



SCHOOL

ST CHARLES' CATHOLIC PRIMARY



YEAR SIX MEDIUM TERM PLANNING

SPRING

RE	<p>Local Church – Community – Sources Are books enriching? Prior learning: dioceses continue the work and mission of Jesus, including ecumenism This Topic: learning outcomes: Know and understand: A wide variety of books and the purpose for which they were written – Explore The Bible as the story of God’s love, told by the People of God – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond Vocabulary Poetry, prose, history, information, stories, Bible, Old Testament, New Testament, genre</p>	<p>Eucharist – Relating – Unity Why are we happiest when we are united? Prior learning: The Eucharist keeps the memory of Jesus’ sacrifice alive and present in a special way This Topic: learning outcomes: Know and understand: What nourishes and what spoils friendship and unity – Explore The Eucharist challenges and enables the Christian family to live and grow in communion every day – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond Vocabulary Eucharist, communion, community, unity, friendship, nourish</p>	<p>Lent/Easter – Giving – Death and New Life Can any good come out of loss and death? Prior learning: Lent, a time of giving in preparation for the celebration of the sacrifice of Jesus. This Topic: learning outcomes: Know and understand: Loss and death bring about change for people – Explore The Church’s seasons of Lent, Holy Week and Easter; the suffering, death and resurrection of Jesus led to new life – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond Vocabulary Loss, death, change, growth, Ash Wednesday, Lent, Holy Week, the Triduum, Easter Vigil, Resurrection, Paschal</p>

<p>PSHE/RSHE</p>	<p>RSHE – A Journey in Love – Social and Emotional The wonder of God’s love in creating new life Developing a secure understanding of what stable, caring relationships are and the different kinds that there may be. Focusing on Catholic teaching, children will also know and understand about conception of a child within marriage Vocabulary God, Christian, appropriate, dignity, conceive, relationship, fiancé, fiancée</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’.</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 how to challenge racist behaviour</p>
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		<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 ‘Self Talk’ children will consider how thoughts and feelings not only impact on their well-being but also the friendships and relationships with others Vocabulary Loving, courteous, friendship, empathy, attentive, forgiveness</p>	
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<p>ENGLISH</p>	<p style="text-align: center;">Charles Darwin's On the Origin of the Species retold and illustrated by Sabina Radeva</p> <p style="text-align: center;">Writing Outcomes & Form</p> <p>Narrative (Discovery Narrative) Explanation (Adaption Explanation)</p> <p style="text-align: center;">Grammar: Word</p> <p>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</p> <p style="text-align: center;">Grammar: Sentence</p> <p>Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal</p> <p style="text-align: center;">Grammar: Text</p> <p>Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices Use headings and subheadings to structure information</p> <p style="text-align: center;">Grammar: Punctuation</p> <p>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)</p> <p style="text-align: center;">Terminology for Pupils</p> <p style="text-align: center;">Active, passive, synonym, antonym, colon</p>	<p style="text-align: center;">The Ways of the Wolf by Smriti Prasad-Halls and illustrated by Jonathan Woodward</p> <p style="text-align: center;">Writing Outcome & Writing Purpose</p> <p>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</p> <p style="text-align: center;">Grammar: Word</p> <p>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</p> <p style="text-align: center;">Grammar: Sentence</p> <p>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</p> <p style="text-align: center;">Grammar: Text</p> <p>Build on previous units & focus on: Linking ideas within and across paragraphs, using a wider range of cohesive devices e.g. the use of conjunctions, adverbials, pronouns and synonyms Use of headings, subheadings and bullets to structure texts</p> <p style="text-align: center;">Grammar: Punctuation</p> <p>Build on previous year & focus on: Colon to introduce a list and semicolons for more elaborate lists</p>
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		<p style="text-align: center;">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>
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**SHARED
READING**

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

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: Make comparisons within and across books e.g. plot, genre and theme
Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas
Distinguishing between statements of fact and opinion
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Identify how language, structure and presentation contribute to meaning
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

Skills and Strategies

Build on Previous Year & Focus on: Recognise all Year 5&6 Word List words with automaticity
Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity
Use a range of strategies for finding and locating information e.g. skimming scanning for detail
Summarising a text

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

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 fiction from our literary heritage
Identify and discuss themes and conventions in and across a wide range of writing
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Provide reasoned justifications for their views
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 Prepare plays 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
Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity
Secure responses through re-reading and cross-check information

	Secure responses and understanding through re-reading and cross-check information Read closely, annotating for specific purposes	Read closely, annotating for specific purposes Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes
READING SPINE	Ways to be Me by Libby Scott and Rebecca Westcott	Clockwork by Phillip Pullman

<p>MATHS</p>	<p>Fractions, Decimals and Percentages use common factors to simplify fractions use common multiples to express fractions in the same denomination compare and order fractions, including fractions</p> <p style="text-align: center;">>1</p> <p>add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $\times =$) divide proper fractions by whole numbers (e.g. $\div 2 =$) associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g.) 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 multiply one-digit numbers with up to two decimal places by whole numbers use written division methods where the answer has up to two decimal places solve problems which require answers to be rounded to specified degrees of accuracy recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</p> <p style="text-align: center;">Vocabulary</p>	<p>Ratio and Proportion and Algebra Ratio and Proportion solve problems involving the relative sizes of two quantities where missing values can be found using integer multiplication and division facts solve problems involving the calculation of percentages [for example, of measures such as 15% of 360] and the use of the percentage for comparison 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 style="text-align: center;">Vocabulary</p> <p>Ratio, proportion, “for every.... there are”, part, whole scale, factor, enlargement, length, width, perimeter</p> <p>Algebra use simple formulae generate and describe linear number sequences express missing number problems algebraically find pairs of numbers that satisfy an equation with two unknowns enumerate possibilities of combinations of two variables</p> <p style="text-align: center;">Vocabulary</p>	<p>Measurement solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate 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 convert between miles and kilometres recognise that shapes with the same areas can have different perimeters and vice versa recognise when it is possible to use formulae for area and volume of shapes calculate the area of parallelograms and triangles 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 style="text-align: center;">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>
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	<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>Simple formulae, linear number sequence, substitute, variables, symbol, known values</p>	
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SCIENCE

Evolution and Inheritance

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.

