



ST CHARLES' CATHOLIC PRIMARY SCHOOL



YEAR SIX MEDIUM TERM PLANNING

SPRING

RE	<p>Local Church – Community – Sources Are books enriching?</p> <p>Prior learning: dioceses continue the work and mission of Jesus, including ecumenism</p> <p>This Topic: learning outcomes: Know and understand:</p> <p>A wide variety of books and the purpose for which they were written – Explore</p> <p>The Bible as the story of God's love, told by the People of God – Reveal</p> <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Vocabulary</p> <p>Poetry, prose, history, information, stories, Bible, Old Testament, New Testament, genre</p>	<p>Eucharist – Relating – Unity Why are we happiest when we are united?</p> <p>Prior learning: The Eucharist keeps the memory of Jesus' sacrifice alive and present in a special way</p> <p>This Topic: learning outcomes: Know and understand:</p> <p>What nourishes and what spoils friendship and unity – Explore</p> <p>The Eucharist challenges and enables the Christian family to live and grow in communion every day – Reveal</p> <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Vocabulary</p> <p>Eucharist, communion, community, unity, friendship, nourish</p>	<p>Lent/Easter – Giving – Death and New Life Can any good come out of loss and death?</p> <p>Prior learning: Lent, a time of giving in preparation for the celebration of the sacrifice of Jesus.</p> <p>This Topic: learning outcomes: Know and understand:</p> <p>Loss and death bring about change for people – Explore</p> <p>The Church's seasons of Lent, Holy Week and Easter; the suffering, death and resurrection of Jesus led to new life – Reveal</p> <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Vocabulary</p> <p>Loss, death, change, growth, Ash Wednesday Lent, Holy Week, the Triduum, Easter Vigil, Resurrection, Paschal</p>
	<p>RSHE – A Journey in Love – Social and Emotional The wonder of God's love in creating new life</p> <p>Developing a secure understanding of what stable, caring relationships are and the different kinds that there may be.</p> <p>Focusing on Catholic teaching, children will also know and understand about conception of a child within marriage</p> <p>Vocabulary</p> <p>God, Christian, appropriate, dignity, conceive, relationship, fiancé, fiancée</p>	<p>PSHE – Life to the Full - Under Pressure</p> <p>Identifying pressure and the many guises it can take.</p> <p>Learning about spoken and unspoken pressure, particularly from their peers. Role playing scenarios to identify different ways people can experience pressure and strategies to resist pressure.</p> <p>Discussing the issue of consent and bodily autonomy, equipping the children with the ability and confidence to say 'no'.</p> <p>Understanding that some of the strongest pressures that children can experience come from themselves and that these have a huge effect on how they relate to the world and the people around them. Using 'Thoughts-Feelings-Actions' and 'SelfTalk' children will consider how thoughts and feelings not only impact</p>	<p>PSHE – No Outsiders – Challenging the causes of racism</p> <p>The children will know what prejudice is and what can happen if racism is not challenged. They will know how to challenge racist behaviour</p>

