St. Catherine's Long Term Planning 2019-20: KS1/KS2

St. Catherine's RC Primary School

Year group: 6	Autumn 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English: Writing	Magazine Hybrid Text	Narrative Information Text	Hybrid Text	Classic Fiction Explanation	Journalistic Discussion	Narrative Biography	Narrative Autobiography
	Use a variety of verb forms correctly and consistently including the present perfect Use modal verbs and adverbs for possibility Use a wide range of cohesive devices Use brackets, dashes and commas for parenthesis	Use expanded noun phrases to convey complicated information concisely (Y5) Use passive verbs Link ideas across paragraphs using a wider range of cohesive devices (Y5) Integrate dialogue to convey character and advance the action Use a colon to introduce a list Punctuate bullet points consistently	Use modal verbs or adverbs to indicate degrees of possibility Use expanded noun phrases to convey complicated information concisely Select appropriate grammar and vocabulary Use brackets, dashes or commas to indicate parenthesis	Recognise vocabulary and structures for formal speech and writing, including subjunctive forms Use passive verbs Distinguish between the language of speech and writing Integrate dialogue to convey character and advance the action Use semi-colons to mark boundaries between independent clauses	Use passive verbs Use consistent and correct tense Use the perfect form of verbs Use a wide range of devices to build cohesion Use layout devices Use colons or dashes to mark boundaries between independent clauses	Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5) Use a wide range of devices to build cohesion Use a colon to introduce a list and use of semi-colons within lists Use hyphens to avoid ambiguity	Recognise vocabulary and structures for formal speech and writing, including subjunctive forms Identify the audience and purpose for writing Choose the appropriate register Use semi-colons, colons or dashes to mark boundaries between independent clauses
English: Reading	Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Make comparisons within and across books Evaluate authors' language choice, including figurative language	Identify and discuss themes and conventions Summarise main ideas, identifying key details Distinguish between fact and opinion		Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Evaluate authors' language choice, including figurative language Make comparisons within and across books	Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Identify how language, structure and presentation contribute to meaning Evaluate authors' language choice, including figurative language	Summarise main ideas, identifying key details Identify how language, structure and presentation contribute to meaning Distinguish between fact and opinion	Identify and discuss themes and conventions Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Evaluate authors' language choice, including figurative language
Ongoing reading skills	• Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Read books that are structured in different ways and reading for a range of purposes • Increase 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 • Participate in discussion about books • Ask questions to improve understanding • Explain and discuss understanding of reading • Provide reasoned justifications for views • Recommend books to peers Predict: Predicting what might happen						
Maths	Place Value Four Operations Fractions Position and Direction			Decimals Percentages Algebra Converting Units Perimeter, Area and Volume Ratio		Properties of Shapes Statistics Investigations	
	Place Value: Read, write, order and compare numbers up to 10 million and determine the value of each digit. Round any whole number to a required degree of accuracy. Use negative numbers in context and calculate intervals across zero. Solve number and practical problems that involve all of the above. **Four Operations:** Solve addition and subtraction multi-step problems in context deciding which operations and methods to use and why. Multiply multi-digit numbers up to four digits using the formal written method of long multiplication. Divide numbers up to four digits by a two digit whole number, using the formal written method of long division and interpret remainders as whole number remainders, fractions or by rounding as appropriate for the context.			**Decimals**: Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. Multiply one-digit numbers with up to 2 decimal places by whole numbers. Use written division methods in cases where the answer has up to 2 decimal places. Solve problems which require answers to be rounded to specified degrees of accuracy. **Percentages:** Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.		**Geometry:** **Properties of Shapes**: Draw 2 -D shapes using given dimensions and angles. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. **Statistics**: Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Interpret and construct pie charts and line graphs and use these to solve problems. Calculate the mean as an average.	

