



**ST CHARLES' CATHOLIC PRIMARY
SCHOOL**



YEAR SIX MEDIUM TERM PLANNING

Autumn

<p>RE</p>	<p>Loving – Do you have to earn love? Prior learning: ourselves as made in the image and likeness of God This Topic: learning outcomes: Know and understand: The love and care of people – Explore God’s love is unconditional and never ending – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond Vocabulary unconditional, forgiveness, mercy, prodigal, parable, reconciliation</p>	<p>Vocation and Commitment – What is commitment in life? Prior learning: the call to life and love within the community; marriage This Topic: learning outcomes: Know and understand: Commitment in life – Explore The vocation to the priesthood and religious life – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond Vocabulary Commitment, dedicated, vocation, Ordination, anointing, religious life, service, celibacy, vows</p>	<p>Expectations – Should we have expectations in life? Prior learning: Advent is the Church’s season of waiting in joyful hope for the coming of Jesus, the Promised One, at Christmas and at the end of time This Topic: learning outcomes: Know and understand: The meaning of expectation – Explore Advent, a time of joyful expectation of Christmas, the Word becoming a human person, Jesus – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond Vocabulary Expectation, certainty, Advent, Christmas Emmanuel, Annunciation, Angelus, Incarnation</p>
<p>PSHE/RSHE</p>	<p>Relationships-Families and friendships: what different kinds of loving relationships there are. That people who love each other can be of any gender, ethnicity or faith. The difference between gender identity and sexual orientation and everyone’s right to be loved About the qualities of healthy relationships that help individuals flourish. Safe relationships: That pressure comes in different forms, and what those different forms are • That there are strategies that they can adopt to resist pressure What consent and bodily</p>	<p>PSHE – Life to the Full - Under Pressure Identifying pressure and the many guises it can take. 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. Discussing the issue of consent and bodily autonomy, equipping the children with the ability and confidence to say ‘no’. Understanding that some of the strongest pressures that children can experience come</p>	<p>PSHE – No Outsiders – Challenging the causes of racism The children will know what prejudice is and what can happen if racism is not challenged. They will know h Relationships Families and friendships Safe relationships Respecting ourselves and others ow to challenge racist behaviour</p>

	<p>autonomy means. Different scenarios in which it is right to say 'no'.</p> <p>Respecting ourselves and others: How thoughts and feelings impact actions, and develop strategies that will positively impact their actions and apply this in their relationships to challenge the causes of racism</p>	<p>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 'Self Talk' children will consider how thoughts and feelings not only impact on their well-being but also the friendships and relationships with others</p> <p>Vocabulary Loving, courteous, friendship, empathy, attentive, forgiveness</p>	
ENGLISH	<p>Rose Blanche by Roberto Innocenti Anne Frank by Josephine Poole Writing Outcome & Writing Purpose Recount: Diary Purpose: To recount Recount: Bravery Speech Award Purpose: Grammar: Word focus on: Understanding 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 and informal vocabulary choices Grammar: Sentence focus on: The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech Grammar: Text focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials Grammar: Punctuation focus on: Colons to introduce a list and semi-colons for more elaborate lists Use commas, brackets and dashes for parenthesis Semi-colon to separate two main clauses</p>	<p>A Story Like the Wind by Gill Brown Writing Outcome & Writing Purpose Flashback Narrative and Newspaper Report Grammar: Word focus on: Understanding 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 and informal vocabulary choices Grammar: Sentence focus on: The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech Grammar: Text focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials Grammar: Punctuation focus on: Colons to introduce a list and semi-colons for more elaborate lists Use commas, brackets and dashes for parenthesis Semi-colon to separate two main clauses</p>	
SHARED READING	<p>Text Extracts The Boy in the striped Pyjamas Poems from the Second World War World War 11 Anne Frank Word Reading</p>	<p>Text Extracts The Boy in the Tower by Polly Hoy-Yen Asha the Spirt Bird by Jasbinder Bilan Word Reading Build on Previous Year & Focus on: Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in</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>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	The Arrival by Shaun Tan	Holes by Louis Sachar	
MATHS	<p>Number Place Value, Addition and Subtraction</p> <p>The children will:</p> <p>read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</p>	<p>Fractions</p> <p>The children will:</p>	<p>Converting Units</p> <p>The children will:</p> <p>convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and</p>

