



# Year 6 Long Term Planning

## National Curriculum Planning 2025-2026

### St. Patrick's Catholic Primary School



#### 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.
- Write in a variety of styles using figurative language and ambitious vocabulary.
- Use a wide variety of punctuation accurately
- Develop legible personal handwriting style

#### 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
- 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

<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Understand the difference between formal and informal speech and how words are related by meaning</li> <li>• Use of the passive voice for writing</li> <li>• Use of the subjective form</li> <li>• Use of a full range of punctuation</li> <li>• Identify and use language of subject / object</li> <li>• Use features to convey and clarify meaning and use and recognise a range of cohesive devices.</li> </ul> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>• Use questions to build knowledge</li> <li>• Articulate arguments &amp; opinions</li> <li>• Use spoken language to speculate.</li> <li>• Use correct and appropriate grammar and tone for audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Know and use angle rules</li> <li>• Translate &amp; reflect shapes, using all four quadrants</li> </ul> <p><b>Data</b></p> <ul style="list-style-type: none"> <li>• Use pie charts</li> <li>• Extract information, interpret data and solve problems by extracting information from a variety of types of data/statistics/timetables.</li> <li>• Calculate mean averages, mode and median.</li> </ul>		
<p><b><u>P.E.</u></b></p> <ul style="list-style-type: none"> <li>• Develop athletics skills e.g. racing, throwing etc.</li> <li>• Develop running, jumping, throwing and catching; play competitive games- [rugby, football]</li> <li>• Develop flexibility, strength control, balance, perform dances[gymnastics, dance]</li> <li>• Take part in outdoor activity challenges [orienteeing]</li> <li>• Swim a distance of at least 25 metres</li> </ul>	<p><b><u>PSHE</u></b></p> <ul style="list-style-type: none"> <li>• Developing moral, relationship and social skills</li> <li>• Topics such a Keeping Safe, puberty (linked to science and computing)</li> </ul>	<p><b><u>ICT</u></b></p> <ul style="list-style-type: none"> <li>• Design to achieve specific goals podcasts and website design.</li> <li>• Use logical reasoning to explain how some simple algorithms work</li> <li>• Use search technologies effectively - E safety, Cyber safe.</li> <li>• Collect, analyse, evaluate and present data and information- flowcharts</li> <li>• Use IT to research effectively for other subjects</li> </ul>	<p><b><u>MFL</u></b></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Engage in conversations</li> <li>• Develop accurate pronunciation</li> <li>• Topics: Greetings. Family, Free Time: Sports, Weather, Health and Healthy Foods</li> </ul>
<p><b><u>R.E.</u></b></p> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>• Domestic Church – Loving</li> </ul>		<p><b><u>SMSC- British Values</u></b></p> <ul style="list-style-type: none"> <li>• Respect-linked with RE</li> <li>• Tolerance - linked with RE</li> </ul>	

<ul style="list-style-type: none"> <li>• Belonging – Baptism and Confirmation</li> <li>• Advent/ Christmas</li> <li>• Local Church – Community</li> <li>• Eucharist – Relating</li> <li>• Lent – Easter</li> <li>• Pentecost – Serving</li> <li>• Reconciliation – Inter-relating</li> </ul> <p><b>Other Religions</b></p> <ul style="list-style-type: none"> <li>• Sikhism</li> </ul>	<ul style="list-style-type: none"> <li>• British Laws –linked with Ancient Greece topic</li> <li>• Individual Liberty –linked with Ancient Greece topic</li> <li>• Democracy –linked with Ancient Greece topic</li> </ul>
<p><b><u>Science</u></b></p> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>• Plan scientific enquiry; recognise variables; take measurements; record data /results; use test results to make predictions; set up fair tests; present findings</li> </ul> <p><b>Living things and their habitats and Animals, including humans</b></p> <ul style="list-style-type: none"> <li>• Classification of living things; the human circulatory system and keeping healthy</li> </ul> <p><b>Evolution and Inheritance</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>• Light travels in a straight line from light source (Energy Transfer Model).</li> </ul> <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>• Confidently draw a range of series circuits using symbols, explain changes in brightness/volume using the Energy Transfer Model.</li> </ul>	<p><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>• Play and perform, using voices and playing musical instruments</li> <li>• Improvise and compose music</li> <li>• Use musical notations;</li> <li>• Develop understanding of history of music</li> </ul> <p>These skills will be taught through the following units: Rock, Classroom Jazz, Pop ,Hip Hop, Motown.</p>
<p><b><u>Art &amp; Design</u></b></p> <ul style="list-style-type: none"> <li>• Create sketch books to record observations and use them to review and revisit ideas</li> <li>• 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</li> </ul>	<p><b><u>Design Technology</u></b></p> <ul style="list-style-type: none"> <li>• Design - generate, develop, model and communicate ideas, using annotated sketches and prototypes.</li> <li>• Make - select equipment and materials</li> <li>• Evaluate - existing products</li> <li>• Mechanisms – explore pop up books, electrical greeting cards</li> <li>• Cooking and nutrition- make a healthy bolognaise</li> </ul>

- Learn about great artists, architects and designers in history – Every picture tells a story – Banksy and Rorschach

## **History**

### **Conflict Through Time**

Understand how the nature and impact of conflict has changed over time by 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)

- Consider the changes in weaponry and tactical warfare between different historical periods.
- Consider if there are any similarities/ differences between certain periods and if so, how these changes came about.
- Consider the causes of many different conflicts and their effects both the consequences on military success and for civilians.
- 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**

- Understand what is meant by the terms 'crime' and 'punishment' and how societies' views have changed over time.
- Recognise similarities and differences between what is considered a crime and identify how the level and severity of punishment has changed over time.
- Begin to understand how the tolerance and attitudes towards crime and punishment are linked with changes in different societies and can be linked to social status within the historical periods.
- Consider the scale of punishment assigned to similar crimes over time and evaluate the impact and fairness of the punishment levied.

## **Geography**

### **Biomes**

- Understand why different areas on Earth have different climates and geographical features and to describe these climates using geographical language
- Use maps and graphs to compare tropical rainforests with temperate deciduous forests
- Learn about flora and fauna in two contrasting biomes and explain how they have adapted
- Categorise and explain the importance of goods taken from the rainforest
- Understand what is meant by deforestation and discuss its impact

### **Settle Down**

- Identify different types of settlements and describe their features
- Use maps, diagrams and photographs to compare how settlements have changed
- Compare local settlements with Shenzhen, China

### **Location and place knowledge:**

- Understand geographical similarities and differences through the studying of human and physical geography.
- Investigate consumption patterns globally and understand why there are variations.

### **Geographical techniques:**

- Interpret a range of sources of geographical information, including maps, diagrams, globes.
- 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.

### **Physical features and processes**

- Identify physical features, their differences and how they have changed from the past to the present

- Analyse how the nature and impact of crime and punishment has changed over time.

**Chronology, communicating history, investigating the past, and thinking like a historian**

- Use specialist terms such as BC, AD, decade, century etc. in their explanation of chronology.
- Place different periods in time on a timeline, discussing their chronology in relation to one another.
- Use historical terms and vocabulary
- Ask and answer questions.
- Construct and reach conclusions
- Interpret evidence through analysis of historical sources from the time.
- Make inferences from sources about what they tell us about the past and to conduct historical enquiries about the reliability of sources.

**Human interaction and the environment**

- Discuss economic activity, trade and sustainable management