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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.
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| 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.
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| 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.
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| English (Writing)Cracking WritingUnit 4Unit 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.
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| 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.
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| 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.
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| 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.
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| 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.
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| 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.
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| HistoryThe 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.
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| 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.
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| 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.
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| 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.
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| 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.
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