



Warton St Paul's
Church of England Primary Academy
A member of **CDARI**

YEAR SIX LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	LIGHTS CAMERA ACTION	IT'S ELECTRIC	IN THE BEGINNING	THE ANCIENT MAYA	AROUND THE WORLD	WE'LL MEET AGAIN
POSSIBLE TEXTS	The Girl of Ink and Stars	Oliver Twist	Cogheart	Thornhill	Holes	Letters from the lighthouse
'WOW' MOMENTS / ENRICHMENT WEEKS	Harvest Time Roald Dahl Day Black History Month Maths Week Geography Fieldwork trip	Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Remembrance day Road Safety World Space Week Children in Need Anti- Bullying Week	Chinese New Year LENT Valentine's Day Internet Safety Day Pirate Day World Book Day Reading Week	Easter time Mother's Day Queen's Birthday Science Week Easter Egg Hunt	Start of Ramadan Eid D-Day	Father's Day Sport/Healthy Eating Week World Environment Day Anniversary of the NHS School Trip Forest School Outdoor day

ASSESSMENT OPPORTUNITIES	Formative assessment Baseline opportunities in Reading, Maths and Writing Half termly assessments in English and Maths	Half termly assessments in English and Maths Mock SAT's Papers for Reading, SPAG and maths	Half termly assessments in English and Maths	Half termly assessments in English and Maths Mock SAT's Papers for Reading, SPAG and maths	Half termly assessments in English and Maths Statutory Assessment SAT's for reading, SPAG and maths	End of year summative assessments in English and Maths
PARENTAL INVOLVEMENT	Friday open afternoons Meet the Teacher Reading workshop Parent's Evening	Friday open afternoons Carol Service Maths workshop Parents Evening Book at Bedtime	Friday open afternoons Writing workshop	Friday open afternoons Parent's Evening Art workshop / Gallery	Friday open afternoons Maths Morning	Friday open afternoons End of year reports End of Year Performance Leavers' service

CHRISTIAN VALUES	Respect "Show respect for all people. Love the brothers and sisters of God's family. Respect God. Honour the king" Peter 2:17	Thankfulness "Give thanks in all circumstance; for this is God's will for you in Christ Jesus." Thessalonians 5:18	Friendship "A friend loves you all the time. A brother is always there to help you." Proverbs 17:17	Forgiveness "The Son paid for our sins, and in him we have forgiveness" Colossians 1:14	Truthfulness "Then you will know the truth. And the truth will make you free." John 8:32	Courage "Be strong and brave. Don't be afraid of them. Don't be frightened. The Lord your God will go with you. He will not leave you or forget you." Deuteronomy 31:6
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BRITISH VALUES	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated. Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated. Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.
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	We listen with intrigue and value and respect the opinions of others.					
PSHE	My Happy Mind Curriculum Map.pdf					

ENGLISH READY STEADY READ	No-Nonsense Spelling Scheme	No-Nonsense Spelling Scheme	No-Nonsense Spelling Scheme	No-Nonsense Spelling Scheme	No-Nonsense Spelling Scheme	No-Nonsense Spelling Scheme
	 Y6 Reading Implementation and Progression Overview V25 GD JP v2.docx					

READY
STEADY
WRITE

 [RSW+Progression+Overview+V5+16.05.26.pdf](#)

MATHS

 Year 6 Progression

SCIENCE

DURING YEARS 5 AND 6, PUPILS SHOULD BE TAUGHT TO USE THE FOLLOWING PRACTICAL SCIENTIFIC METHODS, PROCESSES AND SKILLS THROUGH THE TEACHING OF THE PROGRAMME OF STUDY CONTENT:
PLANNING DIFFERENT TYPES OF SCIENTIFIC ENQUIRIES TO ANSWER QUESTIONS, INCLUDING RECOGNISING AND CONTROLLING VARIABLES WHERE NECESSARY, TAKING MEASUREMENTS, USING A RANGE OF SCIENTIFIC EQUIPMENT, WITH INCREASING ACCURACY AND PRECISION, TAKING REPEAT READINGS WHEN APPROPRIATE, RECORDING DATA AND RESULTS OF INCREASING COMPLEXITY USING SCIENTIFIC DIAGRAMS AND LABELS, CLASSIFICATION KEYS, TABLES, SCATTER GRAPHS, BAR AND LINE GRAPHS, USING TEST RESULTS TO MAKE PREDICTIONS TO SET UP FURTHER COMPARATIVE AND FAIR TESTS, REPORTING AND PRESENTING FINDINGS FROM ENQUIRIES, INCLUDING CONCLUSIONS, CAUSAL RELATIONSHIPS AND EXPLANATIONS OF AND A DEGREE OF TRUST IN RESULTS, IN ORAL AND WRITTEN FORMS SUCH AS DISPLAYS AND OTHER PRESENTATIONS AND IDENTIFYING SCIENTIFIC EVIDENCE THAT HAS BEEN USED TO SUPPORT OR REFUTE IDEAS OR ARGUMENTS.

