Year 6 - Long Term Planning. National Curriculum Planning
St Joseph's Catholic Primary School

English	**Maths**
Reading • Apply knowledge of root words, prefixes and suffixes both to read aloud and to understand and to explore the meaning of new words • Read a broad range of genres • Read for a range of purposes and understand different structures • Recommend books to others • Making comparisons within and across books • Learn a wider range of poetry by heart or to read aloud and to perform • Support inferences with evidence • Predict and summarise key points from texts • Identify how language, structure, etc. contributes to meaning • Distinguish between fact and opinions • Discuss use of language including figurative and impact on the reader • Retrieve, record and present information from non-fiction • Discuss & explain reading, providing reasoned justifications for views Writing •Use knowledge of morphology & etymology in spelling • Plan writing to suit audience & purpose; use models of writing • Develop character & setting in narrative • Select grammar & vocabulary for effect • Use a wide range of cohesive devices • Ensure grammatical consistency • Draft and edit writing. • Write in a variety of styles using figurative language and ambitious vocabulary. • Use a wide variety of punctuation accurately • Develop legible personal handwriting style Grammar • Understand the difference between formal and informal speech and how words are related by meaning • Use of the passive voice for writing • Use of the subjective form • Use of a full range of punctuation	Number/Calculation • Secure place value & rounding to 10,000,000, including negatives • All written methods, including column addition and subtraction, short and long method of multiplication and division • Use order of operations (not indices) • Identify factors, multiples & primes • Solve multi-step number problems • Recognise Roman Numerals Fractions, Decimals and Percentages • Compare & simplify fractions • Use equivalents to add fractions • Multiply simple fractions and fractions including whole numbers • Divide fractions by whole numbers • Solve problems using decimals & percentages • Use written division up to 2dp • Introduce ratio & Proportion Algebra • Introduce simple use of unknowns Geometry & Measures • Confidently use a range of measures & conversions • Calculate area of triangles / parallelograms • Calculate area of circles • Use position, direction and draw and solve problems linked to angles. • Use area & volume formulas and calculate perimeters • Classify 2D and 3D shapes by properties • Know and use angle rules • Translate & reflect shapes, using all four quadrants Data • Use pie charts • Extract information, interpret data and solve problems by extracting information from a variety of types of data/statistics/timetables. • Calculate mean averages, mode and median.

<table>
<tr><td colspan="2">• Identify and use language of subject / object
• Use features to convey and clarify meaning and use and recognise a range of cohesive devices.
Speaking & Listening
• Use questions to build knowledge
• Articulate arguments & opinions
• Use spoken language to speculate.
• Use correct and appropriate grammar and tone for audience.</td><td colspan="2"></td></tr>
<tr><td>P.E.
• Use running, jumping, catching and throwing in isolation and in combination
• Play competitive games, applying basic principles i.e. contact sports, batting and fielding games
Develop flexibility and control in gym, dance and athletics
• Take part in outdoor and adventurous activities
• Compare performances to achieve personal bests
• Understanding how nutrition and fitness contributes to a healthy lifestyle.</td><td>PSHE
Developing moral, relationship and social skills
• Topics also link with Computing and
Science
• Topics include Family and relationships, Health and wellbeing, Safety and the changing body and Citizenship</td><td>Computing
Programming
• Data handling
• Creating Media
• Data handling.
• Online Safety.</td><td>MFL
Spanish
• • Listen and engage
• Engage in conversations, expressing opinions
• Speak in simple language and be Understood
• Develop appropriate pronunciation • Present ideas and information orally
• Show understanding in simple reading
• Adapt known language to create new ideas
• Describe people, places and things
• Understand basic grammar, e.g. Gender.
• House Home
• Town
• Out and About</td></tr>
<tr><td colspan="2">R.E.
Domestic Church – loving
Baptism/Confirmation – belonging: vocation
Other Faith Week -Judaism
Advent/Christmas – Loving: expectations
Local Church – community - sources
Eucharist – relating; unity
Lent/Easter – giving: death and new life
Other Faith Week -Islam
Pentecost – serving - witnesses</td><td colspan="2">SMSC- British Values
Spiritual, Moral, Social, Cultural, & British Values, are taught partly through our PSHCE programme Ten Ten and RE.
• Value Words are focused on in Assembly & are followed up in the Classroom.
• School Rules and weekly statement to live by focused on in Assemblies - followed up in classroom; Class Rules agreed by each class.
• School Parliament, questionnaires all contribute to SMSC & British Values.</td></tr>
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Reconciliation –inter-relating healing Universal Church – world; common good		
Science Light Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Electricity Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram. Evolution and inheritance Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Living things and their habitats Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific Characteristics Animals including humans Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	History Conflict Through Time To understand how the nature and impact of conflict has changed over time looking at the following: • Prehistoric Warfare: Stone Age to Iron Age. • Ancient Warfare: Romans and Greeks. • Anglo Saxon and Viking Warfare • Religious Wars: The Crusades • Modern Warfare: WW1 and WW2 Thinking like a historian, children will look at the following: Change and continuity - children will consider the changes in weaponry and tactical warfare between different historical periods. Children to consider if there are any similarities/ differences between certain periods and if so, how these changes came about. Cause and consequence - children will consider the causes of many different conflicts and their effects both the	**Music** • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the interrelated dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians •Develop an understanding of the history of music.

