



The Leys Primary and Nursery School

Long term Plan 2026-2027

Year: 6

Values	Inclusivity	Respect	Empathy	Determination	Aspiration	Empowerment
The Leys' learning pathways	EYFS Explore familiar and unfamiliar roles and experiences. KS1 Explore new experiences with confidence. LKS2 Explore the world around me, increasing my knowledge and understanding. UKS2 Explore and challenge my learning in order to promote independence and resilience.	EYFS Communicate in a two way conversation. KS1 Communicate my thoughts and feelings in a calm, verbal way LKS2 Communicate verbally, confidently and in writing with increased clarity. UKS2 Communicate clearly and confidently both verbally and in writing.		EYFS Understand my feelings and respond to the feelings of others. KS1 Understand how my actions impact others. LKS2 Understand how my actions affect myself and others around me. UKS2 Understand my strengths and areas for development within our school community.	EYFS Solve problems independently with resilience. KS1 Solve problems independently with resilience in friendships and academics. LKS2 Solve problems regarding school life independently with resilience and seek support openly UKS2 Solve a wide range of problems across the curriculum, both independently and collectively as a team.	EYFS Care for myself, others and the world around me. KS1 Care for myself, others and the wider environment. LKS2 Care for myself, others and the wider world. UKS2 Care and understand how to promote the physical and mental well-being of myself and others and the world we live in.

SMSC/British Values	Social Moral Spiritual Cultural Education Spiritual - Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. Moral - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views. Social - Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. Cultural - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity. British Values Education • Democracy • The rule of Law • Individual Liberty • Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
----------------------------	--

	AUTUMN 1/9 - 18/12 (15 wks)		SPRING 4/1-25/3 (11 wks)		SUMMER 12/4-16/7 (13 wks)	
School Events • Theme days • Community events	Behaviour/Routines This is me week - owning my journey Focus: 2/9-4/9 Class Author and Personal Development focus: 7-11/9 International Day of Democracy: 15/9 National Poetry Day (performance poetry): 1/10 Harvest assembly: 5-9/10/26 Global Friday: 9/10	Anti-Bullying Week: 9/11-13/11 including Remembrance: 11/11 Odd Sock day: 12/11 World Kindness day: 13/11 Money week: 2-6/11 Enterprise Day: 27/11 Take One Book from: 30- 11/12 - Global Friday: 11/12 Christmas Jumper and Dinner Day: 16/12 Class Parties: 17/12	Drama day: 4/1 National Handwriting day: 22/1 Global Friday: 29/1 Feel Good Week - This is me: 1-5/2 Internet Safety Week: 8-12/2	Mock SATs Y6: 22-25/2 Mother Language Day: 26/2 World Book Day: 4/3 Global Friday: 5/3 STEAM week: Science focus 8/3-12/3 Church visit KS2 Easter: 18/3 Easter Poetry - 19/3 (world poetry day) Colour fun run 25/3 11.45am-12.30	Earth Day: 22/4 St George's Day: 23/4 KS2 SATs w/c 10-13/5 Global Friday: 14/5 STEAM week: Careers focus 17-21/5 Walk to School and Healthy living week: 24-28/5 Sports day - 27 or 28/5	Careers Month: June Global Fri: 11/6 King's birthday: 18/6/26 Take One Book from: 21-25/6 Transition day: 8/7 The Leys has Talent: 9/7
Charity Events	Harvest - Assembly	Poppy Appeal: 2-11/11 Children in Need: 20/11 Reverse Calendar -Food Shed		The Great Athlete		25/6 - Support the Lister Big Build
FOL Events	Disco 16/10 Non uniform day 23/10	Enterprise Day 28/11	Disco 5/2 Non-school Uniform 12/2	Non Uniform Day- 25/3	Non Uniform Day - 28/5 (if not Sports Day)	Summer Disco - 18/6 Non Uniform Day - 16/7

