



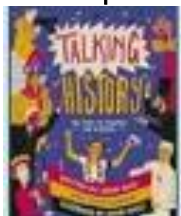
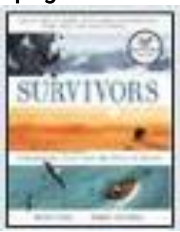
St Joseph's Catholic Primary School

Medium Term Plan – Year 6

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Creation and Covenant  Pupils will use Genesis to understand the Church's teaching on the second Creation story and the purpose of scientific accounts, making links to stewardship. They will show understanding of the belief of first or 'original' sin and use theological vocabulary to describe and explain the belief that sin damages the relationship with God, with others and with the created world. They will begin to understand the Christian belief that in Jesus a new covenant is made and through him the relationship with God can be restored, making	Prophecy and Promise  Pupils will use Old Testament scripture passages to gain an understanding of the importance of women in salvation history. They will use theological language to explain what is meant by describing the women of the Old Testament as 'true protagonists of salvation history' (Pope John Paul II's address, March 1996), making relevant links with the stories of some key women from the Old Testament. Pupils will gain an	Galilee to Jerusalem  Pupils will use the Gospel of John to explore miraculous signs and Christian beliefs about Jesus, including some of the sacraments and how these reveal that he is truly God and truly human. They will explore the seven sacraments, using religious vocabulary to explain the purpose of each one in the life of the Catholic Church. They will explore the role of a deacon, priest or bishop in administering the sacraments and why they are a part of sacramental celebrations and investigate parish life and ways in which the local	Desert to Garden  Through the Gospel of John, pupils will gain an understanding of the account of Holy Week. They will learn about the links between the account of Jesus washing his disciples' feet, what happens at Mass on Holy Thursday and Christian beliefs about Jesus' actions. Children will explore the way in which Jesus shows his love for all people by his actions on Holy Thursday and Good Friday, making links between the Christian belief in the Crucifixion and the	To The Ends of The Earth  Pupils will continue to journey with St John's Gospel in this branch. Pupils started the year learning about the Fall and humanity's broken relationship with God. In this branch, they will look at how St John's account of the Resurrection alludes back to that narrative and shows that in Jesus the relationship with God is restored. By the end of this unit of study, pupils will know some examples	Dialogue and Encounter  As pupils reach the end of the primary phase of their education, they consider what dialogue means in action. They will look at: •The dialogue of life – what it means to be a good neighbour. •The dialogue of action – how Christians and others collaborate for justice and freedom for all people. •The dialogue of religious experience – how people share their spiritual riches.

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	links to the Gospel of John and the Nicene Creed. They will also explore the work of Christian or Catholic scientists who have contributed to the understanding of the beginnings of the universe, recognising that many scientists are Christians and do not see any conflict between their faith and science.	understanding of how and why the Magnificat prayer forms radical expectations of the Messiah and will use theological language to explain the belief that Mary became the Mother of God. They will begin to show understanding of lives of women today who are responding to God's call in life and make relevant links to Mary's 'yes' to God.	parish community celebrates the sacraments.	Stations of the Cross as a prayerful reflection on Christ's journey to the Cross.	of saints, considering how they bore witness to Christ in their lives and the work of Christian charitable organisations that help people facing injustice and persecution because of their beliefs.	By the end of this unit of study, pupils will have encountered links and simple connections between some Dharmic beliefs, practices, and way of life (eg. Hinduism or Sikhism or Buddhism or Jainism)..
English	Narrative – Night of the Gargoyles  Story openings: usually open with either: action, dialogue or description of setting or character. Use of sound and other senses	Persuasive Speeches  Using first, second and third person to address to the audience directly or to refer to oneself. May switch between past, present and future	Dialogue – various models Pupils will make observations about how authors use dialogue to move the action on; use role play to develop a dialogue with an appropriate degree of formality then add sections of narrative to tell more of the story. Balanced Argument	Biography – Survivors  Pupils will learn that biographies give detail of key events in a person's life and are written in chronological order. They will practise using features such as writing in	Revision of SPAG Poetry – Be the Change  Pupils will explore specific structures of poems; these can include ballads	Blogs – various models Pupils find out that blogs are written to be consumed quickly and easily, so are often designed with clear headings and subheadings with short paragraphs for the reader to manage quickly or 'on-the go; they are specifically designed to



