

Year 6 - Long Term Planning. National Curriculum Planning 2023-24

St. Patrick's Catholic Primary School- Christ is the centre of our school where we live, love and learn together.



English

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.

Maths

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

<ul style="list-style-type: none"> • Write in a variety of styles using figurative language and ambitious vocabulary. • Use a wide variety of punctuation accurately • Develop legible personal handwriting style <p>Grammar</p> <ul style="list-style-type: none"> • 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 • Identify and use language of subject / object • Use features to convey and clarify meaning and use and recognise a range of cohesive devices. <p>Speaking & Listening</p> <ul style="list-style-type: none"> • Use questions to build knowledge • Articulate arguments & opinions • Use spoken language to speculate. • Use correct and appropriate grammar and tone for audience. 		<ul style="list-style-type: none"> • 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 <p>Data</p> <ul style="list-style-type: none"> • 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. 	
<p><u>P.E.</u></p> <ul style="list-style-type: none"> • Develop athletics skills e.g. racing, throwing etc. • Develop running, jumping, throwing and catching; play competitive games- [rugby, football] • Develop flexibility, strength control, balance, perform dances[gymnastics, dance] • Take part in outdoor activity challenges [orienteering] • Swim a distance of at least 25 metres 	<p><u>PSHE</u></p> <ul style="list-style-type: none"> • Developing moral, relationship and social skills • Topics also link with Computing and Science • Topics such as Keeping Safe, puberty etc 	<p><u>ICT</u></p> <ul style="list-style-type: none"> • Design to achieve specific goals podcasts and website design. • Use logical reasoning to explain how some simple algorithms work • Use search technologies effectively - E safety, Cyber safe. • Collect, analyse, evaluate and present data and information-flowcharts • Use IT to research effectively for other subjects 	<p>MFL</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • engage in conversations • develop accurate pronunciation • Topics such as: greetings. Family, Free Time: sports, weather and Health : Healthy Foods
<p><u>R.E.</u> Christianity</p>		<p><u>SMSC- British Values</u></p> <ul style="list-style-type: none"> • Respect-linked with RE 	

<ul style="list-style-type: none"> • Domestic Church – Loving • Belonging – Baptism and Confirmation • Advent/ Christmas • Local Church – Community • Eucharist – Relating • Lent – Easter • Pentecost – Serving • Reconciliation – Inter-relating <p>Other Religions</p> <ul style="list-style-type: none"> • Sikhism 	<ul style="list-style-type: none"> • Tolerance - linked with RE • British Laws –linked with Ancient Greece topic • Individual Liberty –linked with Ancient Greece topic • Democracy –linked with Ancient Greece topic 	
<p>Science</p> <p>Working scientifically</p> <ul style="list-style-type: none"> • Plan scientific enquiry; recognise variables; take measurements; record data /results; use test results to make predictions; set up fair tests; present findings <p>Living things and their habitats and Animals, including humans</p> <ul style="list-style-type: none"> • Life cycles and reproduction; changes as humans develop to old age. <p>Properties and changes of materials and Forces</p> <ul style="list-style-type: none"> • Compare materials, separate mixtures; dissolving, irreversible and reversible changes • Gravity; identify effects of air / water resistance / friction, forces in mechanisms <p>Earth and space</p> <ul style="list-style-type: none"> • Movement of Earth relative to Sun and Moon relative to Earth; explain day / night <p>Evolution and Inheritance</p> <ul style="list-style-type: none"> • Living things can produce identical offspring but sexual reproduction results in offspring that, although share inherited features, may vary (not identical) from their parents. Know some inherited features. <p>Light</p> <ul style="list-style-type: none"> • Light travels in a straight line from light source (Energy Transfer Model). <p>Electricity</p> <ul style="list-style-type: none"> • Confidently draw a range of series circuits using symbols, explain changes in brightness/volume using the Energy Transfer Model. 	<p>History</p> <p>Conflict Through Time</p> <p>To understand how the nature and impact of conflict has changed over time looking at the following:</p> <ul style="list-style-type: none"> • 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 <p>Thinking like a historian, children will look at the following:</p> <p>Change and continuity - children will consider the changes in weaponry and tactical warfare between different historical periods.</p>	<p>Music</p> <ul style="list-style-type: none"> • Play and perform, using voices and playing musical instruments • improvise and compose music • use musical notations; • develop understanding of history of music • Units: Rock, Classroom Jazz, Pop, Hip Hop, Motown,

	<p>Children to consider if there are any similarities/ differences between certain periods and if so, how these changes came about.</p> <p>Cause and consequence - children will consider the causes of many different conflicts and their effects both the consequences on military success and for civilians.</p> <p>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.</p> <p>Crime and Punishment To understand how crimes have remained unchanged over time, while punishments have changed looking at the following:</p> <ul style="list-style-type: none">• Ancient crime and punishment: The Romans!• Anglo Saxon changes in crime and punishment• Medieval Britain changes: 1066-1485• Early Modern Britain 1485-1750	
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- 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.

	<p>Children will also understand:</p> <p>Chronology</p> <p>Pupils use specialist terms such as BC, AD, decade, century etc. in their explanation of chronology.</p> <p>Pupils place different periods in time on a timeline, discussing their chronology in relation to one another</p> <p>Communicating History</p> <p>Use of historical terms and vocabulary (including tier 2 and tier 3 vocabulary).</p> <p>Ask and answer questions.</p> <p>Construct arguments and reach conclusions.</p> <p>Investigating the past</p> <p>Interpretation of evidence through analysis of a variety of historical sources from the time.</p> <p>Making inferences from sources about what they tell us about the past.</p>	
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	<p>Conduct historical enquiry and critically evaluate the reliability of sources.</p>	
<p><u>Art & Design</u></p> <ul style="list-style-type: none"> • Create sketch books to record observations and use them to review and revisit ideas • Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] – designing for a purpose -room interior/ coat of arms, Designing like an architect • Learn about great artists, architects and designers in history – Every picture tells a story – Banksey and Rorschach 	<p><u>Geography</u></p> <p>Biomes</p> <p>Children to understand:</p> <ul style="list-style-type: none"> • 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/ fact file <p>Location and Place knowledge:</p> <ul style="list-style-type: none"> • Tropical Rainforest: South America • Temperate Deciduous Forest: UK 	<p><u>Design Technology</u></p> <ul style="list-style-type: none"> • Design - generate, develop, model and communicate ideas, using annotated sketches and prototypes. • Make - select equipment and materials • Evaluate - existing products • Mechanisms – pop up books, electrical greeting cards • Cooking and nutrition- healthy bolognaise

- 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 physical features in the local area using a range of methods, including sketch maps,

plans, graphs and digital technologies.

Physical features and processes:

- Physical features tropical rainforests (South America) and temperate deciduous forests (UK)
- Differences between a rainforest and a temperate deciduous forest

Human interaction:

- Human use of the rainforest
- Economic activity (goods and services)
- Trade
- Deforestation
- Sustainable management

North America

Children to understand:

- Geographical features of North America
- Physical features of Grand Canyon

- Physical challenges facing North America
- Population of North America
- Food and farming in North America
- How has New York changed over time?

Location and Place knowledge:

- Locate North America and the USA
- Locate states, features and settlements of USA

Geographical techniques:

Including tier 2 vocabulary and tier 3 vocabulary

- 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.

Physical features and processes:

- Formation of a canyon and processes of erosion.
- Causes and impacts of a hurricane.
- Causes and impacts of wildfires.

Human interaction:

- Population distribution and density
- Food and farming
- Settlement changes of time.
- Climate change.