



## Year 6 - 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p><b>Narrative (mystery)</b></p> <p><b>Recount Writing</b></p> <p><i>The London Eye Mystery (CLPE)</i></p> <ul style="list-style-type: none"> <li>• <i>Nouns/verbs/adverbs</i></li> <li>• <i>Word types and punctuation</i></li> <li>• <i>Identify parts of speech/punctuation</i></li> <li>• <i>Change nouns to adjectives</i></li> <li>• <i>Active/Passive form of verbs</i></li> <li>• <i>Expanded noun phrase</i></li> <li>• <i>To use relative clause</i></li> </ul>	<p><b>Biographies and autobiographies</b></p> <p><b>Reports and Journalistic Writing</b></p> <p><b>Poetry</b></p> <p><i>The Silver Donkey (CLPE)</i></p> <ul style="list-style-type: none"> <li>- <i>Speech marks</i></li> <li>- <i>To use colons</i></li> <li>- <i>Using semi-colons, colons and dashes to mark boundaries between independent clauses</i></li> <li>- <i>Using a colon to introduce a list</i></li> <li>- <i>To use synonyms</i></li> <li>- <i>To use antonyms</i></li> <li>- <i>To use homonyms</i></li> <li>- <i>To use homophones</i></li> <li>- <i>To use the Perfect Form</i></li> </ul>	<p>Argument and debate/ Persuasive Writing</p> <p>Non-chronological reports</p> <p><i>Floodland (CLPE)</i></p> <ul style="list-style-type: none"> <li>- <i>To identify parts of speech</i></li> <li>- <i>Synonyms and antonyms</i></li> <li>- <i>To convert nouns and adjectives into verbs-ate, -ise, -ify</i></li> <li>- <i>To change adjectives and nouns into verbs</i></li> <li>- <i>To identify perfect and progressive tense</i></li> <li>- <i>To explore parts of speech</i></li> </ul>	<p><b>Genre fiction (historical)</b></p> <p><i>Treason (CLPE)</i></p> <p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>- <i>To use the subjunctive form</i></li> <li>- <i>To use modal verbs</i></li> <li>- <i>To use hyphens</i></li> <li>- <i>To punctuate bullet points and colons consistently</i></li> <li>- <i>To use semi-colons</i></li> <li>- <i>To use 2 pairs sentences</i></li> </ul>	<p><b>Genre fiction (historical)</b></p> <p><i>Treason (CLPE)</i></p> <p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>- <i>To use bullet points</i></li> <li>- <i>To use active and passive voice</i></li> </ul>	<p><b>Genre fiction (historical)</b></p> <p><i>The Princess' blanket</i></p>



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<b>Comprehension</b>	Unit 1- Classic fiction-The Wolves of Willoughby Chase Unit 8- Non-Fiction-The Milky Way-Our Galaxy Unit 14- Fiction-Another Way of Seeing Things	Unit 2- Poetry-Conquer Unit 3-Nonfiction-History of the Olympics Unit 20- Non-Fiction-A life Changing Trip	Unit 5- Non-Fiction-Fearless Stunt People Unit 10- Non-Fiction-Sweet Dreams Unit 15- Non-Fiction-Marvellous Meerkats Unit 17- Classic Fiction-Treasure Islands Unit 18- Fiction-The Penny	Unit 4- Fiction-Grandpa's Perfect Gift Unit 12- Classic Fiction-Journey To The Centre of the Earth Unit 19- Non-Fiction-Kia Ora Unit 21- Non-Fiction-Will Keith Kellogg-The Cereal Man	Unit 6- Classic Fiction-Black Beauty Unit 11- Fiction-New Old World Unit 13- Non-Fiction-Sea Cave Rescue	Unit 7- Poetry-Sun is Laughing Unit 9- Classic Fiction-Robinson Crusoe Unit 16- Poetry-Escape at Bedtime Unit 22- Classic Fiction-The Hound of the Baskervilles
<b>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</b>	<ul style="list-style-type: none"> <li>Understanding the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing; and how words are related by meaning as synonyms and antonyms.</li> <li>Using the passive to affect the presentation of information in a sentence; the difference between structures typical of informal speech and structures appropriate for formal speech and writing, or the use of subjunctive forms.</li> <li>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, the use of adverbials, and ellipses; using layout devices.</li> <li>Using the semi-colon, colon and dash to mark the boundary between independent clauses; using the colon to introduce a list and semi-colons within lists; punctuation of bullet points to list information; understanding how hyphens can be used to avoid ambiguity.</li> <li>Terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</li> </ul>					