Pupil Parliament	Session 1 25/9 Wellbeing 11 am		Session 2 15/1 11am		Session 3 5/6 11am	
Pupil Cabinet	Cabinet vote in class w/c 18/9 1st meeting -	2nd meeting -	3rd meeting -	4th meeting -	5th meeting -	6th meeting -
Class trip/visitor		PGL		Church Visit		Crucial Crew/Duxford
Oracy Speak like a leader!	Just one Minute- This is me! Week 1/2 Pupil Cabinet Speech- Presenter mode Daily Talk Time in lessons-Explore mode		World Book Day debates- Presenter mode Daily Talk Time in lessons-Explore mode		Public Speaking Task-Presenter mode Daily Talk Time in lessons-Explore mode	
This is me- Owning my journey!	Just one Minute- This is me! Pupil Cabinet Speech Half-termly reviews in Personal Development journals.	STEAM week Focus Half-termly reviews in Personal Development journals.	New Year's reflection Half-termly reviews in Personal Development journals.	STEAM week focus Half-termly reviews in Personal Development journals.	Career Month and my aspirations Half-termly reviews in Personal Development journals.	STEAM week focus Half-termly reviews in Personal Development journals.

British Values	<u>Democracy and The Rule of Law</u> Subjects: PSHE, Citizenship, History, English- - Hold class votes on Y6 Jobs/roles. - Debate current issues in English. - Study how laws have changed throughout history focusing on ww2 topic - Create a class charter and discuss why rules are important.		<u>Individual Liberty and Respect</u> Subjects: PSHE, RE, Computing, PE- -Discuss rights and responsibilities. - Explore online safety and making responsible choices. - Encourage pupils to set personal learning goals. - Promote fair play and respect in PE.		<u>Tolerance and Acceptance</u> Subjects: RE, Geography, History, English, Art- - Learn about different religions and worldviews. - Compare cultures around the world. - Read books featuring diverse characters and experiences. - Celebrate different cultural festivals and traditions.	
Diversity Awareness	British values Different habitats/countries Online safety Trade	Anti Bullying week Children in Need WW2 Evolution	Opinions on eternal life Reproduction Different landscapes around the world Different family set ups	Different family set ups Different landscapes	Medicine and disease around the world Diversity in North America	Olympics
PERSONAL, SOCIAL, HEALTH and ECONOMIC education	Keeping safe - Water safety - What i've learnt First aid - First aid Year 6	Growing and changing - Conception - What i've learnt	Computer safety - Making friends online - What i've learnt	The working world - In app purchase - What i've learnt	A world without judgement - British values - What i've learnt Keeping healthy	Feelings and emotions - Worry - What i've learnt Being responsible - Stealing

	What i've learnt				- Alcohol - What i've learnt	What i've learnt
--	--	--	--	--	---	--