	to develop a clear picture for the reader. Changing pace in a story. Using figurative language. Non-chronological Report – Planetarium  Using a full range of layout devices to support and guide the reader eg bullet points, columns etc. Formality of writing, avoiding contracting words. Using paragraphs to organise ideas around a theme.	tense. Needs an opening statement that gives the viewpoint being presented and a closing statement that repeats and reinforces the overall point. Narrative – Wisp  Story endings can have a moral message, happy/sad ending or cliff hanger or refer to beginning of the story (cyclical)	Pupils will examine a range of balanced arguments and identify a target audience; use the subjunctive form for formality; present the case to the class or a group	the third person and including facts to give the reader real information. Narrative – Blackberry Blue  Pupils will look at the structure of narrative and the shape of a story, using senses to develop a clear picture and incorporating dialogue to convey character or move the action on.	which take the form of four-line verses (or stanzas) with a ABCB rhyme scheme. They will practise using figurative language such as metaphor and simile	be read on an electronic device, so may include embedded links to other articles that are relevant or connected to the issue being discussed. Pupils will learn to vary tone and formality, depending on the intended audience. Speaking and listening – oracy skills
Reading	SATs Texts – various Information Texts – Heart and circulation, The heart in history	Information Texts – Remembrance Famous scientists	Information Texts – Evolution/Charles Darwin World War II SATs texts – review of papers	Information Texts – Narrative – extracts from a range of classic fiction	SATs – revision using a variety of texts and examining types of questions	Reading aloud to an audience – voice projection



		Poetry – narrative poetry – The Highwayman SATs texts – review of papers		SATs texts – review of papers		
Maths	• Place value • Multiplying and dividing by 10, 100 and 1000 • Mental strategies • Problem solving using four operations	• Factors and multiples • Fractions • Multiplication and division • Area of parallelograms and triangles • Properties of shapes	• Order of operations and algebra • Formal written method for short division (continued from Autumn) • Formal written method for long division • Exploring relationships between perimeter and area • Recognising and finding angles	• Reflection and translation • Multiplying and dividing fractions; problem solving using fractions • Ratio and proportion • Volume; measures • Statistics – interpreting line graphs and pie charts • Algebra and sequences	Revision topics taught this term will include: • Statistics – calculating and interpreting the mean as an average • Application of previous years' learning • Application of known facts – solving problems using all four operations	Further learning will include: • Pie charts – how to construct and interpret them • Statistical representations • Further algebra • Maths preparation for Key Stage 3
Science	Animals Including Humans 	Evolution and Inheritance 		Electricity  Children will learn to compare and give reasons for variations	Light  During this unit, children will learn that	



	This term pupils will learn about the human circulatory system and how it works; they will investigate and describe the main functions of the heart and discover the contents of blood and describe their functions. They will describe the ways in which nutrients and water are transported within animals including humans. Within this topic they will also investigate the impact of diet and exercise on human health.		During this unit, children will learn to recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents. They will identify how animals and plants are adapted to suit their environment in different ways and that adaption may lead to evolution. They will recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago.		in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. They will begin to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Pupils will use recognised symbols when representing a simple circuit in a diagram.	light travels in straight line and use that idea to explain that objects are seen because they give out or reflect light into the eye. They will find out that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
Computing	Blogging Networks	Networks continued Graphing	Data Detectives	Coding	3D Modelling Spreadsheets	Spreadsheets continued Introduction to Python
History	What does the Census tell us about local areas? 		What was the impact of WW2 on the people of Great Britain? 		Unheard Histories: Who should be on the banknote? 	