		on their well-being but also the friendships and relationships with others Vocabulary Loving, courteous, friendship, empathy, attentive, forgiveness	
ENGLISH	<p>Charles Darwin’s On the Origin of the Species retold and illustrated by Sabina Radeva Writing Outcomes & Form Narrative (Discovery Narrative) Explanation (Adaption Explanation) Grammar: Word Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing Grammar: Sentence Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal Grammar: Text Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices Use headings and sub-headings to structure information Grammar: Punctuation Build on previous units & focus on: Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation) Terminology for Pupils Active, passive, synonym, antonym, colon</p>	<p>The Ways of the Wolf by Smriti Prasadam-Halls and illustrated by Jonathan Woodward Writing Outcome & Writing Purpose Recount: First Person Narrative Purpose: To narrate Discussion: Balanced Argument Purpose: To discuss Information Text: Wolves Purpose: To inform Narrative: Suspense Narrative Purpose: To narrate Grammar: Word Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – technical vocabulary and precise use of nouns, verbs and adjectives to add to formal tone Grammar: Sentence Build on previous units & focus on: Use of the passive to affect the presentation of information in a sentence The use of question tags in informal speech Grammar: Text Build on previous units & focus on: Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, pronouns and synonyms Use of headings, sub-headings and bullets to structure texts Grammar: Punctuation Build on previous year & focus on: Colon to introduce a list and semi-colons for more elaborate lists Use commas to punctuate relative clauses Speech punctuation Use the semi-colon as the boundary between independent clauses Punctuation of bullet points Hyphens used to avoid ambiguity</p>	
SHARED READING	<p>Text Extracts When Darwin Sailed the Sea by David Long and Sam Kalda Darwin a Life in Poems by Ruth Padel When the Whales Walked by Dougal Dixon and illustrated by Hannah Bailey The Explorer by Katherine Rundell The Great Sea Dragon Discovery by Pippa Goodheart</p>	<p>Text Extracts The Wolves of Willoughby Chase by Joan Aiken The Call of the Wild by Jack London Black Beauty by Anna Sewell A Poem for Every Night of the Year edited by Allie Esiri</p>	

	<p>Word Reading</p> <p>Build on Previous Year & Focus on: Apply 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</p> <p>Comprehension</p> <p>Build on Previous Year & Focus on: Make comparisons within and across books e.g. plot, genre and theme</p> <p>Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas</p> <p>Distinguishing between statements of fact and opinion</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>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</p> <p>Skills and Strategies</p> <p>Build on Previous Year & Focus on: Recognise all Year 5&6 Word List words with automaticity</p> <p>Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity</p> <p>Use a range of strategies for finding and locating information e.g. skimming scanning for detail</p> <p>Summarising a text</p> <p>Secure responses and understanding through re-reading and cross-check information</p> <p>Read closely, annotating for specific purposes</p>		<p>Word Reading</p> <p>Build on Previous Year & Focus on: Apply 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</p> <p>Comprehension</p> <p>Build on Previous Year & Focus on:</p> <p>Increase their familiarity with a wide range of books, including fiction from our literary heritage</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Provide reasoned justifications for their views</p> <p>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</p> <p>Prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Skills and Strategies</p> <p>Build on Previous Year & Focus on: Recognise all Year 5&6 Word List words with automaticity</p> <p>Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity</p> <p>Secure responses through re-reading and cross-check information</p> <p>Read closely, annotating for specific purposes</p> <p>Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes</p>	
READING SPINE	Ways to be Me by Libby Scott and Rebecca Westcott		Clockwork by Phillip Pullman	
MATHS	<p>Fractions, Decimals and Percentages</p> <p>use common factors to simplify fractions</p> <p>use common multiples to express fractions in the same denomination</p> <p>compare and order fractions, including fractions >1</p> <p>add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p> <p>multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $\times =$)</p> <p>divide proper fractions by whole numbers (e.g. $\div 2 =$)</p> <p>associate a fraction with division and calculate</p>	<p>Ratio and Proportion and Algebra</p> <p>Ration and Proportion</p> <p>solve problems involving the relative sizes of two quantities where missing values can be found using integer multiplication and division facts</p> <p>solve problems involving the calculation of percentages [for example, of measures such as 15% of 360] and the use of the percentage for comparison</p> <p>solve problems involving similar shapes where the scale factor is known or can be found solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</p>	<p>Measurement</p> <p>solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</p> <p>use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</p> <p>convert between miles and kilometres</p> <p>recognise that shapes with the same areas can have</p>	

