



St Joseph's
Catholic Primary School



Year 6 Long Term Plan 2019-2020

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Visits	Safety Works	Scotswood Nature Park Anne Frank Exhibition	Life Centre	Tynemouth	Youth Village Beamish	Druridge Bay Safety Works
English Power of Reading Texts	Poetry: The Charge of The Light Brigade (Tennyson)	Novel: There's a Boy in the Girl's Bathroom (Louis Sachar)	Poetry: The Highwayman (Alfred Noyes) Novel: Floodland [Marcus Sedgwick]	Novel: Floodland [Marcus Sedgwick]	Poetry: The Lady of Shalott (Tennyson) Novel: Street Child (Berlie Doherty) <i>Linked to topic</i>	Novel: Street Child (Berlie Doherty)
Class Reader	Friend or Foe (Michael Morgurgo)	There's a Boy in the Girl's Bathroom (Louis Sachar)	Floodland [Marcus Sedgwick]	Floodland [Marcus Sedgwick]	Street Child (Berlie Doherty)	Street Child (Berlie Doherty)
Spellings	Revise work done in previous years Endings which sound like /jəs/ spelt -cious or -tious vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, Endings which sound like /jəl/ official, special, artificial, partial, confidential, essential Words ending in -ant, - ance/-ancy, -ent, -ence/- ency observant, observance, (observation), expectant (expectation), hesitant,	Words ending in -able and -ible Words ending in -ably and -ibly adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable	Adding suffixes beginning with vowel letters to words ending in -fer referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference Use of the hyphen co- ordinate, re-enter, co- operate, co-own	Words with the /i:/ sound spelt ei after c deceive, conceive, receive, perceive, ceiling Words containing the letter-string ough ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) doubt, island, lamb, solemn, thistle, knight Homophones and other words that are often confused advice/advise device/devise licence/license practice/practise prophecy / prophesy farther: further/father: a male parent	Consolidation of previous spelling patterns

	<p>hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence</p> <p>or before/proceed: go on principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>)/principle: basic truth or belief profit: money that is made in selling things/prophet: someone who foretells the future stationary: not moving/stationery: paper, envelopes etc. steal: take something that does not belong to you/steel: metal wary: cautious/weary: tired who's: contraction of <i>who is</i> or <i>who has</i> /whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>	<p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>			<p>guessed: past tense of the verb <i>guess/guest</i>: visitor heard: past tense of the verb <i>hear/herd</i>: a group of animals led: past tense of the verb <i>lead/lead</i>: present tense of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>) morning: before noon/mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>)/passed: past tense of the verb 'pass' (e.g. <i>I passed him in the road</i>) precede: go in front of</p>	
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Spelling, Grammar and Punctuation	Nouns (Proper, Common, Abstract) Expanded noun phrases Verb tenses Modal Verbs Adjectives Comparative Adjectives Conjunctions (subordinating and coordinating) Pronouns (Relative and Possessive Pronouns) Adverbs and Adverbial Phrases Prepositions	Determiners Phrases and Clauses Relative Clause Sentence Types (Statement, Question, Command and Exclamation) Subject-Verb agreement	Subject and Object Active and Passive Voice Direct Speech Informal and Formal Speech Punctuation to indicate Parenthesis	Synonyms and Antonym Prefixes and Suffixes Colons, Semi- colons, dashes and bullet points Hyphens and Ellipses Apostrophes (Revision) Tricky Spellings: I before e except after c; ...ough Tricky plurals (words ending in o, f, ff and fe) Homophones and Homonym	Capital Letters and Full Stops (Revision) Question Marks and Exclamation Marks (Revision) Commas (Revision) Inverted Commas (Revision)	Consolidation of previous Sp, G & P
Maths	Number: Place Value Number: Addition, Subtraction, Multiplication and Division	Number: Fractions Geometry: Position and Direction	Number: Decimals Number: Percentages Number: Algebra	Measurement: Converting Units Measurement: Perimeter, Area and Volume Number: Ratio	Geometry: Properties of Shape. Problem Solving Statistics	Investigations
Times Tables	Recall multiples of all times tables up to 12 x 12 in any order, including missing numbers and related division facts with growing fluency.	Recall multiples of all times tables up to 12 x 12 in any order, including missing numbers and related division facts with growing fluency.	Recall multiples of all times tables up to 12 x 12 in any order, including missing numbers and related division facts with growing fluency.	Recall multiples of all times tables up to 12 x 12 in any order, including missing numbers and related division facts with growing fluency.	Recall multiples of all times tables up to 12 x 12 in any order, including missing numbers and related division facts with growing fluency.	Recall multiples of all times tables up to 12 x 12 in any order, including missing numbers and related division facts with growing fluency.
RE	Domestic Church: Loving Baptism/Confirmation: Vocation and Commitment Other World Faith: Judaism Advent/Christmas: Expectations		Local Church: Sources Other World Faith: Islam Eucharist: Unity Lent/Easter: Death and New Life		Pentecost: Witnesses Reconciliation/Anointing of the Sick: Healing Universal Church: Common Good	
Science	Animals Including Humans -investigating the heart, lungs and circulatory system. - studying the	Animals Including Humans - classification of living things including micro-organisms through the use of Keys in	Evolution and Inheritance - how living things have adapted over time. - how living things produce off-spring of the	Light - how light travels in straight lines and that we see things because light travels from a light source to	Electricity. - how to make simple circuits, progressing on to more complex circuits - conductors and insulators how to label a circuit diagram using the correct electronic symbols.	