	Light Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. 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. In this unit children will: 1.Explore how light travels in straight lines to explain how objects can be seen because they give out light or reflect light into our eyes. 2.Explain how we see things. 3.Explore how shadows have the same shapes as the objects that cast them because light travels in straight lines.	Electricity Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. 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. Use recognised symbols when representing a simple circuit in a diagram. In this unit children will: 1.Explore how the number or voltage of the cells used in a circuit affects the brightness of a lamp or volume of a buzzer. 2.Explore and compare how components function in a circuit. 3.Record a diagram of a simple circuit using recognised symbols.	Evolution and inheritance Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. 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. In this unit children will: 1.Be able to explain how living things have changed over time and how fossils can provide information about living things from a long time ago. 2.Be able to explain how living things produce offspring of the same kind but	Living things and their habitats Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. In this unit children will: 1. Be able to group animals and living things based on common observable characteristics. 2.Be able to give reasons as to why living things have been grouped based on specific characteristics.	Animals including humans Describe the changes as humans develop to old age. Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. 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. In this unit children will: 1.Explore how humans develop to old age. 2.Label the main parts of the human circulatory system. 3. Describe the functions of the heart, blood vessels and blood. 4.Explore the impact of diet, exercise, drugs and lifestyle on the way their bodies function. 5.Describe how nutrients and water are transported in humans.
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			how they are not identical to their parents. 3. Identify how animals and plants are adapted to suit their environment and how adaptation can lead to evolution.		
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GEOGRAPHY AND HISTORY	GEOGRAPHY - PUPILS SHOULD EXTEND THEIR KNOWLEDGE AND UNDERSTANDING BEYOND THE LOCAL AREA TO INCLUDE THE UNITED KINGDOM AND EUROPE, NORTH AND SOUTH AMERICA. THIS WILL INCLUDE THE LOCATION AND CHARACTERISTICS OF A RANGE OF THE WORLD'S MOST SIGNIFICANT HUMAN AND PHYSICAL FEATURES. THEY SHOULD DEVELOP THEIR USE OF GEOGRAPHICAL KNOWLEDGE, UNDERSTANDING AND SKILLS TO ENHANCE THEIR LOCATIONAL AND PLACE KNOWLEDGE. HISTORY - PUPILS SHOULD CONTINUE TO DEVELOP A CHRONOLOGICALLY SECURE KNOWLEDGE AND UNDERSTANDING OF BRITISH, LOCAL AND WORLD HISTORY, ESTABLISHING CLEAR NARRATIVES WITHIN AND ACROSS THE PERIODS THEY STUDY. THEY SHOULD NOTE CONNECTIONS, CONTRASTS AND TRENDS OVER TIME AND DEVELOP THE APPROPRIATE USE OF HISTORICAL TERMS. THEY SHOULD REGULARLY ADDRESS AND SOMETIMES DEVISE HISTORICALLY VALID QUESTIONS ABOUT CHANGE, CAUSE, SIMILARITY AND DIFFERENCE, AND SIGNIFICANCE. THEY SHOULD CONSTRUCT INFORMED RESPONSES THAT INVOLVE THOUGHTFUL SELECTION AND ORGANISATION OF RELEVANT HISTORICAL INFORMATION. THEY SHOULD UNDERSTAND HOW OUR KNOWLEDGE OF THE PAST IS CONSTRUCTED FROM A RANGE OF SOURCES.					
	Geography Our Planet In this unit, pupils will learn: 1 - To locate the Equator and the Northern and Southern Hemispheres on a map of the world/globe. 2- The climate and physical environment at the equator is very distinct from the rest of the world. 3- To identify lines of longitude and know that they run over the top of the earth from north to south (they are not	History Vikings The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Types of settlements in Viking. History: Chronological understanding - place current study on timeline in relation to other studies. Use relevant dates and terms.	Geography Mountains, Volcanoes and Earthquakes Geography: Drawing maps - draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. Using maps - locate places on a world map. Use atlases to find out about other features of places (e.g. volcano regions)	History Ancient Maya A non-European society that provides contrasts with British history. History: Historical enquiry - confidently use books and the internet for research. Recognise primary and secondary sources. Bring knowledge gathered from several sources together in a fluent account. In this unit, pupils will learn: 1 - Place the Ancient	Geography Place knowledge Resources around the world Distribution of energy, and economic resources including trade links. In this unit, pupils will learn: 1 - What is economic activity? 2 - How are the economies of different countries connected? 3 -How do we as consumers have an impact on the economic activity of other countries? 4 -How is food production influenced by climate? 5 - What resources does the	History WWII Study of a significant turning point in British history. History: Interpretation of history - link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations. Range & depth of historical knowledge - find out about beliefs

