

September 2024 – July 2025 Long Term Plan

Class: Jupiter (5)

Year Group(s): 6

The information below gives a brief overview of what the children in the above class will be learning in the academic year September 2024 – July 2025.

Please feel free to speak to your child's class teacher if you would like more information about their learning.

English	<p>Writing (Linked to Topic work) – A range of genres including:</p> <ul style="list-style-type: none">• Diaries• Letters• Narratives – including setting and character descriptions• Instructions• Non-chronological reports• Recounts• Persuasive texts• Balanced arguments/discussions• Newspaper articles• Information leaflets• A range of different of poetry – including rhyming, haikus, tankas, acrostic, kennings, palindrome <p>Reading – studying a range of texts through whole class reading, guided reading and individual reading. Building skills in the areas of:</p> <ul style="list-style-type: none">• Decoding, including:<ul style="list-style-type: none">• Applying knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. (Y5/6)• Comprehension, particular focus on:<ul style="list-style-type: none">• Discuss meanings and themes of different texts. (Y5/6)• Explaining how structure and presentation contribute to the meaning of texts. (Y5/6)• Predicting what might happen based on the details from the text and information I have deduced. (Y5/6)• Asking relevant questions to develop understanding (Y5/6)• Inferring meanings, beginning to justify them with evidence from the text. (Y5/6)• Making comparisons within and between texts (Y5/6)• Exploring the meaning of words in context (Y5/6)• Discussing and evaluating how authors use language, including figurative language, considering impact on the reader. (Y5/6)• Providing reasoned justifications for own views. (Y5/6)• Participating in discussions about books, building on own and others' ideas and challenging views. (Y5/6) <p>SPAG</p> <ul style="list-style-type: none">• Spelling – using Phonics where appropriate, developing spelling skills by explicitly teaching the set rules outlined in the National Curriculum.• Punctuation – discrete lessons to support teaching of punctuation within writing so that children feel confident with applying a range of increasingly complex punctuation.• Grammar – discrete lessons to reinforce teaching of grammar within writing. Particular focus on using the correct terminology for different concepts. <p>Spoken Language</p> <ul style="list-style-type: none">• Regular use of Spoken Language to inspire writing.• Developing skills, such as volume, expression and intonation, and confidence when speaking in a range of contexts.
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In order to ensure that all children receive a holistic and well-rounded education, we may adapt the above planning to take into account significant events, celebrations etc. both locally and globally, as relevant and appropriate to the age and interests of the children.

Maths	<p>Maths learning will follow the national curriculum in these areas:</p> <ul style="list-style-type: none"> • Number (place value, addition and subtraction, multiplication and division, mental calculations, written methods, problems in context, approximation, estimation and rounding) • Fractions • Algebra • Ratio and Proportion • Measurement • Geometry (properties of shapes, position and direction) • Statistics <p>These topics will be revisited in a spiral curriculum to ensure that the objectives are covered in sufficient depth and breadth.</p>
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	Autumn	Spring	Summer
Values for Life	Friendship Peace	Respect/Consideration Forgiveness	Wisdom Thankfulness
Science	<u>Biology</u> Evolution and Inheritance	<u>Physics</u> Light <u>Physics</u> Electricity	<u>Biology</u> Animals including Humans <u>Biology</u> Living Things and their Habitats
Computing	Online Safety – Health, Wellbeing and Lifestyle and Privacy and Security Information Technology - Create and analyse spreadsheets Computer Science - computer networks	Online Safety – Online Relationships and Online Bullying Computer Science - Programming	Online Safety – Copyright and Ownership and Self-Image and Identity Information Technology - Further develop presentation skills (PowerPoint) Animations – standalone project
History	<u>Chronology up to 1066</u> Changes in Britain from the Stone Age to the Iron Age	<u>Contrasting Non-European Study</u> The Maya	<u>Beyond 1066/Local</u> World War II
Geography	<u>Locational Knowledge, Geographical Skills, Human and Physical Geography</u> Location, Location, Location	<u>Place Knowledge, Physical Geography, Human Geography</u> The UK and Mexico	<u>Physical Geography, Geographical Skills, Fieldwork</u> Coasts

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RE	Hinduism Christianity	Judaism Christianity	Humanism Christianity
MFL	French - Let's Go Shopping	French – My Family	French - This is France
Music	Play and perform using brass instruments and other percussion instruments, singing, listening to a variety of music.		
Art	Pop Art (Roy Lichtenstein, Yayoi Kusama, Andy Warhol) & Perspective Drawing	Textiles, water colour, oil pastels, sketching techniques and perspective, Hundertwasser & Sculpture	Notable Artists, designers and architects (Eileen Downes, David Hockney, Frida Kahlo, Bauhaus Movement)
DT	Sewing – learning a range of stitches and designing and making a simple decoration to fit a brief. DT Day (TBC)	Cookery – preparing and cooking savoury dishes using a range of cooking techniques and giving consideration to healthy lifestyle.	Design, make and evaluate a product using a range of tools and equipment.
PSHE	Dreams and Goals	Healthy Me	Changing Me Relationships
PE	Hockey Fitness Basketball Dance	Dodgeball Gymnastics Rugby Tennis	Swimming Cricket Athletics

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