	In this unit, children will find out what a census is and identify the type of information the census gives about people. They will use the census to make inferences about people, investigating how people's lives change and use primary sources to investigate working conditions in the past. Pupils will compare census returns, identifying continuities and changes in a household.		In this topic, children will investigate the causes of World War 2 and learn about the Battle of Britain. They will evaluate the effectiveness of primary sources and investigate the impact of the Blitz and evacuation on people's lives.		Children will investigate bank notes, finding out who features on notes and why. They will decide whether figures are significant and will use banknotes to make inferences about different people. Among other historical figures, they will find out about William Tuke and his significance.	
Geography	Why does population change?  Pupils will investigate why certain parts of the world are more populated than others, explore birth and death rates discussing social, economic and		Where does our energy come from?  In this topic, children have the opportunity to find out about sources of energy, describing its significance. They define and discuss benefits and		Can I carry out an independent fieldwork enquiry?  Children will practise key skills, including locating geographical areas of the UK and other countries. They will locate key physical	

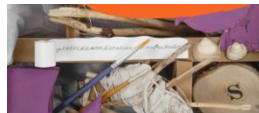


		environmental push and pull factors and will learn about the population in Britain and its impacts.		drawbacks of difference energy sources. They will use a range of maps to locate countries and cities and use six figure grid references to identify features on an Ordnance Survey map. They will undertake research in the school grounds, collecting and presenting data.		and human features of the countries studied. They will give examples of local issues and learn how to collect and present data when planning and carrying out a local fieldwork study.
Physical Education	Netball This term, pupils will develop attacking and defending skills, teamwork and tactics, applying these in a range of competitive game situations. Volleyball: Shots: demonstrate increased success and technique in a variety of shots. Serving: serve accurately and consistently. Rallying: successfully apply a variety of shots to keep a continuous rally.	Swimming Pupils will develop confidence and technique in a range of swimming strokes while learning water safety and improving their swimming performance. Tag Rugby Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. Attacking: confidently change direction to	Gymnastics Shapes: combine and perform gymnastic shapes more fluently and effectively. Inverted movements: develop control in progressions of a cartwheel and a headstand. Balances: explore counter balance and counter tension. Rolls: develop fluency and consistency in the straddle, forward and backward roll. Jumps: combine and perform a range of	Acrobatic Gymnastics Learn basic counter-balance techniques. Build trust in a partner and look after each other's safety. Begin learning basic supported jumping techniques. May create and perform a simple routine using individual gymnastic elements and some acrobatic / partner elements. Cricket Striking: strike a bowled ball with increasing accuracy and consistency.	Rounders: Striking: strike a bowled ball with increasing accuracy and consistency. Fielding: use a wider range of fielding skills with increasing control under pressure. Throwing: consistently demonstrate good technique in throwing skills under pressure. Catching: consistently demonstrate good technique in catching skills under pressure.	Athletics: Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. Jumping: develop power, control and technique in the triple jump. Throwing: develop power, control and technique when throwing discus and shot put. Yoga Balance: link combination of poses