<b>Maths</b>	<b>Wb 5.9.22</b> <b>Closing the gaps from the previous year group</b>  1. establishing a robust understanding of place value in relation to whole numbers and decimals, which is	6. mental strategies and written methods in multiplying; both long and short multiplication are rehearsed, alongside a range of mental tactics.	11. division and fractions; children rehearse mental strategies and short division, giving remainders as fractions; fractions are added, subtracted, multiplied and	16. mental and written addition and subtraction methods, including solving word problems.  17. number patterns involving factors and multiples, and on long division.	21. the use of written algorithms in multiplying and dividing large numbers; both long and short versions of these methods are taught.  22. the use of generalisations and simple formula,	26. revision of: written algorithms for multiplication and division and mental strategies including the use of factors; finding fractions of amounts; and calculating mean average.



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	<p>then used in written methods and mental strategies in addition.</p> <p>2. establishing a robust understanding of place value in relation to whole numbers and decimals, which is then used in written methods and mental strategies in addition.</p> <p>3. algebra - developing the use of trial and improvement methods, knowledge of the order of operations including brackets, and the manipulation of</p>	<p>7. positive and negative whole numbers, and then comparing, ordering, adding and subtracting fractions, including mixed numbers.</p> <p>8. 2D shapes, their properties, areas, and perimeters, and 3D shapes, their nets, volumes and properties.</p> <p>9. division and fractions; children rehearse mental strategies and short division, giving remainders as fractions; fractions are added, subtracted, multiplied and divided; finding</p>	<p>divided; finding percentages is also covered.</p> <p>12. robust understanding of place value in large numbers, which underpins the subtraction work that follows.</p> <p>13. understanding decimal and proper fractions and their equivalences; calculations including multiplication of these numbers are rehearsed.</p> <p>14. understanding decimal and proper fractions and their equivalences; calculations including multiplication of</p>	<p>18. solving addition and subtraction problems involving money and decimals.</p> <p><b>Wb 20.3.23 assessment week - closing the gaps</b></p> <p>19. data representation and manipulation, including line graphs, pie charts and the use and calculation of averages.</p> <p>20. position on a 4-quadrant coordinate grid, with polygons being plotted, translated and reflected; the week concludes with angle theorem</p>	<p>including to find the nth term in a sequence; then moves on to ratio.</p> <p>23. revision of place value in large numbers and in decimal fractions.</p> <p>24. revision of: mental and written strategies in addition and subtraction; finding percentages; order of operations; and finding unknowns in equations.</p> <p>25. revision of: written algorithms for multiplication and division and mental strategies including the use of factors; finding fractions of amounts; and</p>	<p>27. revision of: equivalence in fractions; and using this to add, subtract, multiply and divide fractions; and solving ratio problems.</p> <p>28. revision of: properties of 2D shapes; angle types and theorems; perimeter, area and volume; 24-hour clock time intervals; and tables, graphs and charts.</p> <p>29. exploration of a variety of interesting mathematical concepts and processes, including binary numbers and Napier's bones;</p>
