




St John's Catholic Primary School – Year 6 Long Term Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Main Focus Text:</p> <p>Goodnight Mister Tom by Michelle Magorian</p> <p style="text-align: center;"><i>All main texts are supplemented by other quality extracts</i></p> <p>Fiction Outcomes:</p> <ul style="list-style-type: none"> • Setting descriptions • Diaries – different perspectives <p>Non-Fiction Outcomes:</p> <ul style="list-style-type: none"> • Non-chronological reports 	<p>Main Focus Text:</p> <p>A Christmas Carol by Charles Dickens</p> <p style="text-align: center;"><i>All main texts are supplemented by other quality extracts</i></p> <p>Poetry Outcomes:</p> <ul style="list-style-type: none"> • Haiku poems <p>Non-Fiction Outcomes:</p> <ul style="list-style-type: none"> • Persuasive letters 	<p>Main Focus Text:</p> <p>Frankenstein by Mary Shelley</p> <p style="text-align: center;"><i>All main texts are supplemented by other quality extracts</i></p> <p>Fiction Outcomes:</p> <ul style="list-style-type: none"> • Character description • Setting description • Dialogue • Narrative writing 	<p>Main Focus Text:</p> <p>The Fixer & The Goalkeeper's Revenge by Bill Naughton (Short Story)</p> <p style="text-align: center;"><i>All main texts are supplemented by other quality extracts</i></p> <p>Fiction Outcomes:</p> <ul style="list-style-type: none"> • Character description <p>Non-Fiction Outcomes:</p> <ul style="list-style-type: none"> • Balanced argument • Newspaper report • Radio Broadcasts 	<p>Main Focus Text:</p> <p>Oranges in no mans land by Elizabeth Laird</p> <p style="text-align: center;"><i>All main texts are supplemented by other quality extracts</i></p> <p>Fiction Outcomes:</p> <ul style="list-style-type: none"> • Setting description • Diary entries • Narrative Writing 	<p>Main Focus Text:</p> <p>Wonder by R.J. Palacio</p> <p style="text-align: center;"><i>All main texts are supplemented by other quality extracts</i></p> <p>Fiction Outcomes:</p> <ul style="list-style-type: none"> • Exploring different character perspectives <p>Non-Fiction Outcomes:</p> <ul style="list-style-type: none"> • Debate


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<p>Maths</p>	<p>Mental Strategies and Arithmetic: Daily practice and development of oral and mental skills as well as Daily Arithmetic.</p> <p>Number: Place value including whole numbers and decimals, negative numbers, rounding, addition and subtraction including whole numbers and decimals.</p> <p><u>Multiplying and Dividing whole numbers and decimal numbers by 10, 100 and 1,000</u> using understanding of place value.</p> <p>Parts of a circle: Children will identify parts of a circle and understand the relationship between the diameter and radius.</p>	<p>Mental Strategies and Arithmetic: Daily practice and development of oral and mental skills as well as Daily Arithmetic.</p> <p>Number continued: Short and long multiplication/ short division and long division with whole numbers & decimals. Applying four rules of number to calculate a number halfway between two given numbers, BODMAS and Working backwards to find the starting number</p> <p>Geometry: Children will apply their knowledge and understanding of the four operations to calculate the perimeter, area of 2D shapes and volume of 3D shapes.</p>	<p>Mental Strategies and Arithmetic: Daily practice and development of oral and mental skills as well as Daily Arithmetic.</p> <p>Fractions: Identifying different types of fractions (proper, improper and mixed numbers), simplifying fractions, placing fractions on a number line, comparing and ordering fractions, changing improper fractions to mixed numbers, adding and subtracting fractions and multiplying and dividing fractions</p> <p>Percentages: Finding percentages of amounts</p> <p>Decimals: Rounding decimal numbers to the nearest whole number and to one decimal place Ordering decimals</p> <p><u>Calculating the mean as an average</u></p>	<p>Mental Strategies and Arithmetic: Daily practice and development of oral and mental skills as well as Daily Arithmetic.</p> <p>Measurement: Converting between units of measurement and applying this understanding to multi-step word problems.</p> <p>Algebra: Use simple formulas and work algebraically to solve missing number problems. Use the bar model to solve unknown values in equations.</p> <p>Ratio: Simplifying ratios and solving problems involving ratio and proportion</p> <p>Angles: Measure angles using a protractor Identify different types of angles and find missing values from angles.</p> <p>Lines: Identify and describe parallel and perpendicular lines.</p>	<p>Mental Strategies and Arithmetic: Daily practice and development of oral and mental skills as well as Daily Arithmetic.</p> <p><u>Translation, Rotation and Reflection</u></p> <p>Coordinates: Children will plot and read coordinates in four quadrants.</p> <p>Statistics Reading information that is presented on bar graphs, line graphs and pie charts. Comparing and constructing pie charts.</p>	<p>Mental Strategies and Arithmetic: Daily practice and development of oral and mental skills as well as Daily Arithmetic.</p> <p>Number: Math's Investigations</p> <p><u>Revisit and Consolidation of all Topics</u></p>