	AUTUMN		SPRING		SUMMER	
ENGLISH	<u>Week 1- Writing to Explain-Formal-</u> Author writing- Biography. (focus subordinate clauses) <u>Text: When The Sky Falls:</u> <u>Week 2-3 Writing to Recount- Diary Entry-</u> based on Chapter 1- Stephen's perspective describing his feelings about being separated from his mother and living in a strange place. <u>Writing features to include:</u> Informal, personal tone, Use of emotive language to express feelings of loss, hope, or fear, Use of time connectives and past tense, Thoughts and reflections	<u>Text: Pig Heart Boy.</u> <u>Week 1-2- Writing to Instruct- Informal</u> Instructional text- How can we fix a broken heart? <u>Week 3-4- Writing to discuss-Formal-</u> Create a discussion/debate about whether - Should animal organs be used in human transplants? <u>Week 5-6- Writing to Describe- Write setting/character descriptions based on- Take one book</u>	<u>Text: The Island-by Armin Greder</u> <u>Week 1-2- Writing to recount- Informal</u> Diary Entry- Personal choice of writer- the stranger? An islander? <u>Week 3-4- Writing to inform- Formal</u> Newspaper Article- Report the arrival of the man and the islanders' reaction. <u>Week 5-6- Writing to Persuade-</u> Create a Formal leaflet- persuading people to come to your island.	<u>Text: Spiderwick's Field Guide to the Fantastical World Around You</u> <u>Writing to Describe:</u> 1- Character description- Focus figurative language. 2- Poem about a character- focus- hyphens <u>Writing to Recount: Informal</u> 3- First person recount/narrative in the role of Boggart- focus parenthesis. 4- Radio broadcast- focus	<u>Text: Spiderwick's Field Guide to the Fantastical World Around You</u> <u>Writing to Inform: Formal</u> 1- Information leaflet- treefolk. Focus- range of clauses. <u>Writing to describe: Informal</u> 2- Warning Poster- character description- focus- passive voice. <u>Writing to Explain: Formal</u> 3- Report- Write your own entry into the spiderwick field guide- create a creature- Focus parenthesis, hyphens, range of	<u>Text: Alma Clip</u> <u>Week 1-2- Writing to Describe- Informal</u> Complete own Spooky Story Narrative- Focus- Y6 Objectives. <u>Text: The Journey Home by Frann</u> <u>Week 3-4 Writing to Recount- Newspaper Article- Formal</u> Take One Book from: <u>Week 5-6- Writing to Explain-</u> Write a letter to your new year 7 teacher- explaining all about yourself.

	<u>Week 4-5. Writing to Inform-Formal-Newspaper Article (based on Chapter 2)</u> When Stephen is taken away from his mum, placed in a strangers house and introduced to the creature. Writing features include: -Modal verbs -Cohesion -Parenthesis -Direct/Indirect speech <u>Week 6- 7- Writing to Describe- Poetry-</u> A poem expressing the fear or hope Stephen feels during an air raid or while waiting for news about his family. <u>Focus:</u> Use of imagery, metaphors, Varied line lengths and punctuation for effect, Emotive language and repetition for impact.			adverbials, prepositional phrases. <u>Writing to Persuade: Formal</u> Write a persuasive letter to tourists- inviting them to come to the Spiderwick Village Focus: A range of clauses.	clauses. <u>4-6- Writing to Instruct: Informal</u> -Instruct a visitor how to stay safe when visiting the Spiderwick Village- Focus- A range of y6 objectives.	
MATHEMATICS	Place Value Numbers to 1,000,000	Fractions Equivalent fractions	Ratio Add or multiply?	Fractions, Decimals & Percentages	Geometry - Shape Draw 2-D shapes using	Themed projects, consolidation &

Numbers to 10,000,000 Read and write numbers to 10,000,000 Powers of 10 Number line to 10,000,000 Compare and order any integers Round any integers Negative numbers Addition, Subtraction, Multiplication & Division Add and subtract integers Common factors Common multiples Rules of divisibility Primes to 100 Square and cube numbers Multiply up to a 4-digit number by a 2-digit number Solve problems with multiplication Short division Division using factors Introduction to long division Long division with remainders Solve problems with	and simplifying Equivalent fractions on a number line Compare and order (denominator) Compare and order (numerator) Add and subtract simple fractions Add and subtract any two fractions Add mixed numbers Subtract mixed numbers Multi-step problems Multiply fractions by integers Multiply fractions by fractions Divide a fraction by an integer Divide any fraction by an integer Mixed questions with fractions Fraction of an amount Fraction of an amount - find the whole Converting Units Metric measures Convert metric measures Calculate with metric measures Miles and kilometres Imperial measures	Using ratio language Introduction to the ratio symbol Ratio and fractions Scale drawing Using scale factors Similar shapes Ratio problems Proportion problems Recipes Algebra 1-step function machines 2-step function machines Form expressions Substitution Formulae Form equations Solve 1-step equations Solve 2-step equations Find pairs of values Solve problems with two unknowns Decimals Place value within 1 Place value - integers and decimals Round decimals Add and subtract decimals Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiply decimals by integers Divide decimals by integers	Decimal and fraction equivalents Fraction as division Understand percentages Fractions to percentages Equivalent fractions, decimals and percentages Order fractions, decimals and percentages Percentage of an amount - one step Percentage of an amount - multi-step Percentages - missing values Measurement - Perimeter, Area & Volume Shapes - same area Area and perimeter Area of a triangle - counting squares Area of a right-angled triangle Area of any triangle Area of a parallelogram Volume - counting cubes Volume of a cuboid Statistics Line graphs Dual bar charts Read and interpret	given dimensions and angles. Compare and classify geometric shapes based on their properties and sizes. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Recognize, describe and build simple 3-D shapes, including making nets. Find unknown angles in any triangles, quadrilaterals, and regular polygons. Recognize angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. Geometry - Position & Direction	Problem Solving
---	--	---	---	---	-------------------------------