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	<p>sentences containing unknowns.</p> <p>4. measurement in and conversion of SI and imperial units; it also covers the use of 24-hour clock and calculation of time intervals.</p> <p>5. mental strategies and written methods in subtracting and the appropriate use of both with whole and decimal numbers, including money.</p> <p>Wb 17.10.22 closing the gaps</p>	<p>percentages is also covered.</p> <p>Wb 5.12.22 assessment week - closing the gaps</p> <p>10. division and fractions; children rehearse mental strategies and short division, giving remainders as fractions; fractions are added, subtracted, multiplied and divided; finding percentages is also covered.</p>	<p>these numbers are rehearsed.</p> <p>15. 2D shapes, particularly quadrilaterals, in relation to their diagonals and interior angles; circles are also taught, along with relevant terminology.</p> <p>Wb 6.2.23 closing the gaps</p>		<p>calculating mean average.</p> <p>Wb 22.5.23 closing the gaps</p>	<p>playing with numbers, discovering patterns and solving mathematical puzzles.</p> <p>Wb 3.7.23 assessment week - closing the gaps</p> <p>30. exploration of a variety of interesting mathematical concepts and processes, including binary numbers and Napier's bones; playing with numbers, discovering patterns and solving mathematical puzzles.</p> <p>Wb 10.7.23 closing the gaps</p>
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<p><b>RE</b></p> <p><b>AUTUMN</b></p>	<p>Our Mission Statement and Gospel Values</p> <p>5th Sept- 9th Sept</p> <p>How our Mission Statement directs our 'Mission in life'</p> <p>-Evaluate the Mission Statement and how it directs the way we live at St Francis</p> <p>-Explain the values of the Mission Statement and examples of how these are demonstrated in school.</p>	<p>Domestic Church</p> <p>12th Sept. - 30th Sept.</p> <p>LOVING - God who never stops loving</p> <p>Feast of St Francis</p> <p>3rd Oct. - 7th Oct</p> <p>New School Year Mass:</p> <p>6th September School Mass</p> <p>Feast of St Francis 4th Oct</p>	<p>Baptism/Confirmation</p> <p>10th Oct.-11thNov.</p> <p>VOCATION AND COMMITMENT - The vocation of priesthood and religious life</p> <p>Rosh Hashanah, Yom Kippur</p> <p>School Mass: All Saints' Day 1st Nov.</p>	<p>Advent/Christmas</p> <p>21nd Nov.- End of Term</p> <p>EXPECTATIONS - Jesus born to show God to the world</p> <p>School Mass: End of Term Christmas Mass 20th Dec.</p>
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<p><b>SPRING</b></p>	<p>Universal Church</p> <p><i>COMMON GOOD</i> - Work of the worldwide Christian family</p> <p>6th Jan.- 27th January</p> <p><i>SOURCES</i> - The Bible, the special book for the Church</p> <p>Citizenship Fortnight</p> <p>9th January -20th January</p> <p>School Mass: Citizenship Mass 19th January</p>	<p>Other Religions(Islam)</p> <p>30th January-3rd February</p> <p>Belonging &amp; Values</p>	<p>Eucharist</p> <p>5th Feb-3rd March</p> <p>UNITY - Eucharist enabling people to live in communion</p> <p>Ash Wednesday Service: Distribution of Ash in school</p> <p>22nd February</p>	<p>Lent/Easter</p> <p>4th Mar- End of Term</p> <p>DEATH &amp; NEW LIFE - Celebrating Jesus' death and resurrection</p> <p>Reconciliation Service: Celebrated in school date TBC</p>
<p><b>SUMMER</b></p>				



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	<b>Pentecost</b>  24th April - 19th May  <b>WITNESSES - The Holy Spirit enables people to become witnesses</b>		<b>Reconciliation/Anointing of the sick</b> <i>22<sup>nd</sup> May-16<sup>th</sup> June</i>  <b>HEALING - Sacrament of the Sick</b>	<b>Journey In Love</b>  19th June - 23rd June  The wonder of God's love in creating new life  School Mass: Ascension Thursday 18th May	<b>Local Church</b>  <i>This could possibly be switched with the Universal Church Topic, depending on the topic for Citizenship Weeks</i>  School Mass: St Peter & Paul and International Day Mass - 29th June  School Mass: End of Year 18th July	
<b>Science</b>	<b>Light</b>	<b>Electricity</b> Extended writing Instructions text on How to make a circuit	<b>Classifying living things</b> (Living things and their habitats)	<b>Evolution and inheritance.</b> Trip: Natural History Museum	<b>Animals including humans.</b>  (Animals including humans)  Extended writing Explanation How the human heart works.	<b>Titanic</b>  Working scientifically  Floating and sinking  Laying foundations for transition to KS3 science.