	Divide numbers up to four digits by a two digit number using the formal written method of short division, interpreting remainders according to the context. Perform metal calculations including with mixed operations and large numbers. Identify common factors, common multiples and prime numbers. Use their knowledge of the order of operations to carry out calculations involving the four operations. Solve problems involving addition, subtraction, multiplication and division. Use estimation to check answers to calculations and to determine in context of a problem and an appropriate degree of accuracy. **Fractions:** Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions > 1. Generate and describe linear number sequences (with fractions). Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form . Divide proper fractions by whole numbers Associate a fraction with division and calculate decimal fraction equivalents. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. **Position and direction:** Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	Recall and use equivalences between simple fractions, decimals and percentages including in different contexts. **Algebra**: Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables. **Converting Units:** Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp. Convert between miles and kilometres. **Perimeter, Area and Volume:** Recognise that shapes with the same areas can have different perimeters and vice versa. Recognise when it is possible to use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles. Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm3 , m3 and extending to other units (mm3 , km3) **Ratio:** Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.	**Investigations:** To consolidate knowledge (learnt throughout year six/key stage two) and partake in a range of challenging mathematical investigations.
Religion	Domestic Church – Family Vocation and Commitment Judaism Expectations - Advent	Sources Islam Unity Death and New Life	Witness Healing Common Good
	Domestic Church – Family: To make links between their beliefs about love, their behaviour and how it affects others. To compare their own and other people's ideas about questions of unconditional love. **Vocation and Commitment:** To know and understand commitment in life. To know and understand the vocation of priesthood and religious life. **Judaism:** To understand what Rosh Hashanah is and why it is important to Jewish people. **Expectations - Advent:** To learn about the meaning of advent. To learn about the expectations of Jesus, Mary and ourselves.	**Sources:** To understand the Bible as the Story of God's love, told by the people of God. **Islam:** To understand the five pillars of Islam. **Unity:** To know and understand what nourishes and what spoils friendship and unity. To understand that the Eucharist challenges and enables the Christian family to live and grow in communion every day. To acquire the skills of assimilation, celebration and application of the above. **Death and New Life:** To understand loss and death bring about change for people. To understand the Church's seasons of Lent, Holy Week and Easter; the suffering, death and resurrection of Jesus led to new life. To acquire the skills of assimilation, celebration and application of the above.	**Witness:** To understand to have the courage to be a witness. To understand Pentecost: The Holy Spirit enables people to witness to the Easter message. To acquire the skills of assimilation, celebration and application of the above. **Healing:** To understand when people become sick and need care. To understand the Sacrament of the Anointing of the Sick. To acquire the skills of assimilation, celebration and application of the above. **Common Good:** To be an activist and instil a positive change upon the world.

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Science	Light	Living Things and their Habitats	Evolution and Inheritance	Animals including Humans	Electricity
	I can plan and complete a series of light investigations, identifying variables and ensuring fair testing I can suggest patterns and connections based on observations and measurements I can draw conclusions and provide answers based on scientific enquiry. I can demonstrate that light travels in straight lines. I can understand why a light source is needed to see I can describe the movement of light beams off of reflective surfaces. I can plan and carry out an investigation into the reflectiveness of given materials I can record results in the form of a graph and note patterns I can suggest how to investigate further their findings I can note and explain that a shadow has the same shape as the thing or person casting it. I can plan and carry out an investigation into shadow size and position of a light source. I can use data from their investigation to draw a line graph I can plan and carry out an investigation into the strength of various magnifying lenses. I can uunderstand that light can be bent when it is slowed down. I can rrecognise that white light can be split into 7 rainbow colours. I can plan and carry out an investigation into light colour mixing. I can note the effects of mixing light colours. I can record and report findings in chart form I can suggest and carry out further investigations on the effects of coloured light on coloured materials	I know who Linnaeus was and learn about his classification system I can explore classification systems, understanding that they group according to similarities & differences . I can identify similarities and differences between living things in order to determine their classification. I can use classification keys to sort living things according to observable characteristics . I can develop classification keys. I can test out classification key, identifying potential flaws I can observe, research and record features of a range of leaves found in their local environment. I can design a key to classify leaves found in their local environment . I can describe the key characteristics of unusual living things from around the world. I can use descriptions of features, and online research, to attempt to classify unusual living things I can design, describe and name a new creature that characteristically sits within the Animalia classification. I can sort 'new' creatures within the Animalia taxonomy	I can identify inherited characteristics in living things. I know that variation occurs within offspring as well as across a species I can research variation and adaptation across specific animals and plants (local and global). I can identify advantages and disadvantages of certain characteristics I can suggest how some animals and plants are adapted to extreme environments. I can design an animal and a plant that should thrive and survive in a given environment I can recognise the role fossils have in the development of evolutionary theory. I can learn more about the work of Anning, Darwin and Wallace I can examine how the fossil record helps us understand evolutionary relationships. I can understand what a cladogram is and how it shows evolutionary relationships I can research and present evolutionary information on a specific animal	I can identify the components of blood, describe their functions, and note the different blood groups. I can note and name the three types of blood vessel I can explore the structure and function of the human heart. I can investigate and understand that heart size and speed relates to age, fitness & activity and can be improved I know that nutrients and water are transported around the body in the blood. Iknow that diffusion and *osmosis* are processes that move nutrient & water in the body. I can investigate diffusion and osmosis I can demonstrate how blood transports nutrients, water, gases and waste around the body. I can explore and demonstrate how the circulatory system works including the role of the heart I can identify those aspects of a diet that are healthy and unhealthy and the impact diet can have on the body, using scientific evidence. I can examine the amount and types of exercise that keep a child and adult body healthy. I can note how lifestyle can impact on the body and identify healthy habits I can identify how drugs impact on the way the human body functions. I canunderstand that certain drugs can be used for positive effect in the form of medicine	I can plan electric circuit investigations to consolidate current electrical knowledge. I can establish current understanding of electricity and approaches to working scientifically I can set up a series of enquiries that explore electrical circuits and various effects. I can record findings in tables and graphs I can identify from circuit diagrams those circuits that will or won't work. I can draw an accurate circuit diagram. I can research and explain why electrical components behave as they do in terms of resistance I can investigate, design and make dimmer switch. I can describe how a dimmer switch affects resistance I can build a working circuit. I can explain how components work. I can select appropriate batteries I can **p**resent findings from prior investigations through presentation