	division Solve multi-step problems Order of operations Mental calculations and estimation Reason from known facts		Multiply and divide decimals in context	pie charts Pie charts with percentages Draw pie charts The mean .		
SCIENCE	<u>Living things and their habitats</u> To explore different habitats and the characteristics of each habitat - ask how climate change is affecting these habitats To develop knowledge on why animals live in specific habitats To develop knowledge and compare adaptations of plants and animals according to the climate that they live in - ask how animals are affected by climate change and humans impact in their environments To experiment and compare how microorganisms grow in favourable environments (dark, hot) and don't grow in unfavourable	<u>Evolution and inheritance</u> To develop knowledge of Evolution - who discovered it and how was it discovered To describe inheritance and how it explains the process of evolution To question why offspring are not identical to parents To explore ideas of inherited characteristics To develop knowledge on natural selection - why is it needed? What happens if it didn't occur in nature? To discuss the different ways in which extinction can occur STEAM WEEK	<u>Animals including Humans</u> To develop knowledge on how we grow and change both emotionally and physically To compare the types of relationships that people have as they develop. To consolidate knowledge of the importance of nutrition and exercise. To develop knowledge of the circulatory system - how does the heart function? What is the difference between oxygenated and deoxygenated blood? To investigate how water and nutrients are transported in the circulatory system and recognise the impact of diet, exercise, drugs and lifestyle on how their bodies function. To investigate and hypothesise how exercise can affect the circulatory system. STEAM WEEK	<u>Light/Electricity</u> To consolidate knowledge of circuits and how they work - recognising circuit symbols To investigate how voltage in cells affects brightness of a lamp in a circuit To compare and give reasons for variations in how components function - brightness, loudness, position To hypothesise, report and present and conclude findings from enquiries in investigations; recording data in a variety of ways (diagrams, labels, classification keys, graphs) STEAM WEEK Healthy Living Week		

	environments (dry, cool) - Experiment with bread mould					
COMPUTING	1) Graphing Create a range of Graph types Incorporating multiple datasets Using graphs to solve a problem Exporting and importing files Florence Nightingale - Statistician and data visualisation pioneer	2) Spreadsheets Performing calculations Entering and using Formulae Presenting data Solving real life problems Dan Bricklin - Inventor of VisiCalc, the first spreadsheet program	3) Micro:bit Using the Micro:bit as a data logger Measuring, recording and analysing environmental data Collecting data and exporting to graphical software Ayah Bdeir - Creator of littleBits	4) Coding Using functions Understanding flowcharts and control simulations Coding for user input Grace Hopper - Computer programmer and Navy rear admiral	5) Binary Examining how binary represents data in digital systems Counting in binary Converting from decimal to binary Exploring binary in relation to game states Claude Shannon - "Father of Information Theory"	6) Introduction to Python Comparing block and text code views Coding for text output Working with different data types Coding repetition in python Guido van Rossum - Creator of the Python programming language

