



Queniborough C.E Primary School Year Group Plan (Greater Detail)

Year 6	AUTUMN 1		AUTUMN 2	
	The Rainforest		King Richard III	
TRIPS/VISITS	Warning Zone		Panto	
Linked books	The Explorer		Macbeth	
ENGLISH READING	WORD READING			
	<ul style="list-style-type: none">• 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.			
ENGLISH READING	COMPREHENSION			
	Maintain positive attitudes to reading and an understanding of what they read by: <ul style="list-style-type: none">• 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 aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience			
ENGLISH READING	Understand what they read by:			
	<ul style="list-style-type: none">• 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• 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			



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ENGLISH WRITING

Transcription

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- 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, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Composition

Pupils should be taught to:

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 have read, listened to or seen performed

Draft and write by:

- electing 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 [for example, headings, bullet points, underlining]

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
- proof-read for spelling and punctuation errors

Grammar and Vocabulary

Pupils should be taught to:

Develop their understanding of the concepts set out in English Appendix 2 by:

- 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 degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2

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 semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Handwriting

Pupils should be taught to:



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Year 6	AUTUMN 1	AUTUMN 2
	The Rainforest	King Richard III
	Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none">choosing which shape of a letter to use when given choices and deciding whether or not to join specific letterschoosing the writing implement that is best suited for a task.	
	Balanced arguments Explanation texts Non-chronological report	Narrative stories Playscripts Macbeth
ENGLISH SPOKEN LANGUAGE	Pupils should be taught to: <ul style="list-style-type: none">listen and respond appropriately to adults and their peersask relevant questions to extend their understanding and knowledgeuse relevant strategies to build their vocabularyarticulate and justify answers, arguments and opinionsgive well-structured descriptions, explanations and narratives for different purposes, including for expressing feelingsmaintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to commentsuse spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideasspeak audibly and fluently with an increasing command of Standard Englishparticipate in discussions, presentations, performances, role play, improvisations and debatesgain, maintain and monitor the interest of the listener(s)consider and evaluate different viewpoints, attending to and building on the contributions of othersselect and use appropriate registers for effective communication.	



