

Rossett Acre Primary
Long Term Plan - Curriculum Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 weeks	Summer 2
Theme	<i>Invaders</i>	<i>That's Entertainment</i>	<i>Spy Academy</i> <i>Seattle Mini Theme</i>	<i>Egyptians</i>	<i>SPAGtastic SATs!</i>	<i>Into the Future</i>
Exciting activities	Saxon Village at Murton Park East Barnby	6os Day Strictly Come Dancing Competition	Creating classroom to be a spy academy	Mummify a fish Crucial Crew	Animal dissection	Year 6 Production Leavers' assembly Year 6 Party
English	Narrative	Journalism + Biography	<i>Persuasion + Explanation</i>	Discussion + Argument Flashback	Sea Poetry	Report - Year book
Class Reader	Beowulf	Malorie Blackman	Stormbreaker	Selected poetry	The Boy in the Girl's Bathroom (SEAL)	New Release
English Spoken Language		Gain, maintain and monitor the interest of the listener(s)		Debate: Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others.	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.(SEAL)	
English Reading	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 (Beowulf)	Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas (PEE) Retrieve, record and present information from non-fiction (biography)	Learning a wider range of poetry by heart (Ogden Nash) 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	Recommending books that they have read to their peers, giving reasons for their choices (Speed Dating – Read Dating) Distinguish between statements of fact and opinion	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	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 (Big Book Of The Year)
English Spelling	<u>Unit 1 – soft c and g</u> <u>Unit 2</u> Use ence/ent/ency after soft c, soft g or qu or if it follows fid/cid/vid/sid <u>Unit 3</u> Use ant/ance in words ending with hard s/g/t. Also in words ending with y or starting with s (but not advent) <u>Unit 4</u> tious and cious suffix When the root word ends with Alternate weeks testing of	ce, add cious. <u>Unit 5</u> Adding the suffix cial/tial When the root word ends in a vowel, it is common to use cial. <u>Unit 6</u> OUGH spellings <u>Unit 7</u> Words ending with the ible/able suffix <u>Unit 8</u> Polysyllabic words Alternate weeks testing of	Spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused Alternate weeks testing of	<u>Unit 4</u> Words with ei/ie <u>Unit 5</u> Y5/6 Tricky words Alternate weeks testing of		

	tricky words from Y5/6 list.	tricky words from Y5/6 list.	tricky words from Y5/6 list.	tricky words from Y5/6 list.		
English Composition	<p>Plan -In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Draft and Write-In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Evaluate and Edit - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	<p>Plan- Noting and developing initial ideas, drawing on reading and research where necessary (Biog)</p> <p>Evaluate and Edit - ensuring the consistent and correct use of tense throughout a piece of writing</p>	<p>Précising longer passages (Spy Gadgets)</p> <p>Draft and write - using further organisational and presentational devices to structure text and to guide the reader (Explanation)</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Nash)</p>	<p>Plan -In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed (Potter)</p> <p>Draft -In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action (Potter)</p> <p>Choosing the appropriate register (Debate)</p>	Using appropriate intonation, volume, and movement so that meaning is clear (Production)	
English GPS	<p>Using expanded noun phrases/prepositional phrases/adverbial phrases/conjunctions/word classes (Beowulf)</p> <p>Mastery of punctuation</p> <p>Subjunctive/modal (If I were a head teacher etc.)</p>	<p>Using passive verbs to affect the presentation of information in a sentence/direct-reported speech/colons (Journalism)</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun (Journalism)</p>	<p>Using expanded noun phrases to convey complicated information concisely/adverbial openers/cohesive devices/passive form/modal verbs (Explanation)</p> <p>Using an independent clause with a colon to introduce a correctly punctuated bullet pointed list (Spies)</p> <p>Function of tenses (flashbacks)</p>	<p>Using the perfect form of verbs to mark relationships of time and cause (Debate)</p> <p>Using modal verbs or adverbs to indicate degrees of possibility (Debate)</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (Debate)</p> <p>Using passive verbs to affect the presentation of information in a sentence (Howard Carter)</p>	Using commas to clarify meaning or avoid ambiguity in writing (Eats Shoots and Leaves)	
Maths (number of weeks)	Place Value (2) Addition & Subtraction (4)	Fractions (6)	Decimals (2) Percentages (1) Measurement (3)	Algebra (2) Ratio (2) Geometry & Statistics (1) Consolidation (1)	Geometry: Properties of Shape (2) Geometry: Position & Direction (1) Post SATs Project Work (3)	Post SATs Project Work (6)
PSHE	<p>*New Beginnings (3 weeks)</p> <p>*Reaching Out (3 weeks)</p>	<p>Keeping Healthy (2 weeks)</p> <p>*Bullying (linked to Anti-Bullying Week) (3 weeks)</p>	<p>*Going for Gold (3 weeks)</p> <p>E-safety (3 weeks)</p>	<p>*Good to be me (3 weeks)</p> <p>Citizenship (2 weeks)</p>	<p>Citizenship (2 weeks)</p> <p>Sex and Relationships (4 weeks)</p> <p>*Relationships</p>	<p>Finance and the Future (including My Money week) (4 weeks)</p> <p>Planning for Choices and Changes (3 weeks)</p>

	Keeping Healthy (1 week)	Staying Safe (3 weeks)				*Changes
Science	Animals and Humans	Living things and habitats	Electricity and Light	Cross-curricular/Theme/Revision Unit	Evolution and Inheritance	
RE	Unit 2.8 – What can make our community more tolerant and respectful	Christmas – Incarnation	Unit 2.8 Continued Mandir Visit	Eucharist – The Last Supper	Unit 2.7 – Values: what matter most to Christians, Humanists and me?	Unit 2.7 continue
Computing	E-Safety (2 weeks) Dragon Algorithm Adventure	Scratch	tbc	tbc	Making a website	tbc
Computing - CC			Data Logging for sensors			
History	Vikings and Anglo-Saxons	Entertainment in the 20 th Century		The achievements of the earliest civilisations – Ancient Egypt		
Geography	Cross-curricular – Origins of Anglo Saxons and map work East Barnby – fieldwork and map work		Map work and time zones (Spies)	Seattle and American Poetry		World – Latitude, longitude, equator, NH/SH, Cancer, Capricorn, etc.
Art	Cross-curricular Theme – Picasso: pencil techniques	Focus on artist / architect / sculptor – 20 th Century Artists – Lichtenstein, Warhol, Pollack, Henry Moore		Focus on 1 area e.g. drawing / painting – Clay, painting and paper mache		
DT	Product using mechanical systems		Product incorporating electrical systems.		Product incorporating computing – program, monitor and control (Link to Computing Programming)	
PE (skills development)	Real PE Unit	Real PE Unit	Real PE Unit	Real PE Unit	Real PE Unit	Real PE Unit
PE(sport focus)	<i>Cross Curricular Viking team-building</i>	<i>Cross Curricular 1960s dance/</i>	Invasion games (focus on Tag rugby)/ Spy Academy training	Striking and fielding - Rounders and Kwik cricket	Swimming	
French	Les portraits	Les codeaux	La carnaval des animaux	Au cafe	Tour de France	Les destinations
Music	Music Express	Music Express	Music Express	Music Express	Y6 Production	Y6 Production