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<p>Science</p>	<p><u>Animals including humans</u> Name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>	<p><u>Animals including humans continued</u> Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p><u>Living Things & Their Habitats</u> To describe how animals are classified into broad groups based on their observable characteristics, similarities and differences including micro-organisms, plants and animals.</p>	<p><u>Electricity</u> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit.</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p>	<p><u>Light</u> To recognise that light appears to travel in straight lines and will use this idea that to explain that objects are seen because they give out or reflect light into the eye.</p> <p>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.</p> <p>Explain how shadows have the same shape as the objects that cast them.</p>	<p><u>Evolution and Inheritance</u> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>


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Computing	<p><u>Creating Formula in Excel:</u> Organise data and make calculations using the application Microsoft Excel</p>		<p><u>Coding: Programming a game</u> Using the application Scratch, pupils will create an interactive, playable game using conditionals, variables and operators.</p>		<p><u>Social Media & Being Safe Online:</u> The purpose of social media and different aspects of social media and how to use it safely.</p>	
History/ Geography	<p><u>History: Timeline of Events</u></p> <p><u>History: World War 2</u> Using a range of sources, understand why WWII began and the impacts on Britain. Major events including The Battle of Britain and the Blitz will be explored.</p>	<p><u>Geography: UK Trade</u> Understand what is meant by trade, imports and exports. Understand that all goods have a supply chain and explore globalisation and fair trade. How climate impacts what products are imported.</p>	<p><u>Local History: Liverpool Black History</u> Understand human rights such as equality, equity, respect and freedom. Explore Liverpool's part in the slave trade and how/when slavery was abolished. Historical figures of William Roscoe and James Clarke will be studied.</p>	<p><u>Geography: The World</u> Recap on continents, northern and southern hemisphere, lines of longitude and latitude and different time zones. Understand the difference between a political and physical map. Understand the importance of the tourist industry to the Alpine region. Describe how glaciers, avalanches and mountain ranges are formed.</p>	<p><u>History: Vikings</u> Research and explore who the Vikings were, where they came from and what they were known for. Explore how they travelled, their beliefs, raids and how their rule ended.</p>	<p><u>Geography Fieldwork: Sustainable Meat/Interdependence</u> Research where foods come from, the pros and cons of locally sourced foods and plot route to visit a local butchers & Sainsburys. When plotting on a map, log the distance and plot OS symbols. Create a survey to ask the butcher and customers in Sainsburys.</p>

