction Converting Units Decimal	Fractions, Decimals and Percentages Measurement: Area, Perimeter and Volume	Geometry: Properties of Shapes Ratio Algebra	Ratio Algebra Consolidation	White Rose REAch2 prioritisation
Maths- Foundational Facts	Read and write numbers to 10,000,000 Count forwards and backwards beyond 10,000 in various steps including negative numbers Find 10/ 100/ 1000/ 10,000 more or fewer than a given number Recall addition facts to 20, 40, 60, 80, 100, 180, 360 and 1000 Recall multiplication and division facts up to 12x12	Recall prime numbers to 100 Square numbers to 10 Cube numbers to 10 Round to the nearest 10, 100, 1000 Find unit and non-unit fractions of amounts linked to division	Multiply and divide by 10, 100, 1000 Recall decimal compliments to 10 Double and halve numbers to 100 including decimals Round to the nearest tenth and hundredth Convert ml to l, cm to mm and mins to hours	Recall equivalent fractions to decimals and percentages	SATs practice	Consolidation/ Secondary School Readiness	REAch2
Science	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 nutrients and water are	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 micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics.	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	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	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 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.		REAch2

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	transported within animals, including humans		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.	Use recognised symbols when representing a simple circuit in a diagram. Develop electrical circuits and investigate how they can be altered by introducing new things.			
History	Local Study		Woeful WWII and War at Home			Mills, Money, Mayhem	REAch2
	A local history study a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a significant turning point in British history			A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a significant turning point in British history	
Geography		Green Planet	Blue Planet		Overheating World		REAch2
		Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America		Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America		
Art and design	Self Portraits (Digital Media)		Relief Printing and Colour (Painting)		Sculpture and Animation		REAch2
Design and Technology	Take a Seat (Textiles)		Hats Off to You (Structures)		Great British Menu (Cooking & Nutrition)		REAch2
Music	Dynamics, pitch and texture (Theme: Coast)	Film music	Songs of World War 2	Baroque	Theme and variations (Theme: Pop Art)	Composing and performing a Leavers' song	Kapow
	Exploring 'Fingal's Cave' by Felix Mendelssohn and further developing improvisation and composition skills.	Exploring and identifying the characteristics of film music; creating a composition and graphic score to perform alongside a film.	Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.	Exploring the music and composers of the Baroque Period and investigating the structural and stylistic features of their work	Exploring the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.	Creating their very own leavers' song personal to their experiences as a class.	
Computing	Communication and collaboration (6.1)	Webpage creation (6.2)	Variables in games (6.3)	Introduction to spreadsheets (6.4)	3D modelling (6.5)	Sensing movement (6.6)	NCCE
PE	Hockey	Netball	Gymnastics 2	Dance 2	Athletics	Tennis	The PE Hub
	Gymnastics 1	Dance 1	Swimming	Tag Rugby	Rounders	Cricket	

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RE	Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam	Christmas Concept: Incarnation Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Religion: Christianity	Beliefs and Meaning Concept: Salvation Key Question: Is anything ever eternal? Religion: Christianity	Easter Concept: Gospel Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity	Beliefs and moral values Key Question: Does belief in Akhira (life after death) help Muslims lead good lives? Religion: Islam		Pan-Berkshire SACRE Discovery RE
PSHE and Citizenship	Being Me 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	Celebrating Differences Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Dreams and Goals Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Healthy Me Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Relationships 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	Changing Me Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition	Jigsaw
	Know about children's universal rights (United Nations Convention on the Rights of the Child) Know about the lives of children in other parts of the world Know that personal choices can affect others locally and globally Know how to set goals for the year ahead Understand what fears and worries are Understand that their own choices result in different consequences and rewards Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process	Know own wants and needs Be able to compare their life with the lives of those less fortunate Demonstrate empathy and understanding towards others Can demonstrate attributes of a positive role-model Can take positive action to help others Be able to contribute towards a group task Know what effective group work is Know how to regulate my emotions Be able to make others feel welcomed and valued	Know that people can hold power over others individually or in a group Know that power can play a part in a bullying or conflict situation Know that there are different perceptions of 'being normal' and where these might come from Know that difference can be a source of celebration as well as conflict Know that being different could affect someone's life Know why some people choose to bully others Know that people with disabilities can lead amazing lives	Know their own learning strengths Know what their classmates like and admire about them Know a variety of problems that the world is facing Know some ways in which they could work with others to make the world a better place Know what the learning steps are they need to take to achieve their goal Know how to set realistic and challenging goals	Know how to take responsibility for their own health Know what it means to be emotionally well Know how to make choices that benefit their own health and well-being Know about different types of drugs and their uses Know how these different types of drugs can affect people's bodies, especially their liver and heart Know that stress can be triggered by a range of things Know that being stressed can cause drug and alcohol misuse Know that some people can be exploited and made to do things that are against the law Know why some people join gangs and the risk that this can involve	Know that it is important to take care of their own mental health Know ways that they can take care of their own mental health Know the stages of grief and that there are different types of loss that cause people to grieve Know that sometimes people can try to gain power or control them Know some of the dangers of being 'online' Know how to use technology safely and positively to communicate with their friends and family	



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MfL	The Date (I)	Do You Have a Pet? (I)	Clothes (I)	At School (P)	At the Weekend (P)	Vikings (P)	Language Angels
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