	<p>round any whole number to a required degree of accuracy</p> <p>use negative numbers in context, and calculate intervals across zero</p> <p>solve number and practical problems that involve all of the above</p> <p>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>perform mental calculations, including with mixed operations and large numbers</p> <p>identify common factors, common multiples and prime numbers</p> <p>use their knowledge of the order of operations to carry out calculations involving the four operations</p> <p>solve problems involving addition, subtraction, multiplication and division</p> <p>use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</p>	<p>compare and order fractions whose denominators are all multiples of the same number</p> <p>identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p> <p>recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]</p> <p>add and subtract fractions with the same denominator, and denominators that are multiples of the same number</p> <p>multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p> <p>read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]</p> <p>recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>round decimals with 2 decimal places to the nearest whole number and to 1 decimal place</p> <p>read, write, order and compare numbers with up to 3 decimal places</p> <p>solve problems involving number up to 3 decimal places</p> <p>recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a</p>	<p>millimetre; gram and kilogram; litre and millilitre]</p> <p>understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</p> <p>measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p>calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes</p> <p>estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]</p> <p>solve problems involving converting between units of time</p> <p>use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling</p>
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SCIENCE	<p style="text-align: center;">Light</p> <p>This topic introduces the concept of light travelling in straight lines. It starts by looking at beams of light and how light travels to enable children to understand how we see things. This understanding is then applied to the production of shadows and starts to look at how light is reflected. The topic then takes the learning into the realm of coloured light and rainbows, using scientific skills to raise and answer questions. It builds on the work carried out in Year 3 on light, shadows and reflection.</p> <p style="text-align: center;">Vocabulary</p> <p style="text-align: center;">Eye, Image, Light, Mirror, Rays, Reflection, Shadow</p>	<p style="text-align: center;">Electricity</p> <p>This topic builds on the Year 4 work on electricity, taking it into the scientific use of symbols for components in a circuit, as well as considering the effect in more detail of changing components in a circuit. The children have the opportunity to apply their learning by creating an electronic game.</p> <p style="text-align: center;">Vocabulary</p> <p style="text-align: center;">Battery, Cell, Circuit, Complete, current, Electrons</p>
COMPUTING		
COMPUTING	<p style="text-align: center;">Creating Formula Excel</p> <p>Enter and organise data appropriately Use the 'Formula' method to make calculations. Interpret and present the data they collect. Use the skills developed to interrogate a spreadsheet.</p>	<p style="text-align: center;">Using Variables</p> <p>Use a variable to increase programming possibilities. Use a variable and relational operator (e.g. < = >) within a loop to stop a program. Evaluate the effectiveness and efficiency of an algorithm while continually testing the programming of that program. Use logical reasoning to predict and debug more complex programs including: selection, variables and operators.</p>
HISTORY		
HISTORY	<p style="text-align: center;">WORLD WAR II</p> <p>The Outbreak of the War/The Battle of Britain - develop a chronologically secure knowledge & understanding of world history, establishing clear narratives within and across periods by learning about key events of World War II/The Battle of Britain</p> <p>The Home Front/Evacuation - construct informed responses that involve thoughtful selection of relevant historical information by learning how people on the home front contributed to the war effort/when, where and why children were evacuated</p> <p>The Armed Forces/Rationing - address and devise historically valid questions about change, cause, similarity and difference, and significance by learning about the armed forces during World War II/how people adapted to reduced product availability</p> <p>Entertainment in Wartime Britain - note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about what people did for entertainment in wartime Britain. Commemorative Events/The Role of Women/The Holocaust - construct informed responses that involve thoughtful selection of relevant historical information by learning how and why events from World War II are commemorated/ the importance of the role of women/the event of the Holocaust</p> <p style="text-align: center;">Vocabulary</p>	