	Footwork: demonstrate a variety of footwork patterns relevant to the game being played	lose an opponent Defending: use a variety of defending skills (tracking, interception) in game situations.	gymnastic jumps more fluently and effectively. British Gymnastics Core Proficiency Awards: complete level 5 and begin working on elements of level 4, if able. Tennis Pupils will develop forehand and backhand shots, serving, volleying and rally skills, applying rules and tactics in competitive games.	Fielding: use a wider range of fielding skills with increasing control under pressure. Throwing: consistently demonstrate good technique in throwing skills under pressure. Catching: consistently demonstrate good technique in catching skills under pressure.	Dance: Actions: show controlled movements which express emotion and feeling. Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group. Space and relationships: use a variety of compositional principles when creating my own dances. Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout a performance.	for balance with increased control in transition. Flexibility: confidently transition from one pose to another, showing extension and connected to breath. Strength: explore poses that challenge my strength and work to maintain increased control and strength when in and transitioning between poses. Mindfulness: explore methods to control how I feel with some success.
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Music						
Art	Painting and mixed media: Artist study  Pupils will explore a selection of paintings through art appreciation activities, collecting ideas in sketchbooks. They will plan for a final piece after researching the life, techniques and artistic intentions of an artist of interest to them		Drawing: Expressing ideas  Pupils will explore street art, discussing the intention and impact of murals and other street art. They will investigate one point perspective and scaling their art up, through the work of artists such as Edgar Muller and Diego Rivera before creating their own street-art inspired piece of work.		Sculpture and 3D: Making memories  This unit teaches pupils to create expressive sculptures and reflect on artistic decisions. Children learn to represent memories through art, using various materials and techniques, and develop skills in planning, creating, and evaluating 3D sculptures.	



DT		Textiles – Waistcoats  Children will learn to consider a range of factors in their design criteria and use this to create a waistcoat design. They will use a template to mark and cut out a design and use a running stitch to join fabric to make a functional waistcoat. They will learn how to attach a secure fastening, as well as decorative objects. Finally, they will evaluate their final product.		Mechanical systems: Automata toys  Children will develop a functional automata window display, to meet the requirements in a design brief. They will explore and create cam, follower and axle mechanisms to mimic different movements.		Food – Come Dine With Me  Children will work in groups to develop a three course menu focused on three key ingredients. They will then work in pairs to develop and cook the best class recipes for each course before tasting and judging all the dishes created. Pupils will also explore each key ingredient's journey from farm to fork.
	Being Me in My World Being confident in ourselves	Celebrating Difference Celebrating differences and what can be learnt from people who aren't like ourselves	Dreams and Goals: Through this topic, children will learn to: • know their own learning strengths and can set challenging but realistic goals for themselves	Healthy Me Children will learn: • to understand the impact of food on the body and how to make healthy choices	Relationships Through this topic, children will learn to: • identify the most significant people in their lives to date	RSE In conjunction with the Ten Ten programme for RSE, children will learn about: • Emotional wellbeing, including body image, how people



			• work out their own learning steps to reach a goal • identify problems in the world that concern them and discuss these • work with others to describe ways to make the world a better place • recognise their own achievements and accept praise	• the uses of different drugs and their effects on the body • to evaluate when alcohol is being used responsibly, anti-socially or being mis-used • basic emergency procedures such as the recovery position and how to get help • to explore attitudes to mental health • to recognise when they feel stressed and understand the triggers that cause this	• know some of the feelings that can be had when someone dies or leaves • understand that there are different stages of grief and that there are different types of loss • recognise when people are trying to gain power or control • understand how technology can be used to gain power or control and use strategies to prevent this happening	react to emotions and how to react if they see something inappropriate online. • Life cycles, including menstruation and how babies are conceived and develop. • Personal relationships, including how to react to peer pressure and how thoughts and feelings have an impact on others.
MFL	Clothes in Spanish  Pupils will learn to describe a selection of different items of clothing before designing a	School life in Spanish  Pupils will learn to describe a day at school, giving likes	Household tasks in Spanish  Pupils will design robots to complete household tasks and promote them	Shopping in Spain  In this unit, pupils will use prepositions to describe the location of a market	Free time in Spain  Pupils will explore verb conjugation in the present tense,	Maya city treasure hunt  Pupils will translate sentences to find out



	bespoke outfit, giving reasons for their choices.	and dislikes. They will make comparisons between different school subjects and use adjectives to justify opinions.	using persuasive language.	stall; they will express different amounts of money using numbers up to 100. They will create and use dialogue for a shopping expedition.	creating a travel blog, comparing travel plans and explaining preferences.	about Ancient Maya cities and will describe the Maya people. They will make deductions and follow simple directions to different Maya city landmarks.
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