



St Jude's Catholic Primary School

Year 6 Long Term Plan 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE Come and See	Domestic Church (Loving) Baptism/ Confirmation (Vocation & commitment)	Judaism (Yom Kippur) Advent/Christmas (Expectations)	Local Church (Sources) Eucharist (Unity)	Eucharist (Unity) Lent/Easter (Death & new life)	Pentecost (Witnesses) Islam (The 5 pillars Zakat)	Reconciliation (Healing) Universal Church (Common good)
RSE	The wonder of God's love in creating new life Develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families.		The wonder of God's love in creating new life Explain how human life is conceived.		The wonder of God's love in creating new life Show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships.	
English	The Arrival Extended own version narratives Letters, Lists of rules, Character	The Promise Sequels to continue the cyclical story, Experimentation with figurative language,	The Invention of Hugo Cabret Biographies Diaries, Journalistic writing, Flashback narratives,	The Three Little Pigs Project Discussion texts News reports, Persuasive speeches, Narratives from a particular	The Wind in the Wall Extended narrative, Posters, Figurative writing, Descriptions,	Some Places More than Others The Suitcase Project A transition project to represent

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	<p>descriptions, Diaries, Short playscripts, Short reports, Guides</p> <p>Windrush Child</p> <p>Persuasive pitch to the local council, Thought bubble, informal letter, Poem, Diary entry, Advice, Informal letter</p>	<p>Reports</p> <p>Can We Save the Tiger?</p> <p>Discussion texts, Letters, Explanations, Persuasive posters & speeches, Simple poems</p>	<p>Speeches, Discussions, Letters, Film critiques</p> <p>Suffragette: The Battle for Equality</p> <p>Persuasive campaigns, Formal letters, Diaries, Balanced arguments, Speeches, Short news reports</p>	<p>point of view, Interview scripts, Diaries, Debates</p> <p>Boy in the Tower</p> <p>Own version narratives (past and present tense), Journalistic writing, Formal letters, Non-chronological reports</p>	<p>Old English letter</p> <p>Romeo and Juliet</p> <p>Playscripts Diaries, Letters, Character descriptions, Balanced arguments</p>	<p>children including maps, Recipes, Poems, Biography</p> <p>Night Mail</p> <p>Poetry Letters, Diaries, Information leaflets, Instructions</p>
Maths	<p>Place value</p> <p>Number: Four operations</p>	<p>Fractions</p> <p>Converting units of measurement</p>	<p>Decimals</p> <p>Percentages</p> <p>Algebra</p>	<p>Ratio</p> <p>Statistics</p> <p>Perimeter, Area and Volume</p>	<p>Properties of shapes Geometry: Position & direction</p>	<p>Consolidation and themed projects</p>
Science	<p>Animals including humans</p> <ul style="list-style-type: none"> • identify and name the main parts of the human 	<p>Light</p> <ul style="list-style-type: none"> • recognise that light appears to travel in straight lines • use the idea that light 	<p>Electricity</p> <ul style="list-style-type: none"> • associate the brightness of a lamp or the volume of a buzzer with the number and 		<p>Living things and their habitats</p> <ul style="list-style-type: none"> • describe how living things are classified into broad groups according to 	<p>Evolution and inheritance</p> <ul style="list-style-type: none"> • recognise that living things have changed over time and that fossils

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	<p>circulatory system, and describe the functions of the heart, blood vessels and blood</p> <ul style="list-style-type: none"> • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans. 	<p>travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <ul style="list-style-type: none"> • 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 • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<p>voltage of cells used in the circuit</p> <ul style="list-style-type: none"> • 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>use recognised symbols when representing a simple circuit in a diagram.</p>		<p>common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</p> <ul style="list-style-type: none"> • give reasons for classifying plants and animals based on specific characteristics. 	<p>provide information about living things that inhabited the Earth millions of years ago</p> <ul style="list-style-type: none"> • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p>Sustainability – Light pollution</p>
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						Sustainability – Renewable energy
History	<u>World War 2</u>				<u>A Northern Powerhouse</u>	
	<p>Why WW2 happened. Churchill and Hitler The Battle of Britain. The impact of the war on Britain. The Holocaust.</p> <p>Do you think a German child learns about WW2 in the same way as you?</p> <p>NC- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>				<p>The coal mines, canals and industry. Rugby league and the power of sport. How Wigan had 'Norther Soul' Wigan today.</p> <p>Why is Wigan class?</p> <p>NC- A local history study</p>	
Geography	<u>The Himalaya</u>				<u>Local Study – Lake District</u>	
	<p>A Study of Southern Asia focusing on mountains. With an in depth study of the Himalaya mountain range/Mount Everest.</p>				<p>A local study of the Lake District with an in depth study of the physical geographical features.</p>	
Art and Design	<u>Barbara Hepworth - Sculptor</u> <u>Zaha Hadid – Architect</u>				<u>James Isherwood – Artist</u>	
	<p>Create clay/Modroc sculptures inspired by Hepworth using the natural world and nature as a stimulus. Research Architect Zaha</p>				<p>Explore local artist Isherwood and research his influences and inspirations. Create a piece of work in his style.</p>	