	Sources, evidence, reliability, bias, utility, memorial, thankful village, civilian, inscription, casualty, protected/reserved occupations, conscription, volunteer, Blitz, evacuee, Kindertransport, refugee, logbook, rationing g, imports, rural, urban, propaganda, home guard, Zeppelins, Luftwaffe, barrage, shells, bombs, memorial, commemorate, symbolism, inscription, plaque, frieze, Tommy, patriotism, mourning	
GEOGRAHY	<p style="text-align: center;">Protecting Our Environment</p> <p>This topic considers if we are damaging our world and how we can protect it and will investigate energy production, the oceans and minerals, as well as conducting an enquiry into how the school can become more sustainable. The children will describe and understand key aspects of the distribution of natural resources including energy, minerals and water. They will use maps, atlases and globes to locate countries and describe features studied. Furthermore, they will use the eight points of a compass, symbols and keys to build their knowledge of the UK and the wider world and 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 and graphs, and digital technologies.</p> <p style="text-align: center;">Vocabulary</p> <p style="text-align: center;">Conserve, Consume, Food Miles, Import, Produce, Renewable Energy, Non-Renewable Energy</p>	
ART	<p style="text-align: center;">Painting and Mixed Media</p> <p>The children will explore a selection of paintings through art appreciation activities. Collecting ideas in sketchbooks and planning for a final piece after researching the life, techniques and artistic intentions of an artist that interests them.</p> <p style="text-align: center;">Vocabulary</p> <p style="text-align: center;">Abstract, Analyse, Evaluate, Interpret, Medium, Mixed-Media, Narrative, Respond, Tableau</p>	
DESIGN & TECHNOLOGY	<p style="text-align: center;">Electrical Systems</p> <p>This unit explores series circuits further and introduces motors. The children will explore how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own</p> <p style="text-align: center;">Vocabulary</p> <p style="text-align: center;">Circuit Component, Configuration, Current, Develop, DIY, Investigate, Motor, Motorised</p>	
MUSIC	<p style="text-align: center;">Songs of WWII</p> <p>The children will be able to use musical and comparative language in discussion and follow the melody line. They will be able to follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing. The children will be able to sing the correct words at the correct time and recall the counter-melody line.</p>	<p style="text-align: center;">Advanced Rhythms</p> <p>The children will be able to repeat rhythms accurately and successfully participate in rhythm games. They will be able to feel the pulse while participating in activities, e.g. singing or chanting and notate rhythms accurately. Clap the rhythm at the same time as chanting the words. Choose rhythmic elements that add up to 8 counts. Perform compositions demonstrating a good sense of pulse.</p>

	<p style="text-align: center;">Vocabulary</p> <p>Music, Britain, Frontline, Melody, Graphic Score, Harmony, Morale, Troops, Vera Lynn, Tempo, Diaphragm, Phrase, Pitch</p>	<p>Perform their compositions securely with their partners.</p> <p>Vocabulary Crochets, Notation, Chant, Unison, Beat, Rhythm, Syllables, TA, TITI, TWO, SH</p>
PHYSICAL EDUCATION	<p style="text-align: center;">Gymnastics</p> <p>The children will develop the straddle, forward and backward roll and to counter balance and counter tension. They will be able to perform inverted movements with control and perform the progressions of a headstand and a cartwheel.</p>	<p style="text-align: center;">Dance</p> <p>The children will develop an idea or theme into dance choreography – formations, timing, dynamics – using movement to convey ideas, feelings, emotions and characters.</p>
SPANISH	<p>The children will: listen attentively to spoken language and show understanding by joining in and responding read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language describe people, places, things and actions orally and in writing</p>	