



ST CHARLES' CATHOLIC PRIMARY SCHOOL



YEAR SIX MEDIUM TERM PLANNING

Autumn

RE	<p>Loving – Do you have to earn love?</p> <p>Prior learning: ourselves as made in the image and likeness of God</p> <p>This Topic: learning outcomes: Know and understand:</p> <p>The love and care of people – Explore</p> <p>God's love is unconditional and never ending – Reveal</p> <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Vocabulary</p> <p>unconditional, forgiveness, mercy, prodigal, parable, reconciliation</p>	<p>Vocation and Commitment – What is commitment in life?</p> <p>Prior learning: the call to life and love within the community; marriage</p> <p>This Topic: learning outcomes: Know and understand:</p> <p>Commitment in life – Explore</p> <p>The vocation to the priesthood and religious life – Reveal</p> <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Vocabulary</p> <p>Commitment, dedicated, vocation, Ordination, anointing, religious life, service, celibacy, vows</p>	<p>Expectations – Should we have expectations in life?</p> <p>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</p> <p>This Topic: learning outcomes: Know and understand:</p> <p>The meaning of expectation – Explore</p> <p>Advent, a time of joyful expectation of Christmas, the Word becoming a human person, Jesus – Reveal</p> <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Vocabulary</p> <p>Expectation, certainty, Advent, Christmas Emmanuel, Annunciation, Angelus, Incarnation</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.</p> <p>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</p> <p>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.</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</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.</p> <p>They will know h</p> <p>Relationships</p> <p>Families and friendships</p> <p>Safe relationships</p> <p>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:</p> <p>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</p> <p>Loving, courteous, friendship, empathy, attentive, forgiveness</p>	
ENGLISH	<p>Rose Blanche by Roberto Innocenti</p> <p>Anne Frank by Josephine Poole</p> <p>Writing Outcome & Writing Purpose</p> <p>Recount: Diary Purpose: To recount</p> <p>Recount: Bravery Speech Award Purpose:</p> <p>Grammar: Word focus on:</p> <p>Understanding how words are related by meaning as synonyms and antonyms</p> <p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices Grammar: Sentence focus on:</p> <p>The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech</p> <p>Grammar: Text focus on:</p> <p>Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials Grammar: Punctuation focus on:</p> <p>Colons to introduce a list and semi-colons for more elaborate lists</p> <p>Use commas, brackets and dashes for parenthesis Semi-colon to separate two main clauses</p>	<p>The Place for Me – Stories about the Windrush Generation by Dame Floella Benjamin et al.</p> <p>Information, recount and explanation hybrid text</p> <p>Grammar: Word focus on:</p> <p>Understanding how words are related by meaning as synonyms and antonyms</p> <p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices Grammar: Sentence focus on:</p> <p>The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech</p> <p>Grammar: Text focus on:</p> <p>Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials Grammar: Punctuation focus on:</p> <p>Colons to introduce a list and semi-colons for more elaborate lists</p> <p>Use commas, brackets and dashes for parenthesis Semi-colon to separate two main clauses</p>	
SHARED READING	<p>Text Extracts</p> <p>The Boy in the striped Pyjamas</p> <p>Poems from the Second World War</p> <p>World War 11</p> <p>Anne Frank</p> <p>Word Reading</p>	<p>Text Extracts</p> <p>War Child, Dressing the Victorian, Forest Tracks, Ella of the Tree, The Naughty List</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</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	Harry Potter and the Chamber of Secrets by J.K. Rowling		Harry Potter and the Chamber of Secrets by J.K. Rowling
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;">Living Things and Their Habitats</p> <p>This 'Living Things and Their Habitats' unit will teach the children about the classification of living things, including micro-organisms. The children will build on their work in Year 4 by sorting animals into groups based on their similarities and differences. They will extend their learning to find out about the standard system of classification first developed by Carl Linnaeus, choosing an animal and researching its classification. The children will have the opportunity to design their own 'curious creature' and classify it based on its characteristics. They will learn about micro-organisms, and conduct an investigation into the growth of mould on bread. Furthermore, the children will use play dough to create a new single celled micro-organism and explain how it is classified and why. Finally, the children will put their learning into practice by creating a field guide to the living things in their local area, showing how and why each one is classified.</p> <p style="text-align: center;">Vocabulary</p> <p>Taxonomist, classify, characteristics, key, microorganism, virus, bacteria, fungus.</p>	<p style="text-align: center;">Evolution and Inheritance</p> <p>Children will recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents in the context of inheritance. We will identify how animals and plants are adapted to suit their environment in different ways in the context of environmental variation. We will then think about an unusual environment and then consider what adaptations an animal would need to survive here, giving reasons why. The children will the industrial revolution affected two varieties of peppered moths. The children will Identify scientific evidence that has been used to support or refute ideas or arguments; Identify how adaptation may lead to evolution by examining the theories of evolution constructed by Darwin and Wallace. The children will be shown images of a family and asked to discuss which features the children had inherited from which parent.</p> <p style="text-align: center;">Vocabulary</p> <p>Offspring, inheritance, variations, characteristics, adaptations, habitat, environment, evolution, natural selection, fossil, adaptive traits, inherited traits.</p>
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	<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.</p> <p>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>Vocabulary 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</p>	<p style="text-align: center;">Britain’s Settlement</p> <p>In this unit the children will recap prior knowledge of the Anglo-Saxon, focusing on Anglo-Saxon rule. We will look at who the Vikings were and order key events chronologically. The children will look at the attack on Lindisfarne and consider the importance of this event. We will create a timeline showing the struggle for England between the Anglo-Saxons and the Vikings. We will focus on the three main rivals for the throne in 1066. We will look at life under Danelaw and find out what people did for leisure and entertainment.</p> <p style="text-align: center;">Vocabulary Danegeld, exile, invade, kingdom, longship, outlawed, pagans, pillaged, raid, wergild.</p>