	AUTUMN	SPRING	SUMMER
HISTORY	World War II Learn where and when the Second World War took place, what life was like for children in WW2 and how Britain defended itself from attack. Topics covered include: - What was WWII and where did it take place? - Propaganda - What was it, and how was it used in the war? - The Blitz (what it was and areas affected) - Life for children during the war - Life for evacuees during the war - Rationing - what was it and how did it affect lives and communities? - Anne Frank: How did Jewish children experience the war? - How did the war affect everyday lives?	Maya Civilisation: Who were the Maya? Who discovered them? Topics covered include: - Maya religion and culture - Maya number system - Maya writing (hieroglyphics) - Maya food (and agriculture - link and compare to Aztec Civilisation) - Maya & Aztec Masks (create our own masks using modroc! - link with DT) K'inich Janaab Pakal, whom we know today as Pakal the Great.	Medicine and Disease How has medicine changed from the days of prehistoric civilisations and witch doctors, to the NHS and modern medical discoveries) Topics covered include: - medical practices of prehistoric civilisations and Ancient Egyptians. - Roman attitude towards medicine and how influenced by the Greeks. - Mediaeval medicine and the events during the Black Plague. - medical practices of the Tudor period. - medical advancements during the Victorian period. - Explore medicine in 20th and 21st

	<u>Black History month link: Tuskegee Airmen WW2</u>		century
GEOGRAPHY	<u>Trade and Economics</u> Explain why countries need to import goods; describe the climate and landscape of El Salvador; list some issues facing people living in El Salvador; explain the meaning of fair trade; describe the fair trade process for some products; describe an example of a global supply chain; list some of the positive and negative effects of multinational companies on local trade; identify similarities and differences between trading today and different periods in history. Fieldwork - How does Trade work? - • To explore how goods and services are produced, imported and exported • To understand the role of industrial zones in local and global trade.	<u>Our Changing World</u> Explore the lives, traditions, and environments of Indigenous peoples from six continents. Recognise the rich diversity and unique adaptations of Indigenous cultures worldwide. Appreciate the value of Indigenous knowledge and perspectives in understanding human-environment relationships. Investigate how Indigenous peoples live sustainably within their specific environments (rainforest, desert, mountains, tundra, etc.). Use research skills to gather information from texts, images, and multimedia about Indigenous groups. Organise and present information clearly through creative formats such as survival guides, brochures, posters, and stories. Recognise the challenges Indigenous peoples face in preserving culture and land rights. Fieldwork - OFFSITE Sponsored Walk - • Land Use Mapping: Have students categorize different zones of the park (e.g., recreational, commercial, conservation) as they complete their laps. • Environmental Quality: Use a simple +3 to -3 survey at different checkpoints to rate litter, noise levels, and overall upkeep. • River and Water Systems: Observe any natural water features (like the River Avon if you are visiting the Warwick park) to study meanders, erosion, and human flood management. • Infrastructure and Access: Investigate how people get to the park by surveying	<u>The Americas</u> Discover the continent of North America and all its countries, cities and landscapes. Explore the various geographical features of different areas of North America and compare them with our own locality. Fieldwork - Could Our School Survive in the Amazon or Great Plains?- • To investigate the features of our school environment and assess how suitable it would be for two contrasting environments in The Americas • To explore how human and physical features would need to change to adapt to a tropical rainforest (Amazon) or temperate grassland (Great Plains) climate.

