ST CHARLES' CATHOLIC PRIMARY SCHOOL

YEAR SIX MEDIUM TERM PLANNING

SUMMER

RE		**Pentecost –Serving – Witnesses** **What do I want to witness in my life?** **Prior learning:** Pentecost is the celebration of the Spirit's transforming power. **This Topic: learning outcomes:** Know and understand: The courage to be a witness – **Explore** Pentecost: The Holy Spirit enables people to witness to the Easter message – **Reveal** Acquire the skills of assimilation, celebration and application of the above – **Respond** **Vocabulary** witness, Holy Spirit, Witnesses, martyrs, courage, truth inspiration, Good News	**Reconciliation – Inter- Relating – Healing** **Who needs healing?** **Prior learning:** God's rules for living freely and responsibly – the Commandments **This Topic: learning outcomes:** Know and understand: When people become sick and need care – **Explore** The Sacrament of the Anointing of the Sick – **Reveal** Acquire the skills of assimilation, celebration and application of the above – **Respond** **Vocabulary** Care, sickness, hospice, compassion, Sacrament, anointing, sin, forgiveness, parable, Lourdes, responsibility	**Universal Church – World – Common Good** **How can we work together to build a just and fair world?** **Prior learning:** The Church is called to stewardship of creation. **This Topic: learning outcomes:** Know and understand: Justice for the good of all – **Explore** The work which Christians do for the common good of all – **Reveal** Acquire the skills of assimilation, celebration and application of the above – **Respond** **Vocabulary** justice, injustice, respect, solidarity, difference, Social Justice, common good, dignity, Catholic Social Teaching
PSHE/RSHE		**Physical Health and Mental Wellbeing - To know what can affect mental health and how to take care of it. To know ways to manage change, loss and bereavement. Manage their own time online**. Children will learn that mental health is just as important as physical health and that both need looking after and how to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support. They will learn how negative experiences such as being bullied or feeling lonely can affect mental wellbeing and about positive strategies for managing feelings. They will learn that there are situations when someone may experience mixed or conflicting feelings and how to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available and identify where they and	**Growing and Changing - To understand human reproduction and birth. To increase independence and manage transitions**. The children will learn how to recognise some of the changes as they grow up e.g. increasing independence and about what being more independent might be like, including how it may feel and about the transition to secondary school and how this may affect their feelings. They will learn about how relationships may change as they grow up or move to secondary school and practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school. They will learn how to identify the links between love, committed relationships and conception and what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults and	**Keeping Safe - To keep their personal information safe. Understand how to regulate themselves and make good choices. To understand how drug use relates to the law and media**. The children will learn how to protect personal information online and how to identify potential risks of personal information being misused and strategies for dealing with requests for personal information or images of themselves. They will learn how to identify types of images that are appropriate to share with others and those which might not be appropriate and that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be. They will learn what to do if they take, share or come across an image which may upset, hurt or embarrass them or others and how to report the misuse of personal information or sharing

	others can ask for help and support with mental wellbeing in and outside school. They will learn about the importance of asking for support from a trusted adult and about the changes that may occur in life including death, and how these can cause conflicting feelings and that changes can mean people experience feelings of loss or grief. They will explore the process of grieving and how grief can be expressed and about strategies that can help someone cope with the feelings associated with change or loss. They will identify how to ask for help and support with loss, grief or other aspects of change. The children will learn how balancing time online with other activities helps to maintain their health and wellbeing and about strategies to manage time spent online and foster positive habits e.g. switching phone off at night and what to do and whom to tell if they are frightened or worried about something they have seen online **Vocabulary** Mental health, physical health, mental ill-health, negative experiences, positive strategies, conflicting feelings trusted adult, grief.	how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb **Vocabulary** Independence, transition, love, committed relationships, conception, sexual intercourse, intimate relationship, consenting adults, pregnancy, sperm, ovum, fertilised egg, womb	of upsetting content/ images online. They will learn about the different age rating systems for social media, T.V, films, games and online gaming and why age restrictions are important and how they help people make safe decisions about what to watch, use or play. They will learn about the risks and effects of different drugs and about the laws relating to drugs common to everyday life and illegal drugs. They will learn to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs and how to ask for help if they have concerns about drug use and about mixed messages in the media relating to drug use and how they might influence opinions and decisions **Vocabulary** Protect, personal information, potential risks, misuse, strategies, requests, images, appropriate inappropriate, impact, upsetting content, age rating systems, risks, effects illegal drugs, nicotine, alcohol, medicines, influence
ENGLISH	**Shackleton's Journey by William Grill** **Writing Outcome and Writing Purpose** Endurance Narrative and Magazine Article **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 – formal tone **Grammar: Sentence** Build on previous units & focus on: Use of the passive to affect the presentation of information in a sentence Grammar: Text Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials Use headings and sub-headings to structure text **Grammar: Punctuation** Build on previous year & focus on: Use commas to clarify meaning and avoid ambiguity: Used as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesis Using semi-colons as boundaries between independent clauses		**Vehicle Text Hansel and Gretel by Neil Gaiman** **Writing Outcome & Writing Purpose Narrative** Dual Narrative and Letter **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 – formal tone **Grammar: Sentence** Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal speech in writing –the use of the subjunctive form in some very formal speech and writing Wish – if I were… **Grammar: Text** Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – pronouns Grammar: Punctuation Build on previous year & focus on: Use the semi-colon as the boundary between independent clauses Hyphens are used to clarify meaning and avoid ambiguity

