

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					
	<p>Rain Player by David Wisniewski</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Instructions • Posters • Missing Scenes • Diaries • Newspapers • Debates • Analytical essays about The Maya. <p>Windrush Child by Benjamin Zephaniah</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Thought bubbles • Informal letter • Poem • Diary entry • Informal letter • Persuasive pitch to the local council. 	<p>The Promise by Nicola Davies</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Experimentation with figurative language • Reports • Sequels to continue the cyclical story. <p>The Hidden Forest by Jeannie Baker</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Research notes • Non-chronological reports in the form of a letter to a character • Balanced discussions. 	<p>Suffragette: The Battle for Equality by David Roberts</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Formal letters • Diaries • Balanced arguments • Speeches • Short news report • Persuasive campaigns. <p>The Templeton Twins: Have an Idea by Ellis Weiner</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Character analysis • Opposing diary entries • Informal letters • Own chapters • Own version adventure narratives. 	<p>The Three Little Pigs Project - The Guardian</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • News reports • Persuasive speeches • Narratives from a particular point of view • Interview scrips • Diaries • Debates • Discussion texts <p>The Boy in the Tower by Polly Ho-Yen</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Journalistic writing • Formal letters • Non-chronological reports • Own version narratives (past and present tense) 	<p>Grimm Tales for Young and Old by Phillip Pullman</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Viewpoint retellings • Character studies • Monologues • Character comparisons • Own version traditional tales <p>The Princess' Blankets by Carol Ann Duffy</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Retellings • Diaries • Informal letters • Descriptions • Adverts • Formal speeches • Own version fairytales 	<p>The Unforgotten Coat by Frank Cottrell Boyce</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Dairies • Explanations (science experiment) • Dialogue • Non-chronological reports • Own version narratives <p>A Beautiful Lie by Irfan Master</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Journalistic writing • Recounts • Discussion texts • New chapters.
	<p>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.</p> <p>SPELLING: We follow the Spelling Shed scheme, which provides daily opportunities to incorporate phonics and meaning to strengthen spelling skills and build vocabulary.</p>					
Maths	WHITE ROSE MATHS					
	<ul style="list-style-type: none"> • Place Value • Addition, subtraction, multiplication and division 	<ul style="list-style-type: none"> • Fractions A • Fractions B • Measurement - Converting units 	<ul style="list-style-type: none"> • Decimals • Fractions, decimals and percentages 	<ul style="list-style-type: none"> • Ratio • Algebra • Area, perimeter and volume • Statistics 	<ul style="list-style-type: none"> • Shape • Geometry - Position and directions 	<ul style="list-style-type: none"> • Themed projects, consolidation and problem solving
Science	CORNERSTONES					
	<ul style="list-style-type: none"> • Circulatory System 		<ul style="list-style-type: none"> • Electrical Circuits and Components 		<ul style="list-style-type: none"> • Light Theory 	<ul style="list-style-type: none"> • Evolution and Inheritance
Art & Design	CORNERSTONES					
	<ul style="list-style-type: none"> • Trailblazers, Barrier Breakers 		<ul style="list-style-type: none"> • Environmental Artists 		<ul style="list-style-type: none"> • Bees, Beetles and Butterflies 	

Design & Technology	CORNERSTONES					
		• Food for Life		• Engineer		• Make do and Mend
Geography	CORNERSTONES					
				• Frozen Kingdoms		• Our Changing World
History	CORNERSTONES					
		• Maafa				• Britain at War
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	CHARANGA					
	• Happy	• Christmas Carol Practice	• Ukulele	• Ukulele	• Music and Me	• Leavers Play song practice
Physical Education	REAL PE +					
	<p>REAL PE</p> <ul style="list-style-type: none"> Personal - Floor movement patterns/static Balance <p>OTHER PE UNIT</p> <p>Run/Jump/Throw</p>	<p>REAL PE</p> <ul style="list-style-type: none"> Social - Dynamic balance toagility/Seated Balance <p>OTHER PE UNIT</p> <ul style="list-style-type: none"> Real GYM 	<p>REAL PE</p> <ul style="list-style-type: none"> Cognitive - Dynamic Balance/Static Balance <p>OTHER PE UNIT</p> <ul style="list-style-type: none"> Real GYM 	<p>REAL PE</p> <ul style="list-style-type: none"> Health & Fitness - Ball Chasing/Floor Work <p>OTHER PE UNIT</p> <ul style="list-style-type: none"> RealDANCE 	<p>REAL PE</p> <ul style="list-style-type: none"> Physical - Sending, receiving/Reaction, Response <p>OTHER PE UNIT</p> <ul style="list-style-type: none"> Football Desa/ Cricket 	<p>REAL PE</p> <ul style="list-style-type: none"> Creative - Ball skills/Counter Balance <p>OTHER PE UNIT</p> <p>Rounders/ Netball Games and Track</p>
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)
	<p>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.</p> <p>Other supporting and linked curriculum subjects are: English, Computing, RE and PE (REAL PE).</p>					

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.