GEOGRAHY	None this term	
ART	<p>Drawing: 2D Drawing to 3D Making</p> <p>In this unit children will explore artists who use their drawing skills to make objects, use a sketchbook to record and reflect, collecting the ideas and approaches they like which they see other artists use, use line, mark making, tonal values, colour, shape and composition to make their work interesting, use negative space and the grid method to help them see and draw, explore typography and design lettering which is fit for purpose, transform a drawing into a three dimensional object.</p> <p>Vocabulary , Analyse, Evaluate, Interpret, Medium, Mixed-Media, Narrative, Respond, typography</p>	
DESIGN & TECHNOLOGY	<p>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>Vocabulary Circuit Component, Configuration, Current, Develop, DIY, Investigate, Motor, Motorised</p>	
MUSIC	<p>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>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>

	Vocabulary Music, Britain, Frontline, Melody, Graphic Score, Harmony, Morale, Troops, Vera Lynn, Tempo, Diaphragm, Phrase, Pitch	Perform their compositions securely with their partners. Vocabulary Crochets, Notation, Chant, Unison, Beat, Rhythm, Syllables, TA, TITI, TWO, SH
PHYSICAL EDUCATION	Gymnastics 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.	Dance The children will develop an idea or theme into dance choreography – formations, timing, dynamics – using movement to convey ideas, feelings, emotions and characters.
FRENCH	Portraits – Appearance The children will: Understand that adjectives change depending on whether they are describing a boy or girl, for example: sérieux and sérieuse. Correctly identify a person from a description of their hair and eye colour. Place word cards in the correct order, with the adjectives following the noun. Give a spoken sentence to describe a friend. Write four sentences accurately with the correct adjectival agreement, helped by a support sheet. Vocabulary il a - he has, elle a - she has, il est - he is, elle est - she is, les cheveux – hair, les yeux – eyes, marron - brown (for eyes), bruns - brown (for hair), verts - green (masc plural), bleus - blue (masc plural), roux – ginger, blonds - blonde (for hair), châains - chestnut brown (masc plural), noirs- black (masc plural), sportif (masc), sportive (fem) – sporty, poli (masc) – polite, polie (fem) – polite, petit (masc) – small, petite (fem) – small, heureux (masc) – happy, heureuse (fem) – happy, sérieux (masc) – serious, sérieuse (fem) - serious	Clothes The children will: In this unit the children will To understand adjectival position in a sentence. To know what adjectival agreement means. To know that some adjectives are invariable and do not change in the feminine and plural forms. To know that some adjectives are irregular and do not follow a pattern for adjectival agreement. To know when to use an indefinite article or a possessive adjective. To know that the last consonant in a word in French is pronounced if it followed by an ‘e’. To know how to use a bilingual dictionary to cross check the correct meaning of a word. Vocabulary un - a (masc), une - a (fem), des - plural of un/une, mon - my (masc), ma - my (fem), mes - my (plural), dans ma valise - in my suitcase, il y a - there is/are, grand(e)(s) – big, petit(e)(s) – small, il/elle porte - he/she wears, j'aime - I like, je n'aime pas - I don't like, c'est de quelle couleur ? - Which colour is it?