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| **Year: 6**  **Autumn 2** | **St. Joseph’s Curriculum Planning** |
| **Subject** | **National Curriculum Objectives** |
| Mathematics | * Understand negative numbers; calculate small differences between negative numbers and negative and positive numbers; add and subtract negative numbers; compare fractions with unlike, but related, denominators; correctly use the terms fraction, denominator and numerator; understand what improper fractions and mixed numbers are and add fractions with the same denominator, writing the answer as a mixed number. * Calculate the perimeter, area and volume of shapes, and know their units of measurement; understand that shapes can have the same perimeters but different areas and vice versa; calculate the area of a triangle using the formula A = 1/2 b × h; find the area of parallelograms using the formula A = b × h ; name and describe properties of 3D shapes; systematically find and compare nets for different 3D shapes. * Use mental strategies to divide by 2, 4, 8, 5, 20 and 25; find non-unit fractions of amounts; use short division to divide 3- and 4-digit numbers by 1-digit numbers, including those which leave a remainder; express a remainder as a fraction, simplifying where possible. * Add and subtract unit fractions with different denominators including mixed numbers; use mental strategies to find simple percentages of amounts, including money. * Multiply fractions less than 1 by whole numbers, converting improper fractions to whole numbers; use commutativity to efficiently multiply fractions by whole numbers; divide unit and non-unit fractions by whole numbers; solve word problems involving fractions. |
| English (Spoken) | * listen and respond appropriately to adults and their peers * ask relevant questions to extend their understanding and knowledge * use relevant strategies to build their vocabulary * articulate and justify answers, arguments and opinions * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * speak audibly and fluently with an increasing command of Standard English * participate in discussions, presentations, performances, role play, improvisations and debates * gain, maintain and monitor the interest of the listener(s) * consider and evaluate different viewpoints, attending to and building on the contributions of others * select and use appropriate registers for effective communication. |
| English (Reading) | * apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. * continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. * reading books that are structured in different ways and reading for a range of purposes. * increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions English – key stages 1 and 2 34 Statutory requirements. * recommending books that they have read to their peers, giving reasons for their choices. * identifying and discussing themes and conventions in and across a wide range of writing. * making comparisons within and across books. * learning a wider range of poetry by heart. * preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. * checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. * asking questions to improve their understanding * drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. * predicting what might happen from details stated and implied. * summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. * identifying how language, structure and presentation contribute to meaning. * discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. * distinguish between statements of fact and opinion. * retrieve, record and present information from non-fiction. * 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 courteously. * 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. * provide reasoned justifications for their views. |
| English (Writing)  Cracking Writing  Unit 2  Unit 5 | * use further prefixes and suffixes and understand the guidance for adding them * use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 * use dictionaries to check the spelling and meaning of words * use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary * use a thesaurus. * write legibly, fluently and with increasing speed by: * choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters * choosing the writing implement that is best suited for a task. * identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own * noting and developing initial ideas, drawing on reading and research where necessary * in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed * selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action * précising longer passages * using a wide range of devices to build cohesion within and across paragraphs * using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] * assessing the effectiveness of their own and others’ writing * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * ensuring the consistent and correct use of tense throughout a piece of writing * ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register * proof-read for spelling and punctuation errors * perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. |
| English (Vocabulary, Grammar and Punctuation) | * recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive form * using passive verbs to affect the presentation of information in a sentence * using expanded noun phrases to convey complicated information concisely * learning the grammar for years 5 and 6 in English Appendix 2 * using hyphens to avoid ambiguity * using brackets, dashes or commas to indicate parenthesis * using semi-colons, colons or dashes to mark boundaries between independent clauses * using a colon to introduce a list * punctuating bullet points consistently * use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. |
| Science  (Light) | * recognise that light appears to travel in straight lines. * use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. * explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. * use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. |
| Religious Education (R.E)  (Justice) | * Understand the meaning of justice and be aware that we are all called to work for justice. * Know about some people who have been persecuted for speaking out about injustice and reflect on the cost of commitment. * Know about some people who work for justice and reflect on what we can learn from them. * Understand that we are all called to help each other and reflect on how people with disabilities can help us. * Know that advent is a time when we prepare to celebrate the birthday of Jesus and reflect on ways to prepare in this season. * Know about the Mysteries of the Incarnation and reflect on what this means for us. |
| Physical Education (P.E) | * Use running, jumping, throwing and catching in isolation and in combination. * Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. * Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. * Perform dances using a range of movement patterns. * Take part in outdoor and adventurous activity challenges both individually and within a team. * Compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| I.C.T | * Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. * Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. * Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. * Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. * Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. * Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. * Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. |
| History | N/A |
| Geography  (Amazing Americas) | * To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of North and South America. * To locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of places in North and South America. * Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night) in the context of identifying and describing a range of places across the Americas. * Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of comparing how weather and climate across America is affected by geographical location. * Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies in the context of undertaking fieldwork to identify human and physical features of the local area. * Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom […] and a region within North or South America in the context of comparing human and physical features of the local area with a region of North America. * Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities in the context of learning about the wonders of the world and where they are located (specifically those of the Americas). |
| Art and Design | * Create sketch books to record observations and use them to review and revisit ideas. * Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. * Learn about great artists, architects and designers in history. |
| Design and Technology | Design   * use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.   Make   * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. * select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.   Evaluate   * investigate and analyse a range of existing products. * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. * understand how key events and individuals in design and technology have helped shape the world Technical knowledge. * apply their understanding of how to strengthen, stiffen and reinforce more complex structures. * understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. * understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. * apply their understanding of computing to program, monitor and control their products. |
| Music | * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. * Improvise and compose music for a range of purposes using the inter-related dimensions of music. * Listen with attention to detail and recall sounds with increasing aural memory. * Use and understand staff and other musical notations. * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. * Develop an understanding of the history of music. |
| M.F.L | N/A |
| P.H.S.E  (Growing Up) | * Name physical changes that take place whilst growing up. * Describe emotional changes that happen whilst growing up. * List things that all loving relationships have in common. * Name ways to cope with new emotions. |