	equally distant from each other) 4 - To identify lines of latitude and know that they run round the earth from east to west and that they are the same distance apart (they run parallel to the equator) 5 - To understand that there are 24 different time zones on earth, all start at Greenwich Mean Time (GMT) 6- To know that the Northern Tropic of Cancer and the Southern Tropic of Capricorn mark the most northerly and southerly position that the sun can be overhead	Sequence up to 10 events on a timeline. In this unit, pupils will learn: 1 - Who were the Vikings? 2 - How did they gain their fearsome reputation? 3 - How did later Anglo-Saxon rulers deal with the Viking threat? 4 - Who was Alfred the Great? 5 - Who was Athelstan?	Map knowledge - identify significant places and environments. Identify locations and discuss previously learnt. In this unit, pupils will learn: 1 - Research Mount Everest and the features of its landscape and conditions. located? 2 - Understand what a mountain is, name and locate the seven highest peaks in each continent and the mountains of the UK. 3- To understand more about the structure of the earth and the role of plate tectonics in forming mountains. 4 - To understand the formation of three types of mountain and understand that mountains change over time. 5 - To understand that volcanoes	Maya civilisation on our timeline and know what was happening in England at that time. 2 - Research what life was like for the Ancient Maya. 3- What did the Ancient Maya believe in? 4 - What do we know about Ancient Maya culture? 5 - What influence has Ancient Maya had on the present?	UK have? 6 -Where does our energy come from? 7 - What are the advantages and disadvantages of different energy sources?	and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time. Write another explanation of a past event in terms of cause and effect. Know key dates, characters and events of times studied. In this unit, pupils will learn: 1 - How significant was the Blitz? 2 - World War II: whose war? 3 - What was the impact of World War II on people in our locality? 4 - How well does a fictional story tell us what it was like to be an evacuee? 5 - Evacuee experiences in Britain: is this all we need to know about children in World War II? 6- How significant was the impact of
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			come in many shapes and sizes, but primarily occur at the boundary between tectonic plates. 6 - To understand why and how a volcanic eruption happens and understand the structure of a volcano. 7 - To understand what an earthquake is and where they happen. 8- To understand that earthquakes have different magnitudes and these impact differently.			World War II on women? 7 - What did men do in World War II? Did all men have to fight? 8 -When was the most dangerous time to live? How different was the Blitz?

MUSIC	KEY STAGE 2 PUPILS SHOULD BE TAUGHT TO SING AND PLAY MUSICALLY WITH INCREASING CONFIDENCE AND CONTROL. THEY SHOULD DEVELOP AN UNDERSTANDING OF MUSICAL COMPOSITION, ORGANISING AND MANIPULATING IDEAS WITHIN MUSICAL STRUCTURES AND REPRODUCING SOUNDS FROM AURAL MEMORY. PUPILS SHOULD BE TAUGHT TO: PLAY AND PERFORM IN SOLO AND ENSEMBLE CONTEXTS, USING THEIR VOICES AND PLAYING MUSICAL INSTRUMENTS WITH INCREASING ACCURACY, FLUENCY, CONTROL AND EXPRESSION, IMPROVISE AND COMPOSE MUSIC FOR A RANGE OF PURPOSES USING THE INTERRELATED DIMENSIONS OF MUSIC, LISTEN WITH ATTENTION TO DETAIL AND RECALL SOUNDS WITH INCREASING AURAL MEMORY, USE AND UNDERSTAND STAFF AND OTHER MUSICAL NOTATIONS, APPRECIATE AND UNDERSTAND A WIDE RANGE OF HIGH-QUALITY LIVE AND RECORDED MUSIC DRAWN FROM DIFFERENT TRADITIONS AND FROM GREAT COMPOSERS AND MUSICIANS AND DEVELOP AN UNDERSTANDING OF THE HISTORY OF MUSIC.
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Hullabaloo Scheme of work