Vocabulary

- adaptation: a small change that a living thing goes through
- dinosaur: a particular kind of reptile that lived in prehistoric times
- evolution: change in living things over time
- fossil: a living thing that has been turned to stone by one of several methods
- inherited: the way that a trait or characteristic is passed to offspring from parents
- natural selection: a process in which living things adapt themselves in order to survive, that they don't have any control over
- prehistoric: the time classed as 'before history' as it was so long ago it hasn't been recorded or written
- variety: differences between things as part of a whole group

Classifying Living Things

Children build on their learning about grouping living things in Year 4 by looking at the classification system in more detail. The topic is divided into two units, 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. This topic covers the following learning objectives: Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics. This topic develops the following working scientifically skills: Plan different types of scientific enquiries to answer questions.

<p>COMPUTING</p>	<p style="text-align: center;">Programming for an Audience</p> <p>Understand the importance of planning, testing and correcting algorithms. Demonstrate a range of different strategies to solve a problem including: abstraction, decomposition, logic & evaluation. Understand why sequence & patterns are important when creating simple algorithms that are part of a more complex program. Gives reasoning for each step within algorithms and applying them to a program. 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.</p>	<p style="text-align: center;">Plan and Compose Music</p> <p>Talk about audience, atmosphere and structure when planning a particular media outcome. Combine a range of media, recognising the contribution of each to achieve a particular outcome.</p>
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<p>HISTORY</p>		<p style="text-align: center;"><u>The Battle of Britain</u></p> <p>The children will learn why the Battle of Britain happened and the importance of what happened afterwards. They will learn that Germany wanted to invade Great Britain, but first they needed to destroy Great Britain's Royal Air Force. The Battle of Britain was when Germany bombed Great Britain in order to try and destroy their air force and prepare for invasion. The Battle of Britain started on July 10th, 1940.</p> <p style="text-align: center;">Vocabulary</p> <p>Axis power Allies Blitzkrieg Evacuee Evacuation Rationing Refugee Invasion Chancellor troops Anderson Shelter Air raid Home Guard Propaganda Blitz Slogan Graphic Photography Contrast</p>
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GEOGRAHY

Economic Activity and Trade Links

The children will learn about the following:

Trade

Buying and selling things is called trade. Trade is an important way for countries to make money and has been happening across the world for hundreds of years. Today, goods are carried around the world in container ships from port to port and by aeroplane.

Export and Import

People in the UK can sell things they make when people in other countries want them. This might be because they can't make them themselves or because they are cheaper or better quality. Sending goods like this to other countries is called export.

There are also things, such as bananas or oranges, that are hard to grow in the UK and we have to buy these things from abroad. This is called import.

Sometimes countries need experts from abroad such as engineers, scientists or teachers. These experts can sell their services to people around the world and this is called a service industry. The service industry is the UK's main industry today and we import more goods than we export.

Globalisation

Globalisation has made the world a smaller and more connected place. Multinational corporations, increased global trading and the internet have brought people closer together.

Globalisation is not a new term. People have travelled, traded and shared ideas for thousands of years and there are many global linkages, ie people in one country are connected in many ways with people in other countries.

Vocabulary

	<p>Global, globalisation, trade, navigation, buoys, goods, services, mariners, logos, companies, interconnected, exporting, importing, transport, materials, communication</p>	

ART	<p style="text-align: center;">Drawing – Make my voice heard</p> <p>Exploring art with a message, children look at the famous ‘Guernica’ by Picasso and the Craft and Design – Photo opportunity Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and Sculpture and 3D – Making memories Documenting their memories of their time at primary school, children select their favourite art and design skills and techniques and artistic intentions of that individual. Collecting ideas in sketchbooks, planning for a final piece and working collaboratively, they present what they have learnt about the artist. confronting works of Käthe Kollwitz. They develop their drawings to incorporate new surfaces, a range of techniques and demonstrate an emerging personal style</p>

DESIGN & TECHNOLOGY	<p style="text-align: center;">Textiles – waistcoat</p> <p>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</p> <p style="text-align: center;">Vocabulary</p> <p>Adapt, Annotate, Detail, Fabric, Fastening, Knot, properties, Running-stitch, Seam, Sew, Shape, target audience, Target customer, Template, Thread, unique, Waistcoat, Waterproof. n or item (e.g. teddy bear).</p>

MUSIC	<p style="text-align: center;">Dynamics, Pitch and Tempo –</p> <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 style="text-align: center;">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 style="text-align: center;">Film Music</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. 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 style="text-align: center;">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 style="text-align: center;">DODGEBALL</p> <p>Dodgeball Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply</p>	<p style="text-align: center;">TENNIS</p> <p>Tennis In this unit pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and</p>
	<p>tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest</p>	<p>underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self-managing games. Pupils are also given opportunities to reflect on their own and other's performances and identify areas to improve.</p>
SPANISH	<p style="text-align: center;">Eso, ¿qué es?</p> <p>Saying the names of 6 pets and describing their colours. Describe the pets using a conjunction. Make up your own strange animal to describe.</p>	<p style="text-align: center;">Me visto</p> <p>Naming clothes with colours and sizes. Describing your clothes using a conjunction. Saying which clothes, you do and don't have.</p>