		pedestrian gates, cycle paths, car parks, and public transport links. • OS Map Skills: Track the distance, scale, and compass directions of the walk, matching their real-world steps to an aerial or OS map of the park. • User Conflict Analysis: Discuss how different groups using the park (e.g., cyclists, dog walkers, wildlife conservationists) might compete for the same space.	
ART and DESIGN	Exploring identity Focus: collage and drawing Knowledge That artists embrace the things which make them who they are: their culture, background, experiences, passions - and use these in their work to help them create work which others can relate to. That people are the sum of lots of different experiences, and that through art we can explore our identity. That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities. That as viewers we can then "read" imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist. Skills Be able to complete observational drawings using a reference picture to help. To use a range of shading pencils to create shades and tones. Understand that one can use their curiosity to think about how one might adapt the techniques and processes of other artists and incorporate into one's own work. To be able to work digitally or physically to create a layered portrait to explore aspects of identity,	2D to 3D Focus: Drawing Knowledge Understand that there is a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. Understand that graphic designers use typography and image to create packaging which we aspire to use. Understand that there are technical processes we can use to help us see, draw and scale up our work. Skills Explore using negative and positive space to "see" and draw a simple element/object. Use the grid system to scale up. Use collage to add tonal marks to the "flat image". Make visual notes to capture, consolidate and reflect upon the artists studied.	Brave Colour Focus: Making Knowledge Understand that artists use a variety of media including light and sound as well as physical media to create installations. Understand that installations are often immersive, enabling the viewer to enter the artwork. Understand that artists and designers add colour, texture, meaning and richness to our life. Skills Use the device of a scaled model to imagine what your installation might be, working in response to a brief or "challenge" to enable a viewer to "have a physical experience of colour." Use a variety of materials, including light and sound, to make a model of what you would build. Think about the structure of space, how the viewer would enter, what they would see, feel, hear. Use colour in a brave and bold way, reflecting upon how this might make the viewer feel. Explore colour: make colours, collect colours, experiment with how colours work together.

	thinking about line, shape, colour, texture and meaning. Appreciate the work of other classmates and to be able to reflect upon the differences and similarities of their work and compare it. To take photographs of my artwork, thinking about lighting, focus and composition., using different viewpoints and thinking about the different impacts this can have.					
DESIGN and TECHNOLOGY	Textiles Project- Purse/ phone case Sewing chain stitch Fastening buttons or velcro		Structures - Anderson shelters Project- Frame structures Strengthen- wood, materials Joining- L join with card triangles		Mechanisms Project moving toys <u>Key knowledge, skills and vocabulary</u> - Cams-shapes and movement	
MUSIC	Decoding Sound and Notation	Sounds Dramatic	Musical Sketches	Carnival Time	Discovering Grime	End of Year Performance
RELIGIOUS EDUCATION	Buddhism Do we need lots of things to lead a good life?	Varying Religions What is forgiveness?	Hinduism Why do Hindus want to be good?	Christianity What difference does the resurrection make to Christians?	Sikhism Why do Sikhs believe everyone is equal?	Varying Religions Why do some people believe in god and some people do not?
FRENCH	Chez Moi (My home) Say and write in French whether we live in a house or an apartment. Say what room we have and do not have at home using the key structure chez moi il y a... and chez moi in n'y a pas de/d'... Use the conjunction 'et' (and) to link two sentences together. Phonics and Pronunciation lesson 4	Quel temps fait-il ? (What Is the Weather?) Recognise and recall weather expressions in French from memory. Ask what the weather is today and give a reply in French. Describe the weather in France, in French using a weather map with symbols.		Les vêtements (Clothes) Recognise and recall from memory items of clothing. Explore the regular 'er' whole verb present tense conjugation of the verb porter to describe what you and possibly somebody else is wearing. Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour, with an awareness of gender and plurals.		À l'école (At school) Name the subjects studied at school in French with the correct definite article/determiner. Extend sentences by giving an opinion on the various school subjects and extend even further by giving justification for that subject. Start to tell the time by learning how to say the time by

	Hearing and saying the sounds - qu, gne, ç, en and an					hour. Explore the irregular, high frequency verb 'aller' (to go) in full. Ask and answer questions about what they do in school.
PE	Football & Hockey	Health Related Fitness & Team Building and Problem Solving	Gymnastics - Counter Balance and Counter Tension & Leadership	Gymnastics - Flight & Dance - World War 2	Athletics & OAA	Lacrosse & Rounders