SHARED READING	**Text Extracts** **Where on Earth? Coastlines by** **Overheard in a Tower Block by Poems by Joseph Coelho** **The island at the End of Everything by Kiran Millweed Hargrave** **Orphans of the Tide by Straun Murray** **Word Reading** 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 **Comprehension** Build on Previous Year & Focus on: Identify and discuss themes and conventions in and across a wide range of writing Discuss and evaluate how authors use language, including figurative language considering the impact on the reader Provide reasoned justification for their views Identify how language, structure and presentation contribute to meaning Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary **Skills and Strategies** Consolidate and embed all skills not secured and focus on: Recognise all Year 5&6 Word List words with automaticity Read closely, annotating for specific purposes Confidently use a range of strategies for finding and locating information e.g. skimming scanning for detail Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes		**Text Extracts** **Grimms' Fairy Tales by Jacob and Wilhelm Grimm** **Blackberry Blue by Jamila Gavin** **The House with Chicken Legs by Sophie Anderson** **A Range of Songs and Lyrics** **Word Reading** 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 **Comprehension** Build on Previous Year & Focus on: Increase their familiarity with a wide range of books, including traditional tales Identify and discuss themes and conventions in and across a wide range of writing Discuss and evaluate how authors use language, including figurative language considering the impact on the reader Provide reasoned justification for their views Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience **Skills and Strategies** Build on Previous Year & Focus on: Recognise all Year 5&6 Word List words with automaticity Read closely, annotating for specific purposes Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes
READING SPINE			
MATHS	**Properties of Shapes** draw 2-D shapes using given dimensions and angles recognise, describe and build simple 3-D shapes, including making nets compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons	**Position and Direction** describe positions on the full coordinate grid (all four quadrants) draw and translate simple shapes on the coordinate plane, and reflect them in the axes	**Statistics** interpret and construct pie charts and line graphs and use these to solve problems calculate and interpret the mean as an average

	illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles	
SCIENCE	**Animals Including Humans** In this topic children build on learning from Years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system). It considers life processes that are internal to the body, such as the circulatory system. The impact of lifestyle on bodies, particularly of humans, is also considered. Scientists are continually finding out what is good and bad for us, and their ideas do change as more research is carried out.	**Living Things and Their Habitats** Children build on their learning about grouping living things in Year 4 by looking at the classification system in more detail. Children first revisit their knowledge of classification and creating keys, before developing their knowledge by looking at fungi and bacteria. Children also look at the work of Carl Linnaeus, the scientist who first made important the function of naming and classifying to 'identify' organisms.
COMPUTING	**MGL Computing**	
	Introduction to Python Using the programming language of Python	**Skills Showcase** Designing a product, pupils: evaluate, adapt and debug code to make it suitable and efficient for their needs; use a software program to design their products; create their own websites and video adverts to promote their inventions.
HISTORY	**None this term**	
GEOGRAHY	**Coasts** In this unit, children will discover some of the many ways in which the world around them is changing. From coastal erosion to political changes, there are many factors at work. Children will learn about the structure of the United Kingdom and how its shape and geography have changed over thousands of years. Using an online database of photographs, children can explore how landscapes change. In the final lesson of this unit, children have the chance to predict the future and look at which might change again in their lifetimes	
ART	**Still Life – Memory Box** Children will revisit their life skills, creating a variety of pieces influenced by different artists and using a range of mediums. Using charcoal, erasers and paint to depict a chosen composition of special objects before constructing a memory box to showcase their work.	
DESIGN & TECHNOLGY	**Textiles - Waistcoats** Using the skills they have developed over the past few years, the children will select fabrics, use templates, pin, decorate and stitch materials together to create a waistcoat for a person or purpose of their choosing. Create or use a pattern template to fit a desired person or item (e.g. teddy bear).	
MUSIC	**Coasts – Fingal's Cave by Mendelssohn** Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.	**Composing and Performing a Leaver's Song** Creating their own leavers' song personal to their experiences as a class; listening to and critiquing well known songs, writing the lyrics,, exploring the concept of the four chord backing track and composing melodies.

PHYSICAL EDUCATION	**Athletics** Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop and are also given opportunities to lead when officiating as well as observe and provide feedback to others. Pupils learn the following athletic activities: long distance running, sprinting, triple jump, discus and shot put.	**Cricket** Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter, thinking about how they use skills, strategies and tactics to outwit the opposition achieving this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.