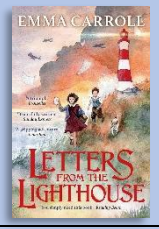
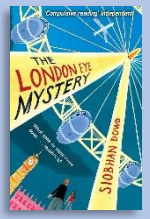
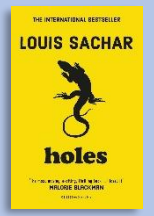
St. Thomas's C.E. Primary School Year Six Long Term Plan: 2026 - 2027

	Autumn	Spring	Summer
Theme			
Hook	Mystery Objects Bag	London Underground Treasure Hunt	The Digging Detectives
Enrichment	Western Approaches Museum Trip Christmas Pantomime	Life Caravan PSHE Workshop Eucharist Service at Church	Lake District Residential Trip
Showcase	Learning Showcase: WW2 & Remembrance Day	The Eucharist iMovie	End of Year Performance

	Autumn		Spring		Summer	
Reading		**Author of the term:** Emma Carroll		**Author of the term:** Siobhan Dowd		**Author of the term:** Louis Sachar
	Press Start to Play (Poetry) *by Sam Gayton* Air Raid! *by Jean May*		Top Gun of the Sky (Poetry) *by Martin Bradley* All Aboard the Empire Windrush *by Jillian Powell*		The Head That Wears a Crown (Poetry) *by Rachel Piercey* Flotsam *by David Wiesner*	

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<table>
<tr><td rowspan="2"></td><td colspan="2">Reading Objectives taught throughout the year</td></tr>
<tr><td>Word Reading
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.</td><td>Comprehension
Maintain positive attitudes to reading and understanding of what they read by:
• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference book or textbooks.
• reading books that are structured in different ways and reading for a range of purposes.
• 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.
• recommending books that they have read to their peers, giving reasons for their choices.
• identifying and discussing themes and conventions in and across a wide range of writing.
• making comparisons within and across books.
• learning a wider range of poetry by heart.
• 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.
Understand what they read by:
• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
• asking questions to improve their understanding.
• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
• predicting what might happen from details stated and implied.
• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
• identifying how language, structure and presentation contribute to meaning.
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Distinguish between statements of fact and opinion.
Retrieve, record and present information from non-fiction.
Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
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.
Provide reasoned justifications for their views.</td></tr>
</table>

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Writing	**Writing to Entertain:** • Narrative • Poetry **Writing to Inform:** • Non-Chronological Report • Newspaper Article **Writing to Persuade:** • Letter		**Writing to Entertain:** • Missing Person Description • Narrative **Writing to Inform:** • Information Leaflet **Writing to Discuss:** • Newspaper Article		**Writing to Entertain:** • Characters & Settings • Narrative **Writing to Inform:** • Biography **Writing to Discuss:** • Balanced Argument **Writing to Persuade:** • Advert	
Grammar & Punctuation	**Writing to Entertain:** • Subordinate Clauses • Relative Clauses • Colons & Semi-colons • Ellipsis **Writing to Inform:** • Expanded Noun Phrases • Passive Voice • Colons & Semi-colons **Writing to Persuade:** • Modal Verbs • Subjunctive Form • Use ? ! for rhetorical / exclamatory sentences		**Writing to Entertain:** • Co-ordinating Conjunctions • Relative Clauses **Writing to Inform:** • Expanded Noun Phrases • Relative Clauses **Writing to Discuss:** • Modal Verbs • Adverbials • Brackets, Dashes & Commas • Colons & Semi-colons		**Writing to Entertain:** • Subordinating Clauses / Conjunctions • Adverbials **Writing to Inform:** • Expounded Noun Phrases • Passive Voice • Colons & Semi-colons **Writing to Discuss:** • Modal Verbs **Writing to Persuade:** • Imperative Verbs • Short Sentences	
Spelling	Adding the suffix **/ ably /** Adding the suffix **/ ibly /** CEW*: **/ e /** at the end of words Adding the ending **/ fer /**	CEW: Remembering doubles Hyphens in words Or sound **/ ough /** Alternative sounds for **/ ough /**	CEW: Uncommon silent letters Silent letters **/ mb /** Silent letters **/ le /** CEW: Uncommon silent letters	Silent letters **/ kn /** & **/ gh /** Silent letters mixed Homophones	**/ ee /** sound with **/ ei /** spelling CEW: **/ ee /** sound with **/ y /** at the end **/ z /** sound with **/ s /** spelling	Homophones CEW: Complex
	*CEW = Common Exception Words					

St. Thomas's C.E. Primary School Year Six Long Term Plan: 2026 - 2027

Maths	Place Value (2 Weeks) Addition, Subtraction, Multiplication & Division (5 Weeks) Fractions A (2 Weeks) Fractions B (2 Weeks) Measure (1 Week) Conversions (1 Week)			Ratio (2 Weeks) Algebra (2 Weeks) Decimals (2 Weeks) Fractions, Decimals & Percentages (2 Weeks) Area, Perimeter & Volume (2 Weeks) Statistics (2 Week)			Shape (4 Weeks) Geometry, Position & Direction (1 Week) Themes & Projects consolation Problem Solving	
RE	**Unit 6.1:** Is every person's journey the same?	**Unit 6.2:** How do Christians prepare for Christmas?	**Unit 6.3:** Why do Christians celebrate The Eucharist?	**Unit 6.3a:** Why are the events of the Exodus significant?	**Unit 6.4:** Who was Jesus? Who is Jesus?	**Unit 6.5:** What is the importance of Ascension & Pentecost?	**Unit 6.6:** What is the nature and character of God?	**Unit 6.7:** How do having faith affect peoples' lives?
Christian Value	**Respect**	**Humility**	**Creativity**	**Wisdom**		**Forgiveness**	**Thankfulness**	
Science	**Electricity**	**Animals including humans**	**Light**	**Living things & their habitats**		**Evolution & Inheritance**		
Working Scientifically	**During UKS2, pupils should be taught to use the following practical scientific methods, processes and skills.** • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Taking measurements, using a range of scienticfic equipment, with increasing accuracy and precision, taking repeat reading when appropriate. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Using test results to make predictions to set up further comparative and fair tests. • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. • Identifying scientific evidence that has been used to support or refute ideas or arguments.							
Computing	**Computing Systems & Networks**		**Programming**			**Online Safety**		
History	**World War II**		**The Windrush Generation**			**Significant Monarchs**		

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Geography	Earthquakes, Mountains & Volcanoes				Human & Physical Geography				Settlements: UK, Europe & North America	
Art	Drawing		Printing & Collage		Printmaking & Textiles		3D Art		Painting	
DT	Electrical Systems: Can switches perform more than one function?				Textiles: How can we reduce, recycle and repurpose?				Food & Nutrition: Does food affect the way you feel?	
PE	Rugby	Football			Netball	Fitness			Rounders	Outdoor Adventure
	Dance	Mindfulness			Gymnastics	Tennis			Athletics	Volleyball
Music	Shadows				You to Me Are Everything				Race!	
PSHE	Me & my relationships	Valuing Difference			Keeping Safe	Rights & Respect			Being my Best	Growing & Changing
MFL	La Fruta (Fruits)		Las Estaciones (Seasons)		Las Verduras (Vegetables)		Me Presento (Presenting myself)		Mi Familia (My family)	