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MATHS	<p>Integers and Decimals Represent, read and write numbers to 10 000 000. Order and compare numbers to 10 000 000 Round numbers to the required degree of accuracy Make estimates and use rounding to solve problems in context Solve problems involving addition and subtraction, using a range of strategies. Solve multi-step addition and subtraction problems in context.</p> <p>Multiplication and Division Identify the value of each digit in numbers given to three decimal places. Multiply and divide numbers by 10, 100 or 1000. To understand terms 'common factor' and 'common multiple' as properties of numbers. Identifying and describing factor properties of numbers (focusing on primes). To solve multiplication problems using known and derived facts. To use efficient strategies to multiply numbers, including decimals. To use formal written methods for short multiplication including multiplying decimals. To use formal written methods, including long multiplication, to solve a range of problems. Exploring efficient mental strategies for division. To use the formal written method for short division. To use the formal written method of long division to solve appropriate calculations. To use written division methods where the answer has up to two decimal places.</p>	<p>Calculation Problems Understand that addition and subtraction have equal priority and that multiplication and division have equal priority Understand the order of operations including the use of brackets Use knowledge of the order of operations to carry out calculations involving the four operations. Generate and describe linear number sequences Express missing number problems algebraically (2 lessons) Enumerate possibilities of combinations of two variables and Find pairs of numbers which satisfy equations with two unknowns Represent and reason through problems applying a range of strategies.</p> <p>Fractions Identify, describe and represent fractions Understand and describe equivalence in terms of relationships between and within equivalent fractions Find equivalent fractions in their simplest form Comparing fractions less than one using a range of strategies, including finding equivalent fractions with common denominators Comparing fractions greater than one using a range of strategies, including finding equivalent fractions with common denominators Recall and use equivalence between simple decimals and fractions Calculate decimal quotients of fractions using short division Use equivalent fractions to add and subtract fractions that have different denominators Add and subtract fractions with different denominators, including completing and creating sequences with mixed numbers and improper fractions</p> <p>Missing angles and lengths Recognise angles where they meet at a point, on a straight line or are vertically opposite, and find missing angles. Compare and classify triangles based on their properties Compare and classify quadrilaterals based on their properties. Find unknown angles in triangles and quadrilaterals; to express missing number problems algebraically. Calculate unknown angles in regular polygons.</p> <p>Coordinates and Shapes Recognise angles where they meet at a point, on a straight line or are vertically opposite, and find missing angles. Compare and classify triangles based on their properties Compare and classify quadrilaterals based on their properties. Find unknown angles in triangles and quadrilaterals; to express missing number problems algebraically. Calculate unknown angles in regular polygons.</p>
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Year 6	AUTUMN 1	AUTUMN 2
	The Rainforest	King Richard III
SCIENCE	Living things and their habitats KNOWLEDGE <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics. ENQUIRY <ul style="list-style-type: none"> plan a scientific line of enquiry and test in a safe way using prior knowledge use a knowledge of control/independent variable present my findings in the most useful way and explain why including anomalies (Forest School – 6 wks)	Light KNOWLEDGE <ul style="list-style-type: none"> 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 ENQUIRY <ul style="list-style-type: none"> plan a scientific line of enquiry and test in a safe way using prior knowledge use a knowledge of control/independent variable present my findings in the most useful way and explain why including anomalies
COMPUTING	Computing Systems and Networks – Internet Communication <ul style="list-style-type: none"> identify how to use a search engine describe how search engines select results explain how search results are ranked recognise why the order of results is important, and to whom recognise how we communicate using technology evaluate different methods of online communication 	Creating Media – Web Page Creation <ul style="list-style-type: none"> review an existing website and consider its structure plan the features of a web page consider the ownership and use of images (copyright) recognise the need to preview pages outline the need for a navigation path recognise the implications of linking to content owned by other people



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	The Rainforest	King Richard III
HISTORY		<p>King Richard III</p> <p>To study the life and times of Richard III.</p> <p>To understand the significance of Richard III to local history.</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p> <p>To use a wide range of historical words to explain the passing of time.</p> <p>To show an awareness of chronology, and order of events by making and using timelines.</p> <p>To know that the past can be divided into different periods of time and to know and plot these periods on a timeline. To develop a chronologically secure knowledge and understanding of British and local history establishing clear narratives within and across the periods they study.</p> <p>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>To devise and answer historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information using a range of primary and secondary sources.</p> <p>To carry out historical enquiries by analysing sources and making historical claims.</p> <p>To understand how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>To continue to build up a bank of local history stories, events and people.</p>



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GEOGRAPHY	<p>Rainforests</p> <p>Locational Knowledge Locate the world's countries, using maps to focus on countries with tropical regions concentrating on their environmental regions, key physical and human characteristics, countries and major cities Identify the position and significance of the equator, northern and southern hemispheres & Tropics of Cancer and Capricorn</p> <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of South America (Amazon rainforest)</p> <p>Human and Physical Knowledge Describe and understand key aspects of physical geography, including: climate zones and biomes Describe and understand key features of human geography including the distribution of natural resources Deepen an understanding of the interaction between human and physical processes</p> <p>Geographical Skills and Fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	
ART AND DESIGN	<p>Painting Watercolours 3d and perspective Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition).</p> <p>Rousseau – collage rainforest</p> <p>Drawing – charcoal, pencil 3d and perspective Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape.</p> <p>Composition (Illusions Unit) - pencil Charcoal drawings - shade</p>	



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	<div>Year 6 Ongoing Skills</div> <div>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</div>			
DT			<div>What sort of light will work for you? (Link with science unit on light)</div> <div>Research, design, make and evaluate</div> <div>Design:</div> <div><ul style="list-style-type: none">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.Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</div> <div>Make:</div> <div><ul style="list-style-type: none">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.</div> <div>Evaluate:</div> <div><ul style="list-style-type: none">Investigate and analyse a range of existing products.Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.Understand how key events and individuals in design and technology have helped shape the world.</div> <div>Technical knowledge:</div> <div><ul style="list-style-type: none">Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</div> <div>Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).</div>	