	<p>decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g.)</p> <p>identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</p> <p>multiply one-digit numbers with up to two decimal places by whole numbers</p> <p>use written division methods where the answer has up to two decimal places</p> <p>solve problems which require answers to be rounded to specified degrees of accuracy</p> <p>recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</p> <p>Vocabulary</p> <p>Order, calculation, divide, multiply, digit, place value, round, lowest common multiple, mixed number, unit fraction, estimation, simplify, compare, equivalent, convert, denominator, numerator, thousandths, hundredths, tenths, improper fraction, proper fraction, common fraction, fraction, percentage, decimal</p>	<p>Vocabulary</p> <p>Ratio, proportion, “for every....there are”, part, whole scale, factor, enlargement, length, width, perimeter</p> <p>Algebra</p> <p>use simple formulae</p> <p>generate and describe linear number sequences</p> <p>express missing number problems algebraically find pairs of numbers that satisfy an equation with two unknowns</p> <p>enumerate possibilities of combinations of two variables</p> <p>Vocabulary</p> <p>Simple formulae, linear number sequence, substitute, variables, symbol, known values</p>	<p>different perimeters and vice versa</p> <p>recognise when it is possible to use formulae for area and volume of shapes</p> <p>calculate the area of parallelograms and triangles</p> <p>calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]</p> <p>Vocabulary</p> <p>Measure, standard units, length, mass, volume, time, miles, kilometres, area, perimeter, volume, parallelograms, triangles, calculate, estimate, compare, cubes, cuboids, cubic mm, cubic cm, cubic m, cubic km</p>
SCIENCE	<p>Evolution and Inheritance</p> <p>Building on what they learned about fossils in Year 3, children find out more about how living things have changed over time. They are introduced to the idea that characteristics are passed from parent to their offspring, but that they are not exactly the same. They should also appreciate that variation over time can make animals more or less likely to survive in particular environments (adaptation). Children look at evolution and Charles’ Darwin’s theory of natural selection, as well as palaeontologist Mary Anning’s work with fossils.</p> <p>Vocabulary</p> <p>adaptation: a small change that a living thing goes through</p> <p>dinosaur: a particular kind of reptile that lived in prehistoric times</p> <p>evolution: change in living things over time</p> <p>fossil: a living thing that has been turned to stone by one of several methods</p> <p>inherited: the way that a trait or characteristic is passed to offspring from parents</p> <p>natural selection: a process in which living things adapt themselves in order to survive, that they don’t have any control over</p> <p>prehistoric: the time classed as ‘before history’ as it was so long ago it hasn’t been recorded or written</p> <p>variety: differences between things as part of a whole group</p>		
COMPUTING	<p>Big Data 1</p> <p>Big Data describes the way that companies and organisations use the data in their work. Children will identify how barcodes and QR codes work. They will learn how infrared waves are used for the transmission of data while recognising the uses of</p>	<p>Big Data 2</p> <p>Children build on their knowledge of how networks and the internet are able to share information. They will learn how big data can be used to design smart</p>	