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Scientific Enquiry	I plan different types of scientific enquiry I control variables in an enquiry I measure accurately and precisely using a range of equipment I record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs I use the outcome of test results to make predictions and set up further comparative and fair tests I report findings from enquiries in a range of ways I explain a conclusion from an enquiry I explain causal relationships in an enquiry I relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory I read, spell and pronounce scientific vocabulary accurately			
Topic (History & Geography)	Pack up Your Troubles (World War One and Two)	What Goes Around Comes Around (Charles Darwin)	The Golden Ticket (Mayans)	Keen to be Green (Environmental Issues)
	I understand some of the impacts of both World Wars, locally, nationally and internationally. I explain how historic items and artefacts can be used to help build up a picture of life in the past I place features of historical events and people from the past societies and periods in a chronological framework I summarise the main events from a period of history, explaining the order of events and what happened I can conduct a local history study to compare aspects of history that are significant in our locality. I use an atlas by using the index to find places	I place features of historical events and people from the past societies and periods in a chronological framework I summarise the main events from a period of history, explaining the order of events and what happened I use an atlas by using the index to find places I use some basic Ordnance Survey map symbols I use Ordnance Survey symbols and 6-figure grid references I describe how some places are similar and dissimilar in relation to their human and physical features I understand geographical similarities and differences through the study of human and physical geography in different areas around the world.	I can find out about a non-European society that contrasts with British history e.g. Mayan civilisation. I know about characteristic features of the Mayans, including the ideas, beliefs, attitudes and experiences I explain how historic items and artefacts can be used to help build up a picture of life in the past I describe how some places are similar and dissimilar in relation to their human and physical features I explain how time zones work and calculate time differences around the world	I research in order to find similarities and differences between two or more periods of history. I name the largest desert in the world and locate desert regions in an atlas. I 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) I collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels, etc)
Computing	Algorithms and Programming	Information Technology	Digital Literacy	
	I design a solution by breaking a problem up I recognise that different solutions can exist for the same reason I use logical reasoning to detect errors in algorithms I use selection in programs I work with variables I explain how an algorithm works I can explore 'what if' questions by planning different scenarios for controlled devices	I select, use and combine software on a range of digital devices I use a range of technology for a specific project	I discuss the risks of online use of technology I identify how to minimise risks	
Art and D.T.	Autumn	Spring	Summer	
	Bake Off: I show that I can test and evaluate my products I explain how products should be stored and give reasons I work within a budget I evaluate my product against clear criteria **Paul Nash:** I explain why I have used different tools to create art I explain why I have chosen specific techniques to create my art	**Brushes:** I use a range of e-resources to create art I follow and refine my plans **The Art of Being Human:** I explain why I have used different tools to create art I follow and refine my plans I explain how products should be stored and give reasons	**Mexican Day:** I show that I consider culture and society in my plans and designs I explain why I have chosen specific techniques to create my art I overprint to create different patterns **Cars:**	

