

Mattishall Primary School
Violet Class: Year 6
Long Term Curriculum Plan

	Autumn Term		Spring Term		Summer Term	
	Half Term 1	Half Term 2	Half Term 1	Half Term 2	Half Term 1	Half Term 2
English	LITERACY TREE - WRITING					
	Rain Player by David Wisniewski Outcomes: • Instructions • Posters • Missing Scenes • Diaries • Newspapers • Debates • Analytical essays about The Maya.	The Promise by Nicola Davies Outcomes: • Experimentation with figurative language • Reports • Sequels to continue the cyclical story.	The Arrival by Shaun Tan Letters, character descriptions, diaries, poster, short playscripts, short report; narrative retelling	Can we save the tiger? by Martin Jenkins Persuasive poster, persuasive speech, information index card, poetry; discussion text	The Templeton Twins: Have an Idea by Ellis Weiner Outcomes: • Character analysis • Opposing diary entries • Informal letters • Own chapters • Own version adventure narratives.	The Unforgotten Coat by Frank Cottrell Boyce Outcomes: • Dairies • Explanations (science experiment) • Dialogue • Non-chronological reports • Own version narratives
	Windrush Child by Benjamin Zephaniah Outcomes: • Thought bubbles • Informal letter • Poem • Diary entry • Informal letter • Persuasive pitch to the local council.	The Hidden Forest by Jeannie Baker Outcomes: • Research notes • Non-chronological reports in the form of a letter to a character • Balanced discussions.	Paradise Sands by Levi Pinfold Descriptive story opening, informal note of advice, formal letter in role, descriptive retelling, conversation between characters, book review; narrative prequel	Suffragette: The Battle for Equality by David Roberts Outcomes: • Formal letters • Diaries • Balanced arguments • Speeches • Short news report • Persuasive campaigns.	Grimm Tales for Young and Old by Phillip Pullman Outcomes: • Viewpoint retellings • Character studies • Monologues • Character comparisons • Own version traditional tales	A Beautiful Lie by Irfan Master Outcomes: • Journalistic writing • Recounts • Discussion texts • New chapters.
	READING: Our school follows the Read Write Inc Phonics programme from Reception onwards. Children are taught to read in small groups, in incremental steps. Following completion of Read Write Inc Phonics , children participate in daily Reading for Understanding lessons, building on vocabulary and comprehension skills. SPELLING: We follow the Spelling Shed scheme, which provides daily opportunities to incorporate phonics and meaning to strengthen spelling skills and build vocabulary.					
Maths	WHITE ROSE MATHS					
	• Place Value • Addition, subtraction, multiplication and division	• Fractions A • Fractions B • Measurement - Converting units	• Decimals • Fractions, decimals and percentages	• Ratio • Algebra • Area, perimeter and volume • Statistics	• Shape • Geometry - Position and directions	• Themed projects, consolidation and problem solving
Science	CORNERSTONES					
	• The Journey of Blood	• Evolving Earth	• Circuits and Symbols	• The Science of Light	• Ice, Life and Survival	• Species under threat
Art & Design	CORNERSTONES					

	Winged Wonders		From Waste to Wonder		Inuit Art	
Design & Technology	CORNERSTONES					
		Repair and Reuse		Whole Foods, Healthy Choices		Building Bridges
Geography	CORNERSTONES					
	Mapping the Earth			People and the Planet	Polar Planet	
History	CORNERSTONES					
		Hope, Heroes and the Home Front	Kingdom of Benin			Our City's Growth Story
Computing	TEACH COMPUTING					
	Computing systems and networks - Communication and collaboration	Creating media - Web page creation	Programming A - Variables in games	Data and information - Introduction to Spreadsheets	Creating media - 3D Modelling	Programming B - Sensing movement
Music	Sing Up!					
	Hey Mr Miller	Christmas Carol Practise & Composing for protest!	Dona Nobis Pacem	You to me are everything & Twinkle variations	Race! & Exploring identity through song	Leavers Performance
Physical Education	REAL PE +					
	REAL PE Personal - Floor movement patterns/static Balance OTHER PE UNIT Tag Rugby	REAL PE - Social - Dynamic balance toagility/Seated Balance OTHER PE UNIT - Real GYM	REAL PE - Cognitive - Dynamic Balance/Static Balance OTHER PE UNIT - Real GYM	REAL PE - Health & Fitness - Ball Chasing/Floor Work OTHER PE UNIT - RealDANCE	REAL PE - Physical - Sending, receiving/Reaction, Response OTHER PE UNIT - Cricket	REAL PE Creative - Ball skills/Counter Balance OTHER PE UNIT Rounders/ Netball Games and Track
Religious Education	DISCOVERY RE					
	Christianity: is anything ever eternal?	Christianity Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Christianity Is Christianity still a strong religion? 2000 years after Jesus was on Earth?	Christianity How significant is it that Mary was Jesus' mother?	Humanism: can we still be spiritual without a faith?	Humanism The quality of someone's life is most important
Modern Foreign Languages	PRIMARY LANGUAGES NETWORK					
	Everyday Life (French)	Where I live (French)	Playing and enjoying sport (French)	This is me - Hobbies and fun (French)	Café, culture and restaurants (French)	Performance time/transition time.
RSHE – Life Skills	My Relationships RSE Solution (See RSHE Curriculum Map)	My feelings RSE Solution (See RSHE Curriculum Map)	My Rights and Responsibilities RSE Solution (See RSHE Curriculum Map)	My Body RSE Solution (See RSHE Curriculum Map)	My Beliefs RSE Solution (See RSHE Curriculum Map)	Asking for Help RSE Solution (See RSHE Curriculum Map)

Curriculum Extras following our annual needs assessment may include: Road Safety, financial Literacy, enterprise, charities (Including FOODBANK, NSPCC etc.), school council, sun safety, fire safety, Friendship Squad, play leaders, peer mentors, police support; stranger danger and anti-social behaviour. We also provide some teaching to support International/National awareness days/weeks as they arise including significant events like Royal Jubilees, The Olympics and Government Elections etc.
Other supporting and linked curriculum subjects are; English, Computing, RE and PE (REAL PE).

TEACHERS HAVE THE PROFESSIONAL CHOICE TO TEACH THINGS AT DIFFERENT TIMES OF THE YEAR IF REQUIRED BASED ON THE NEEDS ASSESSMENT OF THEIR CURRENT COHORT of CHILDREN.