PDF WHOLE-SCHOOL-SATELLITE-VIEW-1.pdf

ART AND DESIGN TECHNOLOGY	Hullabaloo Scheme of work					
	PDF WHOLE-SCHOOL-SATELLITE-VIEW-1.pdf					
ART AND DESIGN TECHNOLOGY	Art Still Life Paul Cezanne Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing and painting with a range of materials for example, pencil, charcoal, paint. about great artists. In this unit children will: 1.Explore the work of Paul Cezanne to understand the artistic style of still life and be able to talk about its features. 2.Use sketches to record their observations of the work and share their opinions. 3.Experiment with the techniques used including using drawing and painting.	Design Technology Electrical Systems Design:use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Evaluate:investigate and analyse a range of existing products Technical knowledge: understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. <i>Create a moving light up Christmas Decoration</i> In this unit children will: 1.Research a range of products to develop a design criteria. 2.Evaluate and analyse a range of existing products against the design criteria. 3.Design and create a prototype to match the	Design Technology Structures Design: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Technical knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures <i>A structure that can withstand an earthquake.</i> In this unit children will: 1. Research and evaluate structures and buildings that can withstand an earthquake. 2.Develop a design criteria based on research. 3.Create a plan for a structure to withstand an earthquake based on the design criteria.	Art Sculpture Ancient Maya Temple Pupils should be taught: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. In this unit, children will: 1. Research Maya temples, along with adventure playground structures. 2. Design an adventure playground equipment, based around their research of Maya temples. 3.Make a model of adventure playground equipment for the Maya exhibit at the British Museum. 4.Evaluate their equipment based on aesthetics, practicality and stability.	Art Impressionists - Monet Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing and painting with a range of materials for example, pencil, charcoal, paint. about great artists. Collage - Develops and applies knowledge of embellishing techniques e.g. stitching, printing... Printing - Design prints for fabric, books, wallpaper. Experiments with approaches used by other artists. Textiles - Experiment with stitching, cutting, joining fabrics for a specific outcome. Evaluating - Critically evaluate their work and use the evaluations to	Design Technology Textiles Make do and mend Pupils should be taught: Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities In this unit children will: 1.Be able to investigate and analyse a range of existing products. 2. Be able to decorate fabric using sewing skills 3. Be able to design a cushion cover- select materials, equipment, tools, etc. 4. To explore different

	4. Use chosen techniques to create a still life piece of art and give their reasons for their choices.	design criteria. Create labelled diagrams and models. 4. Draw and label an electrical circuit after testing different possibilities. 5. Make and evaluate a light up Christmas Decoration using the design criteria.	4. Test and evaluate the structure against the design criteria. 5. Make suggestions on how their structure could be improved.		impact positively on a final piece of work. In this unit children will: 1. Know what impressionism is. 2. Have a favourite Monet painting and explain why they like it. 3. Research the life and work of Monet. 4. Be able to recall facts and information about the life and work of Monet. 5. Create a piece of art work in the style of Monet.	ways to join fabric using sewing skills 5. Be able to select & make a suitable fastening for their design: the envelope fold, snap fasteners and buttons with button holes. 6. Be able to evaluate their product against their own design criteria and consider the views of others to improve their work.
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COMPUTING	Key stage 2 PUPILS SHOULD BE TAUGHT TO: DESIGN, WRITE AND DEBUG PROGRAMS THAT ACCOMPLISH SPECIFIC GOALS, INCLUDING CONTROLLING OR SIMULATING PHYSICAL SYSTEMS; SOLVE PROBLEMS BY DECOMPOSING THEM INTO SMALLER PARTS, USE SEQUENCE, SELECTION, AND REPETITION IN PROGRAMS; WORK WITH VARIABLES AND VARIOUS FORMS OF INPUT AND OUTPUT, USE LOGICAL REASONING TO EXPLAIN HOW SOME SIMPLE ALGORITHMS WORK AND TO DETECT AND CORRECT ERRORS IN ALGORITHMS AND PROGRAMS, UNDERSTAND COMPUTER NETWORKS, INCLUDING THE INTERNET; HOW THEY CAN PROVIDE MULTIPLE SERVICES, SUCH AS THE WORLD WIDE WEB, AND THE OPPORTUNITIES THEY OFFER FOR COMMUNICATION AND COLLABORATION, USE SEARCH TECHNOLOGIES EFFECTIVELY, APPRECIATE HOW RESULTS ARE SELECTED AND RANKED, AND BE DISCERNING IN EVALUATING DIGITAL CONTENT, SELECT, USE AND COMBINE A VARIETY OF SOFTWARE (INCLUDING INTERNET SERVICES) ON A RANGE OF DIGITAL DEVICES TO DESIGN AND CREATE A RANGE OF PROGRAMS, SYSTEMS AND CONTENT THAT, ACCOMPLISH GIVEN GOALS, INCLUDING COLLECTING, ANALYSING, EVALUATING AND PRESENTING DATA AND INFORMATION AND USE TECHNOLOGY SAFELY, RESPECTFULLY AND RESPONSIBLY; RECOGNISE ACCEPTABLE/UNACCEPTABLE BEHAVIOUR; IDENTIFY A RANGE OF WAYS TO REPORT CONCERNS ABOUT CONTENT AND CONTACT.
	 purplemash.com/app/schemes_of_work/computing_schemes_of_work/computing_sow_unit_c... (Follow Year 6 Strand)