	<p>RFID as well as gathering, analysing and evaluating data collected from RFID data collection points.</p> <p>Vocabulary</p> <p>Barcode, Boolean, brand, commuter, contactless, data, data privacy, encrypt, infrared waves, NFC – near field communication, QR code – Quick response, radio waves, RFID – radio frequency identification, signal, system or data analyst, transmission</p>	<p>buildings to improve efficiency, before designing their own smart school. The children will also explore the dangers of big data.</p> <p>Vocabulary</p> <p>Big data, blue tooth, corrupt data, digital revolution, GPS – global positioning system, infrared waves, internet of things (IoT), QR code – Quick response, RFID – radio frequency identification, SIM – subscriber identity module, computer simulation, smart school/city</p>
HISTORY	<p>Crime and Punishment</p> <p>Children will explore how and why Crime and Punishment has changed over time. They will develop an understanding of change and development over a long period of time. Children will utilise a variety of sources of evidence to develop their knowledge and understanding of the different time periods. Within this, they will look at some small case studies in more depth to understand triggers for change, including the Bloody Code of 1815, the founding of the first police force, transportation of prisoners and the activism of the suffragettes. The children will also begin to appreciate that some things remain the same over long periods of time.</p> <p>Vocabulary</p> <p>Rules, society, crime, punishment, values, poaching, witchcraft, riot, pillory, transportation, flogging, attitudes, execution, vagabond, poaching, highwayman, smuggling, police, respect, hostile, truncheon, cartoon, severe crime, lesser crime, liberty, transportation, prison, hulks, gaol, separate system, silent system, oakum, suffrage, suffragettes, discrimination, prejudice, terrorist, extremism, democracy, parliament, change, continuity, attitudes, values.</p> <p>Related Texts</p>	
GEOGRAPHY	<p>Map Skills</p> <p>Children will further explore the range of maps available to geographers and to develop their understanding of the key features of maps. They will study a range of maps and atlases, including digital maps, and compare their features. They will learn to use the eight compass points to give directions and give grid references to locate places on a map. By comparing maps of the same place ie their local area, children will learn about the way that places have changed over time.</p> <p>Vocabulary</p> <p>Atlas, index, co-ordinates, latitude, longitude, key, symbol, Ordnance Survey, compass, north, south, east, west, north east, south east, south west, north west, grid reference, easting, northing, past, present, similarities, differences</p>	
ART	<p>Photography -</p> <p>Through developing their photography skills, children cover useful artistic concepts in a new context, looking at: composition, colour, light, abstract images and underlying messages. Familiarising themselves with new photography artists, children gain a new perspective on the way they look at people and object around them, capturing and presenting images in different ways.</p> <p>Vocabulary</p> <p>Composition, contrast, crop, digital, expression, lens, macro, photography, self-portrait, techniques, truism</p>	
DESIGN & TECHNOLOGY	<p>Food – Come dine with me</p> <p>Children research and prepare a three course menu. They will taste test and score their cooking and research the journey of their main ingredient from ‘farm to fork’.</p> <p>Vocabulary</p> <p>Accompaniment, cookbook, cross contamination, equipment, farm, flavour, ingredients, method, nationality, preparation, processed, reared, recipe, unit of measurement</p>	
MUSIC	Theme and Variations – Pop Art	Film Music

	<p>Children learn that theme and variations is a common musical structure, especially in classical music. The structure features a theme at the start of the piece, then once the theme has been played, the composer repeats it but with some form of variation. The theme is then played again but this time with a further variation.</p> <p>Vocabulary</p> <p>Pop Art, Pulse, notation, diaphragm, melody, phrase, rhythm, 3/4 time, 4/4 time, orchestra, strings, woodwind, brass, percussion, Kodaly rhythms</p>	<p>Children will explore the music used in film to accompany the action and create atmosphere.</p> <p>TENSE music - Long notes followed by shorts notes or pauses with the melody switching between two notes (think of 'Jaws'). Useful for making the viewer think something bad is going to happen.</p> <p>PURPOSEFUL music - Military drum sounds with a major key (happy sounding music) and a medium tempo. Useful for characters getting a job done, or planning to defeat the enemy, etc.</p> <p>ROMANTIC music - Slow, long notes with sweeping melodies (getting higher and lower very smoothly and quickly) and high, twinkly notes. Useful for showing which characters are the love interest.</p> <p>DANGER music - Getting higher and faster and using lots of instruments to create a chaotic sound. Useful for building a sense of impending doom.</p> <p>Vocabulary</p> <p>Chromatics, composition, evoke, graphic score, imagery, improvise, major key, minor key, modulates, notate, pitch, sound effects, sound track, tremolo, unison</p>
PHYSICAL EDUCATION	<p>BASKETBALL</p> <p>Children will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. They will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Children will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances.</p> <p>Vocabulary</p> <p>Throwing, catching, dribbling, intercepting, shooting, communication, collaboration, perseverance, honesty and fair play, planning, strategies, tactics</p>	<p>HOCKEY</p> <p>Children will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. They will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Children will comment on their own and other's performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self-managing games.</p> <p>Vocabulary</p> <p>Dribbling, passing, receiving, tackling, creating and using space, shooting, communication, collaboration, perseverance, honesty and fair play, planning, strategies, tactics, selecting and applying skills</p>