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| **Year: 6**  **Spring 1** | **St. Joseph’s Curriculum Planning** |
| **Teacher: Mr Owen/ Mrs Van Es** | **National Curriculum Objectives** |
| Mathematics | * Read and write numbers with up to 7-digits, understanding what each digit represents; work systematically to find out how many numbers round to 5000000; solve subtraction of 5- and 6-digit numbers using written column method (decomposition). * Multiply and divide by 10, 100 and 1000; compare and order numbers with up to three decimal places; know common fraction / decimal equivalents; multiply pairs of unit fractions and multiply unit fractions by non-unit fractions. * Use partitioning to mentally multiply 2-digit numbers with one decimal place by whole 1-digit numbers; multiply numbers with two decimal places; use short multiplication to multiply amounts of money; use estimation to check answers to calculations; use long multiplication to multiply 3-digit and 4-digit numbers by numbers between 10 and 30. * Name, classify and identify properties of quadrilaterals; explore how diagonal lines can bisect quadrilaterals; understand what an angle is and that it is measured in degrees; know what the angles of triangles, quadrilaterals, pentagons, hexagons and octagons add to and use these facts and mathematical reasoning to calculate missing angles; recognise and identify the properties of circles and name their parts; draw circles using pairs of compasses; draw polygons using a ruler and a protractor. * Add and subtract numbers using mental strategies; solve addition of 4- to 7-digit numbers using written column addition; identify patterns in the number of steps required to generate palindromic numbers; solve subtraction of 5-, 6- and 7-digit numbers using written column method (decomposition); solve additions and subtractions choosing mental strategies or written procedures as appropriate; read, understand and solve word problems. * Identity common factors and common multiples; understand that a prime number has exactly two factors and find prime numbers less than 100; understand what a composite (non-prime) number is; use long division to divide 3- and 4-digit numbers by 2-digit numbers, giving remainders as a fraction, simplifying where possible. |
| 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 4  Unit 7 | * 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 * using a wide range of devices to build cohesion within and across paragraphs * 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) | * using passive verbs to affect the presentation of information in a sentence * using modal verbs or adverbs to indicate degrees of possibility * using relative clauses beginning with who, which, where, when, whose, thator with an implied (i.e. omitted) relative pronoun * learning the grammar for years 5 and 6 in English Appendix 2 * using commas to clarify meaning or avoid ambiguity in writing * using semi-colons, colons or dashes to mark boundaries between independent clauses * using a colon to introduce a list * use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. |
| SCIENCE  (Evolution and Inheritance) | * Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. * Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. * Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. |
| RE  (Exploring the Mass) | * Know that Jesus is the bread of live and think what this means for us. * Understand that Jesus Makes a New Covenant with us and think about our part in this Covenant. * Understand the Penitential Act and the Liturgy of the Word and reflect on our participation in them. * Understand what happens at the Offertory and think about the offerings that we can make. * Know what happens at the Consecration and reflect on what it means for us. * Know that it is Jesus we receive in Holy Communion and be aware of how important this is for us. * Understand that the Eucharist is the source and summit of life and reflect on its importance for us. * Know that Jesus is present in the Blessed Sacrament and be aware of how his presence can help 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  The Victorians | * Recognise some similarities and differences between the lives of children from different areas of Victorian society. * Ask and answer questions about the period by using at least one source of information. * Place the changes in the period within a chronological framework. Make appropriate use of dates and terms. * Demonstrate knowledge and understanding about the everyday lives of children in the Victorian period * Show how some aspects of the period have been interpreted in different ways. * Select and combine information from a range of visual, textbook and documentary sources. * Communicate their knowledge and understanding of changes to children’s lives in Victorian times in organised and structured ways. * Describe reasons for and results of particular events. * Use their knowledge and understanding of the Victorian period to make links with other societies and periods. * Select and combine information from a range of sources to reach substantiated conclusions. |
| Geography | N/A |
| 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  (Safety First) | * Describe what a dare is and identify situations involving peer pressure. * Know when to seek help in risky or dangerous situations. * Identify and discuss some school rules for staying safe and healthy. * Recall the number to dial in an emergency. * Know how to look after mobile devices. * Identify which information they should never share online. Identify who they should tell if they see something online that worries, upsets or confuses them. * Explain what it means to be kind and respectful online. |