

# Year 6 Long Term Plan 2024-25

Autumn 2024	Spring 2025	Summer 2025
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>Roof toppers</li> <li>The Listeners – Walter de la Mare (Reading extract)</li> <li>Pig Heart Boy</li> <li>How To Live Forever</li> </ul>	<ul style="list-style-type: none"> <li>All Aboard the Empire Windrush</li> <li>The Island</li> <li>Skellig</li> <li>A Carol from Flanders</li> </ul>	<ul style="list-style-type: none"> <li>Intro to Dickens – Oliver Twist</li> <li>Dare to be You (KS2 – KS3 transition)</li> </ul>
<b>CUSP Writing</b> <ul style="list-style-type: none"> <li>Strong start ( 3 weeks)</li> <li>Autobiography</li> <li>Discursive speech</li> <li>War poetry</li> </ul>	<ul style="list-style-type: none"> <li>Extended third person narrative (adventure stories) – builds on CUSP Disaster stories</li> <li>Explanatory texts – builds on CUSP Circulatory system</li> <li>Newspaper report – builds on CUSP natural disasters</li> </ul>	<b>Year 6 Writing Assessment window:</b> <ul style="list-style-type: none"> <li>Narrative – Suspense stories</li> <li>Narrative – Setting description</li> <li>Shifts in formality – The Chairs that Quit</li> <li>Newspaper report</li> <li>Third person narrative - interweaving dialogue to advance the action.</li> <li>Shakespeare Sonnets</li> </ul>
<b>Maths (White Rose and NCTEM)</b> <ul style="list-style-type: none"> <li>Place Value</li> <li>Addition, Subtraction, Multiplication, Division</li> <li>Fractions</li> <li>Geometry –Position and Direction (retrieval)</li> </ul>	<ul style="list-style-type: none"> <li>Decimals</li> <li>Percentages</li> <li>Algebra</li> <li>Converting Units</li> <li>Perimeter, Area and Volume</li> <li>Ratio</li> </ul>	<ul style="list-style-type: none"> <li>Statistics</li> <li>Geometry –Properties of shapes</li> <li>Themed maths projects/consolidation</li> </ul>
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>Living things and their habitats</li> <li>Circulatory System</li> </ul>	<ul style="list-style-type: none"> <li>Electricity</li> <li>Light</li> </ul>	<ul style="list-style-type: none"> <li>Evolution and inheritance</li> <li>Water Transportation</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>Drawing</li> <li>Painting and collage</li> </ul>	<ul style="list-style-type: none"> <li>Printmaking and textiles</li> <li>3D</li> </ul>	<ul style="list-style-type: none"> <li>Painting</li> <li>Creative Response</li> </ul>
<b>Computing (Keychain)</b> <ul style="list-style-type: none"> <li>Creating a Web Page</li> <li>Programming A – Designing a Game</li> </ul>	<ul style="list-style-type: none"> <li>Spreadsheets</li> <li>Computer Systems and Networks</li> </ul>	<ul style="list-style-type: none"> <li>Creating Media – 3D modelling</li> <li>Programming B</li> </ul>
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>Food and Nutrition</li> <li>Structures</li> </ul>	<ul style="list-style-type: none"> <li>Food and Nutrition</li> <li>Textiles</li> </ul>	<ul style="list-style-type: none"> <li>Electrical systems</li> <li>Mechanisms</li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>Comparison study – UK, Europe and North or South America</li> </ul>	<ul style="list-style-type: none"> <li>Physical processes: Earthquakes, mountains and volcanoes</li> </ul>	<ul style="list-style-type: none"> <li>Settlements</li> <li>Maps and orienteering</li> </ul>
<b>CUSP History</b> Beyond 1066 - 5 significant monarchs	<ul style="list-style-type: none"> <li>Windrush generation</li> </ul>	<ul style="list-style-type: none"> <li>The Battle of Britain</li> </ul>
<b>Kapow Music</b> <ul style="list-style-type: none"> <li>War Songs – vocal pitch and melody</li> <li>Christmas Rehearsals – Carol Concert</li> </ul>	<ul style="list-style-type: none"> <li>Film Music</li> <li>Advanced Rhythms</li> </ul>	<ul style="list-style-type: none"> <li>Dynamics, Pitch and Texture</li> <li>Composing a leavers song</li> </ul>
<b>MfL</b> <ul style="list-style-type: none"> <li>At the doctors (revise key greetings)</li> <li>In the City (Revise compass points)</li> <li>French Christmas Traditions</li> </ul>	<b>MfL</b> <ul style="list-style-type: none"> <li>Pets and Family</li> <li>Hobbies</li> </ul>	<b>MfL</b> <ul style="list-style-type: none"> <li>Big numbers and weather</li> <li>Introduction to German</li> </ul>

<p>PE (The PE Hub)</p> <ul style="list-style-type: none"> <li>● Tag Rugby</li> <li>● Netball</li> <li>● Swimming</li> </ul>	<ul style="list-style-type: none"> <li>● Gymnastics</li> <li>● Dance</li> <li>● Hockey</li> <li>● Tennis</li> </ul>	<ul style="list-style-type: none"> <li>● OAA</li> <li>● Athletics</li> <li>● Cricket</li> <li>● Rounders</li> <li>● Swimming</li> </ul>
<p>Cambridgeshire PSHE</p> <ul style="list-style-type: none"> <li>● Beginning and Belonging</li> <li>● Anti Bullying</li> </ul>	<ul style="list-style-type: none"> <li>● Diversities and Communities</li> <li>● Sex and Relationship Education</li> </ul>	<ul style="list-style-type: none"> <li>● Safety Contexts</li> <li>● Healthy Lifestyles</li> </ul>
<p>Religion and World Views</p> <ul style="list-style-type: none"> <li>● Christianity – How do Christians show their belief that Jesus is God incarnate?</li> <li>● Islam – Tawhid</li> </ul>	<ul style="list-style-type: none"> <li>● Hinduism – How do questions about Brahma and Atman influence the way a Hindu lives?</li> <li>● Christianity – Should believing in resurrection change how Christians view life after death?</li> </ul>	<ul style="list-style-type: none"> <li>● Christianity – How do Christians try to capture the mystery of God as Trinity? (Currently teaching but not finished)</li> <li>● Buddhism – How does the triple Refuge help Buddhists in their journey through life?</li> </ul>