	<p>Improving our understanding of how to use the internet sensibly and responsibly.</p> <p><u>Computer Science</u></p> <ul style="list-style-type: none"> ○ spreadsheets, ○ designing and debugging programs ○ working within specific programs which require certain input and output selection. 	<p>Improving our understanding of how to use the internet sensibly and responsibly.</p> <p><u>Computer Science</u></p> <ul style="list-style-type: none"> ○ spreadsheets, ○ designing and debugging programs ○ working within specific programs which require certain input and output selection. 	<p><u>Computer Science</u></p> <ul style="list-style-type: none"> ○ using sequence, selection, and repetition in programs ○ working with variables and various forms of input and output in programs ○ designing, writing and debugging programs ○ working on variables within specific programs which require certain input and output selection. 	<p><u>Computer Science</u></p> <ul style="list-style-type: none"> ○ using sequence, selection, and repetition in programs ○ working with variables and various forms of input and output in programs ○ designing, writing and debugging programs ○ working on variables within specific programs which require certain input and output selection. 	<p><u>Computer Science</u></p> <ul style="list-style-type: none"> ○ work on sequence, selection, and repetition in programs ○ working with variables and various forms of input and output in programs. ○ designing, writing and debugging programs ○ working on variables within specific programs which require certain input and output selection for coding. 	<p><u>Computer Science</u></p> <ul style="list-style-type: none"> ○ work on sequence, selection and repetition in programs ○ working with variables and various forms of input and output in programs. ○ designing, writing and debugging programs ○ working on variables within specific programs which require certain input and output selection for coding.
PE	<p>Active Kids Programme - Basketball</p> <p>NUFC Fundamental Movement</p> <p>Swimming</p>	<p>Active Kids Programme - Boxercise</p> <p>NUFC Football</p> <p>Swimming</p>	<p>Active Kids Programme - Basketball</p> <p>NUFC Modified Team Games</p>	<p>Active Kids Programme - Aerobic Fitness</p> <p>NUFC Problem Solving</p>	<p>Active Kids Programme - Tennis</p> <p>NUFC Athletics and Fitness</p>	<p>Active Kids Programme - Tennis</p> <p>NUFC Striking and Fielding</p>
PSHCE	<p>Children will learn</p> <ul style="list-style-type: none"> • How their body will, and emotions may, change as they approach and move through puberty • Taking care of their 		<p>NUFC 'Onside' Programme covering topics of discrimination, sexism, bullying, intolerance, racism and British Values.</p>	<p>Children will learn</p> <ul style="list-style-type: none"> • To understand personal boundaries and to know that we all have rights to privacy. 	<p>Children will learn</p> <ul style="list-style-type: none"> • To learn about rules and laws that are there to protect them and others and how they are enforced 	<p>RSHE - Life to the Full</p>

	<p>body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact. Understanding what is a crime and how to get support if they have fears for themselves or their peers.</p> <ul style="list-style-type: none"> • About people who are responsible for helping them stay healthy and safe and ways that they can help these people • About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement and recognising their increasing independence brings increased responsibility to keep themselves and others safe. 			<ul style="list-style-type: none"> • To be able to judge what kind of physical contact is acceptable or unacceptable and how to respond. • To recognise different types of relationship, including those between friends, relatives and families. • To recognise what constitutes a positive healthy relationship and to be able to recognise ways in which a relationship can be unhealthy and to whom to talk to if they need support. • To understand the concept of keeping something confidential or secret, when they should or should not agree to this and when it is right to break a confidence or share a secret. 	<ul style="list-style-type: none"> • Learn about why different laws are needed in different situations • To understand that there are basic human rights shared by all people and all societies • To research, discuss and debate topical issues, problems and events that are of concern to them <p>RSHE – Life to the Full</p>	
Music	<p>Sound-Start programme delivered by Newcastle Music Service. Children learn to read and compose music and play an instrument as part of an orchestra.</p>					