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	I explain the style of my work and how it has been influenced by a famous artist				I use feedback to make amendments and improvements to my art I use market research to inform my plans and ideas I follow and refine my plans I justify my plans in a convincing way I evaluate my product against clear criteria	
P.E.	Indoor – Dance (Strictly Come Dancing) Outdoor – Football	Indoor – Dance (WW2) Outdoor – Handball	Indoor – Gymnastic Skills Outdoor – Team Building and Problem Solving	Indoor – Gymnastic Skills Outdoor - Dodgeball	Indoor – Dance (Best of Britain) Outdoor – Danish Longball	Indoor – Gymnastics (Sequencing) Outdoor - Badminton
	Dance: Understand the importance of a warm-up and cool down and identify the changes within the body during physical activity. Copy, repeat and remember and a range of dance actions applying coordination, balance, control and strength. Develop the knowledge and understanding of the Jive style of dance and demonstrate creativity within performance. **Football:** To keep control of a football. To keep your head up when dribbling. To perform skills under pressure. To reflect on your performance. To work effectively as team.	**Dance:** To understand evacuees and how they can be shown through dance. To make and apply decision to motive development. To demonstrate the knowledge and understanding of motive development and variation. **Handball:** To develop and understand handball rules. To pass and receive a ball successfully. To use these skills in a competitive game. To play a game to demonstrate tactical understanding. To control the ball to gain the advantage in a game.	**Gymnastics:** To link movements in a sequence. To show an understanding of canon and unison. To show knowledge of symmetrical and asymmetrical gymnastic movements. To jump and perform difference shapes in the air. **Team Building:** To understand different methods of communication. To understand the importance of planning. To evaluate and improve the team's performance. To demonstrate leadership and teamwork skills.	**Gymnastics:** To push, lean and hold your partner to perform a successful counter balance. To perform a sequence of movements to music. To identify different elements of a gymnastic routine. To evaluate a gymnastic performance. **Dodgeball:** To develop an effective throwing technique. To compete against others. To demonstrate attacking techniques. To officiate a game effectively.	**Dance:** To show that they have some understanding of composition by creating a simple phrase using the choreographic devices of canon and unison. To show they have some understanding of levels, dynamics and formations. To understand the form of mirror and matching in dance, including different ways to develop this. **Danish Longball:** To pick up a ball on the run, using one hand or two hands as appropriate. To combine throwing with running and dodging defenders and the ball. To track an opponent's run. To make good decisions under pressure and work effectively in a competitive situation.	**Gymnastics:** To work in groups of six to create a sequence involving different formations and pathways. To spin as a group on points and patches in time with others. To perform a variety of moves with a range of dynamics. To perform to the rest of the class. **Badminton:** To throw the shuttle with accuracy and control. To move quickly to be in position to hit the shuttle. To demonstrate a split step and understand its use. To show variation of soft and hard hitting shots.
Music	Charanga – Happy	Charanga – Classroom Jazz 2	Charanga – A New Year Carol	Charanga – Inspirational Females	Charanga – You've Got a Friend	Charanga – Reflect, Rewind and Replay
	I sing in harmony confidently and accurately I perform parts from memory I take the lead in a performance	I use a variety of different musical devices in my composition (including melody, rhythms and chords) I analyse features within different pieces of music	I compare and contrast the impact that different composers from different times have had on people of that time	I evaluate how the venue, occasion and purpose affects the way a piece of music is created	I use a variety of different musical devices in my composition (including melody, rhythms and chords)	I evaluate how the venue, occasion and purpose affects the way a piece of music is created I analyse features within different pieces of music I compare and contrast the impact that different composers from different times have had on people of that time

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P.S.H.E.	Relationships	Living in the Wider World	Health and Well-Being
	Describe the physical and emotional changes that occur during puberty and how to manage these Identify myths and facts about puberty, and what is important for a young person to know Demonstrate how to begin conversations (or ask questions) about puberty with people that can help us Describe some changes that happen as we grow up Identify the range of feelings associated with change, transition to secondary school and becoming more independent Describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities Identify different kinds of loving relationships Describe the qualities that enable these relationships to flourish Explain the expectations and responsibilities of being in a close relationship Recognise how relationships may change or end and what can help people manage this Identify the links between love, committed relationships / marriage, and conception	Identify what we can do to if we ever feel unsafe or worried about ourselves or someone we know Describe how we can report concerns Explain why it is important to tell Identify our own identities Describe how our family helps to shape our identity Explain how we can have many identities Identify ways in which we are a diverse community Describe the different types of diversity in the UK Explain the meanings of race, religion and nationality Identify what we mean about online privacy and what could happen if we are not careful Describe how we can take measures to protect ourselves online Explain why online privacy needs to be taken seriously	To learn about mental health; what it means and how we can take care of it To understand about how feelings and emotions are affected and can be managed at changing, challenging or difficult times To describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected To recognise conflicting emotions and when these might be experienced To explain how feelings and emotions change over time To identify positive actions to support mental wellbeing during difficult times, including identifying their personal support network To understand about the feelings and common anxieties pupils face when starting key stage 3/moving to secondary school To develop ways of managing these feelings.
Spanish			
	• To talk about holidays and start to create a postcard • To revise transport • To design a postcard • To read a Spanish story • To talk about homes/hometowns in Spanish • To write phrases about town and country in Spanish • To start directions around town • To revise directions and places in town • To revise numbers 40-200 • To learn numbers higher than 100 • To practise high numbers, dates etc	• To learn some weather phrases in Spanish • To be able to use weather phrases in Spanish • To create a televised weather forecast in Spanish • To perform a televised weather forecast in Spanish with props • To learn some clothes vocabulary in Spanish • To perform a fashion show	• To make up sentences regarding clothes and weather • To learn some school subjects • To practise some school subjects • To start learning the time in Spanish (o'clock/half past) • To learn times to and past the hour • To write up some times