<b>Computing</b>	<b>Year 6 Online Safety</b> <a href="https://drive.google.com/drive/folders/10emrQT">https://drive.google.com/drive/folders/10emrQT</a>	<b>Financial literacy</b> <b>Dot Dot Fire</b> Neighbourhood app	<b>Year 6 Animations</b> <a href="https://www.twinkl.co.uk/resources/tp2-i-039-planit-computing-year-6-scratch-animated-stories-unit-pack">https://www.twinkl.co.uk/resources/tp2-i-039-planit-computing-year-6-scratch-animated-stories-unit-pack</a>	<b>Scratch - Switched On</b> Year 6  (Programming)	<b>Word processing skills- Use Typing ebook:</b> <a href="https://docs.google.com/presentation/d/1QrzB6LsWvdbVkJFcMUdnoCHQ2YOXKoB-OutxEzjM_5TQ/edit?usp=sharing">https://docs.google.com/presentation/d/1QrzB6LsWvdbVkJFcMUdnoCHQ2YOXKoB-OutxEzjM_5TQ/edit?usp=sharing</a>	



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	<p><a href="https://www.twinkl.com/resource/tp2-i-041-new-planit-computing-year-6-spreadsheets-unit-pack">G79B7V-F8KVTVgqdh5N2IMM2C?usp=sharing</a></p> <p><b>Financial literacy</b> <b>Dot Dot Fire</b> Neighbourhood app <b>Plans/PowerPoint provided by Dot Dot Fire</b></p>	(Programming)		<p><u>Summer 2</u> Twinkl <b>Year 6 Spreadsheets</b> <a href="https://www.twinkl.co.uk/resource/tp2-i-041-new-planit-computing-year-6-spreadsheets-unit-pack">https://www.twinkl.co.uk/resource/tp2-i-041-new-planit-computing-year-6-spreadsheets-unit-pack</a></p>
<b>Art</b>	<p><b>LO: To use charcoal to create atmosphere.</b></p> <p>*English link: work based on 'The Soldier in the Trees'</p> <p>*Chn explore use of charcoal in sketchbooks - hard marks, light marks, 'smudging' - see <a href="https://www.youtube.com/watch?v=GRT5UueyjaE">https://www.youtube.com/watch?v=GRT5UueyjaE</a> (from 4 mins in).</p> <p>*Chn use a variety of techniques to create their scene of the soldier in the woods</p>	<p><b>LO: To make informed choices about media to use.</b></p> <p>*English link</p> <p>*Discuss Will's description of the city of London, and draw in the children's experiences of large cities or towns. Use the Museum of London Picture bank to access paintings of London in the Tudor period, to give children a sense of what London looked like at that time.</p> <p>*Explain to chn that they have been commissioned to create an illustration of Tudor London to be included in the next edition of the book. Show chn various media possible to use and allow them to discuss what would be best and why - challenge chn to draw on experiences using various media throughout their time at school (pencil, water colours, poster paint, pastel, charcoal, ... )</p>	<p><b>Black History</b> Use collage or sculpture to represent culture of study.</p> <p><b>International</b> Use paint to represent culture of study</p>	





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	<p>*Assessment - chn to discuss why their techniques are effective and why black and white is effective to create atmosphere in this work. To summarise their reflections in red pen in their sketchbooks.</p>	<p>*Chn use their chosen media to plan and create their illustration.</p> <p>*Allow time to assess effectiveness of choice of media. What can we learn for when we create art as part our International Studies....?</p>	
<p><b>History</b></p>	<p>Black History, Ancient African Civilizations.</p> <p>The Kingdom of Axum</p> <p>(British Museum debate around should artefacts taken from ancient kingdoms be returned).</p>	<p>The Blitz &amp; World War II</p> <p>This unit provides children with the opportunity to look at the Second World War as an aspect of British history that extends pupils' chronological knowledge beyond 1066.</p> <p>This 8-part enquiry is usable in full or to use sections of as stand alone shorter enquiries. Pupils will be encouraged to examine different aspects of World War II including the Blitz and to make judgements.