PHYSICAL EDUCATION	PUPILS SHOULD BE TAUGHT TO: MASTER BASIC MOVEMENTS INCLUDING RUNNING, JUMPING, THROWING AND CATCHING, AS WELL AS DEVELOPING BALANCE, AGILITY AND CO-ORDINATION, AND BEGIN TO APPLY THESE IN A RANGE OF ACTIVITIES PARTICIPATE IN TEAM GAMES, DEVELOPING SIMPLE TACTICS FOR ATTACKING AND DEFENDING PERFORM DANCES USING SIMPLE MOVEMENT PATTERNS.
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	Year 6 Invasion Games Handball Games Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed. In this unit children will: 1.Understand the need for tactics. 2.Start to choose and use tactics effectively. 3.Play cooperatively with a partner. 4.Apply rules consistently and fairly. 5.Identify appropriate exercises and activities for warming up. 6.Recognise how these games make their bodies work and explain. 7.Pick out what they and others do well and suggest ideas for practises	Year 6 OAA In this unit children will: Learning of This Unit: 1.Collaborate with others to help complete challenges. 2.Know and understand the different features of a map, including symbols and a key. 3.Know the four cardinal directions on a compass (N, E, S, W). 4.Follow directional instructions including clockwise, anti-clockwise, 90°, 180° and 360° turns. 5.Work with a partner to complete the missing information on a map. 6.Work collaboratively to follow a map and help to plan the best route to complete an orienteering course as quickly as possible. 7.Know and understand the different features of a map, including symbols, a key, scale	To be decided by the children Dance Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively. In this unit children will: 1.Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances. 2.Perform to an accompaniment expressively and sensitively. 3.Perform dances fluently and with control. 4.Warm up and cool down independently. 5.Understand how dance helps to keep them healthy. 6.Use appropriate criteria to evaluate and refine their own and others' work. 7.Talk about dance with understanding, using appropriate	Year 6 Net and Wall Badminton Games Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed. In this unit children will: 1.Use forehand, backhand and overhand shots increasingly well in games they play. 2.Use the skills learnt with competence and consistency. 3.Use the volley in games where it is important. 4.Understand the need for tactics. 5.Start to choose and use tactics effectively.	Year 6 Striking and fielding – Rounders Games Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed. In this unit children will: 1.Use forehand, backhand and overhand shots increasingly well in games they play. 2.Use the skills learnt with competence and consistency. 3.Use the volley in games where it is important. 4.Understand the need for tactics. 5.Start to choose and use tactics effectively.	To be decided by the children Gymnastics Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed. In this unit children will: 1.Make up longer, more complex sequences, including changes of direction, level and speed. 2.Develop their own solutions to a task by choosing and applying a range of compositional principles. 3.Combine and perform gymnastic actions, shapes and balances. 4.Show clarity, fluency, accuracy and consistency in their movements. In small groups, prepare a sequence to be performed to an audience. 5.Understand the importance of
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		and compass directions, and can use this information to read a map proficiently.	language and terminology.			warming up and cooling down. 6.Say, in simple terms, why activity is good for their health, fitness and wellbeing. 7.Show an awareness of factors influencing the quality of performance and suggest aspects that need improving.
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RELIGIOUS EDUCATION	TAKEN FROM RE SYLLABUS FOR CHURCH SCHOOLS WRITTEN BY BLACKBURN DIOCESE.					
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	6.1 Why is life sometimes described as a journey? <u>Progressive Study</u> Content will be determined by the pupils. It will include World Faiths and World Views relevant to their own personal experiences.	6.2 How do Christians prepare for Christmas? <u>Progressive Study</u> Christianity <u>Encounter</u> Non- Religious World Views	6.3 What are the connections between the Last Supper and the celebrations of Jewish Passover and Christian Eucharist? <u>Progressive Study</u> Christianity Judaism	6.4 Who was Jesus? Who is Jesus? <u>Progressive Study</u> Christianity Islam Judaism <u>Encounter</u> Buddhism Non-Religious World Views	6.6 What is the nature and characteristics of God? <u>Progressive Study</u> Christianity Hindu Dharma Islam <u>Encounter</u> Buddhism Non-Religious World Views	
	Which stories are special and why? Rosh Hashanah Yom Kippur Sukkot All Saints Day	Which people are special and why? Diwali Hannukah Christmas	What places are special and why? Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri	What times are special and why? Holi Palm Sunday Passover Easter Start of Ramadan	Being special: where do we belong? Eid Shavuot	What is special about our world? Summer Solstice