Describe the ways in which nutrients and water are transported within animals, including humans	consequences on military success and for civilians. Significance - children to consider the significance of certain people and events. Evaluate the effectiveness of weaponry and warfare across several historical periods and think about how our understanding of the past helps us to make sense of the present. Crime and Punishment To understand how crimes have remained unchanged over time, while punishments have changed looking at the following: • Ancient crime and punishment: The Romans! Anglo Saxon changes in crime and punishment • Medieval Britain changes: 1066-1485 • Early Modern Britain 1485-1750 • Industrial and Victorian Britain • Modern crime and punishment. Thinking like a historian, children will look at the following: Change and continuity - pupils will consider	

	changes in what constitutes a crime and the associated punishments that have been identified in different time periods. Similarities and differences will be explored and identified between the different time periods and an understanding developed to show how and why the changes came about. Cause and consequence - pupils will consider the cause and impact of varying punishments in relationship to the crimes and consider the consequences, if any, on crime prevention. Significance - pupils will consider the significance of the crime within society and whether the level of punishment was reflective of the crime. Consideration will be made around the significance of changing attitudes. Children will also understand: Chronology Pupils use specialist terms such as BC, AD, decade, century etc. in their explanation of chronology. Pupils place different periods in time on a	

	timeline, discussing their chronology in relation to one another Communicating History Use of historical terms and vocabulary (including tier 2 and tier 3 vocabulary). Ask and answer questions. Construct arguments and reach conclusions.	
Geography Biomes Children to understand: • Climate and the Equator (locational knowledge) • Tropical Rainforests: South America • Temperate Deciduous Forests: UK • Human use of the rainforest: Goods and services (deforestation) • Human use of the rainforest: Who killed Chico Mendes? • Taking action: Sustainable management • End of unit task: News report Location and Place knowledge: • Tropical Rainforest: South America • Temperate Deciduous Forest: UK • Southern/Northern hemispheres • Equator • Climates in different areas of the planet • Flora and fauna found in different biomes Geographical techniques: Including tier 2 vocabulary and tier 3 vocabulary • Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs • Communicate information in a variety of ways, including through maps, numerical and quantitative skills and writing at length • Ask and answer questions using a range of methods to describe features studied. • Use fieldwork to observe, measure, record and present the human and	**Art & Design** To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) • Studying artist Shepard Finlay, children to investigate the use and design of propaganda posters before producing their own. Inspired by sculptors Henry Moore and Alberto Giacometti children will investigate sculptures in the human form before creating their own.	**Design Technology** Design: • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Make: • Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities). Evaluate:

physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies North America Locate North America and the USA Locate states, features and settlements of USA Formation of a canyon and processes of erosion. Causes and impacts of a hurricane. Causes and impacts of wildfires. Interpret a range of sources of geographical information, including maps, diagrams and graphs. Communicate information in a variety of ways, including through maps and writing at length Ask and answer questions using a range of methods to describe features studied. Population distribution and density Food and farming Settlement changes of time. Climate change.		• Investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Understand how key events and individuals in design and technology have helped shape the world . Technical Knowledge: • Apply their understanding of computing to Program, monitor and control their products. Cooking and Nutrition: • Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.