



## LONG TERM FRAMEWORK – Year 6

YEAR 6	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Ancient Greeks		Victorians		Animals and Africa	
<b>English</b>	Autumn 1 <b>Non-fiction:</b> Autobiographies and Biographies <b>Narrative:</b> Description/Setting Writing and Story openings/endings <b>Poetry:</b> Performance Poetry  Autumn 2 <b>Non-fiction:</b> Non-chronological reports <b>Narrative:</b> Diary entries <b>Poetry:</b> Shape poems/calligrams		Spring 1 <b>Non-fiction:</b> Formal and Informal writing (e.g. within letters) <b>Narrative:</b> Stories with a historical setting <b>Poetry:</b> Power of imagery and language play  Spring 2 <b>Non-fiction:</b> Arguments <b>Narrative:</b> Myths and Legends <b>Poetry:</b> Riddles and Kennings		Summer 1 <b>Non-fiction:</b> Journalistic texts (e.g. newspapers) <b>Narrative:</b> Stories with flashbacks <b>Poetry:</b> Narrative and classic poetry  Summer 2: <b>Non-fiction:</b> Persuasive writing <b>Narrative:</b> Adventure stories <b>Poetry:</b> Cinquains	
<b>Spelling</b>	Hyphen prefixes Hyphen homophones Hyphen compounds	Unstressed vowels Unstressed vowels Unstressed consonants Prefix uni, bi, tri	Prefix circ, tele, trans Prefix min, magn, multi Latin roots	Suffix en, ify, ate Suffix ness Suffix ity	Letter string ial, ious Roots and affixes Roots and affixes Roots and affixes	Roots and affixes Roots and affixes Roots and affixes
<b>Y5/6 Word List</b>	accommodate accompany ancient according achieve aggressive amateur apparent appreciate attached available average awkward bargain bruise category cemetery	committee communicate community competition conscience* conscious* controversy convenience correspond criticise curiosity definite desperate determined develop dictionary disastrous	embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity	immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament	persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder	signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht
<b>SPaG</b>	<b>Year 6</b>					
	<b>Punctuation</b>	<b>Word Work</b>	<b>Sentence Structure</b>	<b>Text Structure</b>	<b>Punctuation</b>	<b>Text Structure</b>
	Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing	Use of passive voice to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> versus <i>The</i>	Linking ideas across paragraphs using a wider range of cohesive devices: <b>semantic cohesion</b> (e.g. <i>repetition of a word or</i>	How hyphen can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>	Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.

	Punctuation of bullet points to list information	e.g. <i>find out – discover; ask for – request; go in - enter</i>	<i>window in the greenhouse was broken.</i>  Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i> )	<i>phrase</i> ), grammatical connections (e.g. the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i> ) and <b>elision</b>		
<b>Guided Reading</b>	<b>Word Reading</b> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.					
	<b>Comprehension</b> 1. Asking questions to improve their understanding 2. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 3. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 4. Reading books that are structured in different ways and reading for a range of 5. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions					
	1. Recommending books that they have read to their peers, giving reasons for their choices  2. Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.  3. Learning a wider range of poetry by heart	1. Identifying how language, structure and presentation contribute to meaning.  2. Distinguish between statements of fact and opinion.	1. Identifying and discussing themes and conventions in and across a wide range of writing  2. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	1. Retrieve, record and present information from non-fiction.  2. Making comparisons within and across books	1. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  2. Predicting what might happen from details stated and implied	1. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.  2. 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.

				3. Provide reasoned justifications for their views
<b>MATHS</b>	Number – place value Number – addition, subtraction, multiplication and division Fractions	Number – decimals Number – percentages Measurement Number – algebra Number – ratio Geometry and statistics	Geometry – properties of shapes Geometry – position and direction  Post SATs project work	
<b>SCIENCE</b>	Light Electricity	Living things and their habitats Animals including humans	Evolution and inheritance	
<b>COMPUTING</b>	Internet Safety Multimedia presentations, desktop publishing and web design	Internet Safety Data Handling Modelling and Simulation	Internet Safety Sequencing instructions and making things happen	
<b>GEOGRAPHY</b>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern hemisphere, the tropics of cancer and Capricorn, Arctic and Antarctic circle, the Greenwich meridian and time zones (including day and night)</li> </ul> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use the 8 points of a compass, 4- and 6-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>	<p><u>Human and Physical Geography</u> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>Human: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use the 8 points of a compass, 4- and 6-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>	<p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use the 8 points of a compass, 4- and 6-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>	
<b>HISTORY</b>	Ancient Greece – a study of Greek life and achievements and their influence on the Western World	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (the changing power of monarchs using case studies such as John, Anne and Victoria)	A non-European society that provides contrasts with British history (one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilisation c. AD 900; Benin (West Africa) c. AD 900-1300)	
<b>ART</b>	Clay Great artists, architects and designers in history	Take one picture – great artists, architects and designers in history	Painting Great artists, architects and designers in history	

		Drawing	
<b>DT</b>	Cooking and nutrition – harvest Technical knowledge: to understand and use electrical systems in their products (e.g. series circuits incorporating switches, bulbs, buzzers and motors) To apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Technical Knowledge: to understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers and linkages)	Technical Knowledge: To apply their understanding of computing to program, monitor and control their products
<b>RE – Lincs KS2 syllabus</b>	Christianity Christian celebrations: Harvest and Christmas Religion's in the neighbourhood	Christianity Christian journeys Christian celebrations: Easter	Christianity Beautiful World? Wonderful God?
<b>PE</b>	Swimming/Dance Netball and Basketball/Hockey/Football	Swimming/Gymnastics/Dance Rugby/Volleyball/Orienteering	Swimming/Athletics/Dance Tennis/Badminton/Cricket/Rounders
<b>MUSIC</b>	<u>Assemblies</u> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music  <u>Lessons</u> Play and perform in solo and ensemble contexts, using voices and playing instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations	<u>Assemblies</u> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music  <u>Lessons</u> Play and perform in solo and ensemble contexts, using voices and playing instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations	<u>Assemblies</u> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music  <u>Lessons</u> Play and perform in solo and ensemble contexts, using voices and playing instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations
<b>SRE</b>			
<b>SEAL/PSHE and CITIZENSHIP</b>			
<b>MfL</b>			
<b>MULTI-CULTURAL/COMMUNITY LINKS</b>			
<b>VISITS/CLASSROOM</b>			

AREAS			
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