END OF THE YEAR 6 EXPECTATIONS

READING	WRITING	MATHS	SCIENCE
Year 6 Teacher Assessment Framework Expected Standard -Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. -Maintain positive attitudes to reading and an understanding of what they read by: -Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -Reading books that are structured in different ways and reading for a range of purposes -Increasing 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 -Recommending books that they have read to their peers, giving reasons for their choices -Identifying and discussing themes and conventions in and across a wide range of writing -Making comparisons within and across books -Learning a wider range of poetry by heart -Preparing poems and plays to read	Year 6 Teacher Assessment Framework Expected Standard -Use further prefixes and suffixes and understand the guidance for adding them -Spell some words with 'silent' letters -Continue to distinguish between homophones and other words which are often confused -Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically -Use dictionaries to check the spelling and meaning of words -Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary -Use a thesaurus -Pupils should be taught to write legibly, fluently and with increasing speed -Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters -Choosing the writing implement that is best suited for a task -Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; noting and developing initial ideas, drawing on reading and research where necessary; in writing narratives, considering how authors have developed characters and settings in what pupils	Year 6 Teacher Assessment Framework Expected Standard The pupil can: The principal focus of mathematics teaching in upper key stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio. At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them. By the end of year 6, pupils should be fluent in written methods for all 4 operations, including long multiplication and division, and in working with fractions, decimals and percentages. Pupils should read, spell and pronounce	Year 6 Teacher Assessment Framework Expected Standard Working scientifically During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary, taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate, recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs, using test results to make predictions to set up further comparative and fair tests, reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations and identifying scientific evidence that has been used to support or refute ideas or arguments.

aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience - Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context, asking questions to improve their understanding, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied; summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas and identifying how language, structure and presentation contribute to meaning. -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader -Distinguish between statements of fact and opinion -Retrieve, record and present information from non-fiction -Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously -Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary -Provide reasoned justifications for their views.	have read, listened to or seen performed -Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action; précising longer passages, using a wide range of devices to build cohesion within and across paragraphs; using further organisational and presentational devices to structure text and to guide the reader -Evaluate and edit by assessing the effectiveness of their own and others' writing; proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; ensuring the consistent and correct use of tense throughout a piece of writing; ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register -Proofread for spelling and punctuation errors -Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. -Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms -Using passive verbs to affect the presentation of information in a sentence -Using the perfect form of verbs to mark relationships of time and cause -Using expanded noun phrases to convey complicated information concisely -Using modal verbs or adverbs to indicate	mathematical vocabulary correctly.	
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	degrees of possibility -Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun -Indicate grammatical and other features by: - using commas to clarify meaning or avoid ambiguity in writing; using hyphens to avoid ambiguity; using brackets, dashes or commas to indicate parenthesis; using semicolons, colons or dashes to mark boundaries between independent clauses; using a colon to introduce a list; punctuating bullet points consistently		
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