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Art and Design & Design Technology	<p><u>Art: Drawing:</u> Work from Pablo Picasso and Leonardo Da Vinci will be explored. These will be used as inspiration for drawing portraits using a range of shading techniques.</p>	<p><u>DT: Food Culture and Seasonality</u> Scouse/stew: research, design, make, evaluate.</p>	<p><u>Art: Sculptures</u> Children to study the shoes on the Danube and create their own modern day clay sculpture of their shoe.</p>	<p><u>DT: Electrical Systems:</u> Security light with computer input: research, design, make, evaluate.</p>	<p><u>Art: Painting</u> Work from Hundertwasser will be explored. This will be used as inspiration for children to create their own canvas showing their journey so far.</p>	<p><u>DT: Structures</u> Wooden memory box: research, design, make, evaluate.</p>
Spanish	<p><u>Self, Family and Friends (Family/Jobs):</u> Produce sentences orally about families and jobs using first three parts of the verb 'to be'. Write sentences/a paragraph about family and the jobs they do.</p>	<p><u>School Life (School Routine/Time):</u> Recap analogue time - including minutes to and past Produce sentences orally describing school routine with times. Recognise school routines and times in written words.</p>	<p><u>The World Around Us (Town/Directions):</u> Talk in complex sentences about where you or someone else lives. Recognise written sentences containing prepositions and directions.</p>	<p><u>Animals and Home Environments:</u> Produce complex sentences orally about a character. Write sentences about a character.</p>	<p><u>Summer (Café):</u> Recognise and use the new verbs 'to eat' and 'to drink'. Use adverbs in sentences about eating habits. Take part in a café role play.</p>	<p><u>Reconsolidation</u> Recap and revisit areas of misconception.</p>
Music	<p><u>Unit: Happy</u> Music Style: Pop/Neo Soul Musical Themes: Being Happy!</p>	<p><u>Unit: Classroom Jazz 2</u> Music Style: Bacharach and Blues Musical Themes: Jazz, improvisation and composition</p>	<p><u>Unit: A New Year Carol</u> Music Style: Classical or Urban Gospel Musical Themes: Benjamin Britten's music and cover versions</p>	<p><u>Unit: You've Got a Friend</u> Music Style: 70s Ballad/Pop Musical Themes: The music of Carole King</p>	<p><u>Unit: Music and Me</u> Music Style: Creating own music inspired by identity and women in the music industry.</p>	<p><u>Unit: Developing Melodic Phrases</u> Music Style: Classical Musical Themes: The history of music and consolidating music learning including the language of music.</p>

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Physical Education	<p><u>Invasion Games: Tag Rugby:</u> Learn to pocket pass, send and receive a ball whilst running and under pressure and pass well both to left and right. Pass the rugby ball backwards consistently and accurately. Apply skills effectively.</p>	<p><u>Dance:</u> Demonstrate agility, balance, coordination and precision and communicate effectively. They will learn the Haka dance.</p>	<p><u>Gymnastics: Flight</u> Learn to take off from one foot and land on two feet, gain elevation and powerful dynamic take off. Learn to land with soft knees in a strong symmetrical position.</p>	<p><u>Net and Wall Games: Tennis</u> Learn to get into a 'ready' position, grip the racket in a sideways position to hit the ball. Learn how to forehand and backhand with consistency and control.</p>	<p><u>Athletics:</u> Learn how to change tempo and control pace when running over a long distance. Learn to throw with greater force and over longer distances. Perform with correct technique when jumping and learn the triple jump.</p>	<p><u>Striking and Fielding: Cricket</u> Catch consistently well under pressure and throw accurately over arm. Bowl with a run up and perform a range of fielding techniques. Show tactical awareness as a fielder.</p>
PSHE	<p><u>Families and Friendships</u> Attraction to others; romantic relationships, civil partnership and marriage</p> <p><u>Safe Relationships</u> Recognising and managing pressure and consent in different situations</p> <p><u>Respecting Ourselves and Others</u> Expressing opinions and respecting other points of view including discussing topical issues</p>		<p><u>Belonging to a Community</u> Valuing diversity, challenging discrimination and stereotypes</p> <p><u>Media Literacy and Digital Resilience</u> Evaluating media sources and sharing things online</p> <p><u>Money and Work</u> Influences and attitudes to money. Money and financial risks.</p>		<p><u>Physical Health and Mental Wellbeing</u> What affects mental health and ways to take care of it. Managing change, loss and bereavement and managing time online.</p> <p><u>Growing and Changing</u> Human reproduction and birth. Increasing independence and managing transition.</p> <p><u>Keeping Safe</u> Keeping personal information safe. Regulations and choices. Drug use and the law and drug use and the media.</p>	