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	Hadid and make links from her designs to the natural world.					
Design and Technology	Fairground rides Controlling devices Design and make a fairground ride using a computer to control its movements		Phone Cases Textiles Design and make a phone case that is fit for purpose.		Bread (Cooking and Nutrition) Healthy Diet Design and make bread after researching various different types.	
Computing	Creating formula in Excel Pupils will learn how to organise data and make calculations using the application Microsoft Excel.	Edublocks- Introduction to Python Pupils will learn how block-based programming compares to written code. Pupils will be introduced to Python as a text-based method of programming.	Programming a Game Using the application Scratch, pupils will create an interactive, playable game using conditionals, variables, and operators.	Creating a Podcasting Pupils will produce a podcast based on a piece of writing from another curriculum area or aspect of school life	HTML Pupils will learn how to design a multi-page informational website, considering the layout, user experience and key features including home page, links and images.	Social Media & Being Safe Online Pupils will learn about the purpose of social media and different aspects of social media and how to use it safely.
Online Safety – Project Evolve	Online Relationships	Online Bullying	Privacy and Security	Online Reputation	Managing Online Information	Health, Well-Being and Lifestyle
Music	Classroom Jazz 2 (Jazz, Latin Blues)		BBC Ten Pieces Dr. Who Theme Tune – Delia Derbyshire		Yu Studio	

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<p>PE</p>	<p>Coordination & Agility In this unit, the children will develop and apply their ball skills and reaction and response through focused skill development sessions, modified/non-traditional games and sports and healthy competition.</p> <p><i>Enjoy competing with each other and develop an understanding of how to improve in an activity.</i></p>	<p>Dynamic Balance and Counter Balance In this unit, the children will develop and apply their dynamic balance on a line and counter balance with a partner through focused skill development sessions, modified/non-traditional games and sports and healthy competition.</p> <p><i>Enjoy communicating, collaborating and competing with each other and develop an</i></p>	<p>Static Balance and Coordination In this unit, the children will develop and apply their stance and footwork through focused skill development sessions, modified/non-traditional games and sports and healthy competition.</p> <p><i>Enjoy communicating, collaborating and competing with each other and develop an</i></p>	<p>Static Balance In this unit, the children will develop and apply their seated balance and floor work balance through focused skill development sessions, modified/non-traditional games and sports and healthy competition.</p> <p><i>Enjoy communicating, collaborating and competing with each other and develop an</i></p>	<p>Dynamic Balance to Agility & Static Balance In this unit, the children will develop and apply their jumping and landing and one leg balance through focused skill development sessions, modified/non-traditional games and sports and healthy competition.</p> <p><i>Enjoy communicating, collaborating and competing</i></p>	<p>Coordination & Agility In this unit, the children will develop and apply their sending and receiving and ball chasing through focused skill development sessions, modified/non-traditional games and sports and healthy competition.</p> <p><i>Use running, jumping, throwing and catching in isolation and in combination. Enjoy communicating.</i></p>
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	<p>Use throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>	<p>and competing with each other and develop an understanding of how to improve in an activity. Develop strength, control and balance. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>	<p>understanding of how to improve in an activity. Develop strength, control and balance, and technique. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>	<p>understanding of how to improve in an activity. Develop strength, control and balance, and technique. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>	<p>with each other and develop an understanding of how to improve in an activity. Develop strength, control and balance, and technique. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>	<p>collaborating and competing with each other and develop an understanding of how to improve in an activity. Develop strength, control and balance, and technique. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>
MFL- Spanish	In the classroom Spanish alphabet Speaking activities		Y6 Spring Term – For my birthday I would like... Spanish alphabet		Adjectives Spanish alphabet	Transition Articles & Plurals Adjectival

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	Graphemes & Phonemes (Recap from unit 3) name, age, birthday, eye & hair colour Classroom objects Classroom verbs End of unit 7 writing Retrieval Quiz Unit 7 test Christmas in Spain	Speaking activities Graphemes & Phonemes Counting to 40 For my birthday I would like Toys / Give the price of toys/ How much is it? Express opinions – I would like/I like/I don't like Articles – un, una, unos, unas, el, la, los, las End of unit 8 writing Unit 8 test Easter In Spain	Speaking activities Graphemes & Phonemes Counting to 100 Adjectival agreement rules. End of unit 9 writing Retrieval Quiz Unit 9 test	agreement (more rules) The present tense of regular AR/ER/IR verbs Phonemes and Graphemes		
PSHE	Relationships Attraction to others; romantic relationships; civil partnership and marriage Recognising and managing pressure; consent in different situations Expressing opinions and respecting other points of view, including discussing topical issues	Living in the Wider World Valuing diversity; challenging discrimination and stereotypes Evaluating media sources; sharing things online Influences and attitudes to money; money and financial risks	Health and Wellbeing What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online increasing independence; managing transitions Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media			
All Are Welcome (PSHE)	The Only Way is Badger (consequences of actions, can link to friendships)	The Island (racism)	King of the Sky (feeling a sense of belonging)	Leaf (acceptance)	Introducing Teddy (trans)	If I were Prime Minister (Democracy and politics)

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