</p> <p>Visit to Churchill War Rooms</p> <p><b>Writing: diary/letter</b></p>	<p>Chronological Unit</p> <p>Numbers through time.</p> <p>This is a challenging and rigorous, fun unit that will complement work carried out in Maths, but allows students to make links back into periods they have already studied, as well as carrying the chronology forward. In this unit, students will gain an understanding of the history of number and its importance to past societies as well as how those societies have helped to shape the development of number and mathematics. Through this history unit, designed to complement the mathematics curriculum, students will develop their understanding of the inter-connections between mathematics and history'.</p>
<p><b>Geography</b></p>	<p><b>Earth Matters - Climate Zones and Biomes</b></p>	<p><b>Compare People and Place</b></p> <p><b>(Locational Knowledge)</b></p>	<p><b>International Studies</b></p> <p><b>(Place Knowledge)</b></p>



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<p><b>(Geographical skills and fieldwork)</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc.</p>	<p>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.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>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).</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p style="text-align: center;"><b>Writing:</b></p> <p style="text-align: center;"><b>Non-Chronological Report</b></p>
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	Use maps, charts etc. to support decision making about the location of places e.g. new bypass.					
	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.					
<b>PE</b>	Keep Fit	Dance	Gymnastics	Striking and Fielding	Games	Striking and Fielding
<b>PSHE</b>  <b>Growth Mindset</b>	<b>Citizenship</b>  TFL Talks  Mission Statement	<b>Anti-bullying</b>  Anti-bullying week	<b>Internet Safety</b>	<b>Health and Drugs</b>  Animals including Humans (Science)	<b>Relationships</b>  Fair Play House  Health & Safety	<b>International Cultures</b>  International Week
<b>MFL</b> <b>French</b>	<u>On Holiday</u> <ul style="list-style-type: none"> <li>• More countries</li> <li>• Holiday accommodation</li> </ul>	<u>On Holiday</u> Vocabulary associated with the zoo, beach and theme park	<u>Eating Out</u> <ul style="list-style-type: none"> <li>• Asking for items in a shop or restaurant</li> <li>• Asking how much things cost</li> </ul>	<u>Eating Out</u> <ul style="list-style-type: none"> <li>• Some basic weights</li> <li>• How to order for others in a restaurant</li> </ul>	<u>Eating Out</u> Some basic weights  How to order for others in a restaurant	<u>Hobbies</u> <ul style="list-style-type: none"> <li>• Saying what musical instruments they play</li> <li>• Talking about different types of film</li> </ul>



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		Using the perfect past tense				
<b>Music</b>					<u>Music And Me</u>	
Year 6	<u>Happy</u>	<u>A New Year Carol*</u>	<u>Classroom Jazz 2*</u>	<u>You've Got A Friend</u>	Create your own music inspired by your identity and women in the music industry.	<u>Reflect, Rewind and Replay</u>
Charanga Curriculum Units	<u>Being happy!</u> MAV: Step 1, Warm Up Games - start with bronze, then silver and gold if possible. Showing chn's awareness of rhythm and pitch	Benjamin Britten's music and cover versions.  MAV: Focus on group and part singing - Christmas preparation.	<u>Jazz, improvisation and composition.</u>  MAV: Step 4, Perform the Piece - Meet the Blues. NB - Will need to complete the composition exercise in Step 4 first.	<u>The music of Carole King.</u>  MAV: Focus on group, individual and part singing - Easter performance	MAV: Listen to the four pieces by female artists with the chn, allow chn to choose one piece to focus on and use tools to create music.	The history of music, look back and consolidate your learning, learn some of the language of music