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MUSIC	<ul style="list-style-type: none">• 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 inter-related 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• develop an understanding of the history of music.	<ul style="list-style-type: none">• 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 inter-related 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• develop an understanding of the history of music.
PE	Swimming Football – Powers of PE scheme	Netball – Powers of PE scheme Dance – Louise Jaggard CPD



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PSHE	MMR18: Managing Change	MMR: Anti-bullying 56 2020
	<ul style="list-style-type: none"> * identify a range of situations which involve loss and change * recognise emotions associated with loss and change and understand how these themselves can change * identify what might help when experiencing difficult emotions, how to get support and how they could support others * recognise that a range of changes take place throughout everyone's lifetime and that people manage change in different ways * reflect on their own experiences of change and how they have affected them * develop strategies for coping with future changes that they may experience 	<ul style="list-style-type: none"> * correctly distinguish between friendship difficulties and bullying * define the key characteristics of verbal, physical, indirect and cyber forms of bullying * understand the common elements of all types of bullying and those that differ * understand how people who bully may use power imbalance, manipulation and exclusion within groups * explore whether different groups of people might perpetrate or encounter some forms of bullying more than others * understand more about prejudice-based bullying * understand cyberbullying, how to take positive action to prevent it and how to ask for help * understand the feelings of those who are bullied, perpetrators, followers and bystanders and how this might affect their mental wellbeing and behaviour * understand personal circumstances that might lead someone to engage in bullying or become a target of bullying * understand how to prevent or stop bullying assertively in different online and offline contexts to the benefit of those involved <p>Everyone's Welcome: The Thing – S Puttock & D Egneus * Welcome difference, stand up to discrimination</p> <p>The Island - A Greder * Challenge causes of racism</p> <p>My Princess Boy – C Kilodavis & S DeSimone * Promote diversity, gender identity</p>
	British Values	Mutual Respect
	RE	U2.2 Creation and Science: conflicting or complementary?
	LOTG	
MFL (French)	At School <ul style="list-style-type: none"> • Repeat and recognise the vocabulary for school subjects. • Say what subjects they like and dislike at school. • Tell the time in French. • Create a French timetable for school. • Use the verb 'aller' in French to say what time they go to school. 	



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Year 6	SPRING 1		SPRING 2
	Crime and Punishment		Our Changing World
TRIPS/VISITS	Galleries of Justice		
Linked books	Holes		M G Leonard & Sam Sedgman: Kidnap on the California Comet
ENGLISH READING	<p>WORD READING</p> <ul style="list-style-type: none"> • 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. <p>COMPREHENSION</p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> • 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 aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>Understand what they read by:</p> <ul style="list-style-type: none"> • 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 • 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 		



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ENGLISH WRITING

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Plan their writing by:

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Grammar and Vocabulary

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Develop their understanding of the concepts set out in English Appendix 2 by:

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- learning the grammar for years 5 and 6 in English Appendix 2

Indicate grammatical and other features by:

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- using hyphens to avoid ambiguity
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- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Handwriting

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Year 6	SPRING 1		SPRING 2
	Crime and Punishment	Our Changing World	
	Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none">choosing which shape of a letter to use when given choices and deciding whether or not to join specific letterschoosing the writing implement that is best suited for a task.		
	Newspaper reports Historical stories Diary	Recounts Stories from different cultures	
ENGLISH SPOKEN LANGUAGE	Pupils should be taught to: <ul style="list-style-type: none">listen and respond appropriately to adults and their peersask relevant questions to extend their understanding and knowledgeuse relevant strategies to build their vocabularyarticulate and justify answers, arguments and opinionsgive well-structured descriptions, explanations and narratives for different purposes, including for expressing feelingsmaintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to commentsuse spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideasspeak audibly and fluently with an increasing command of Standard Englishparticipate in discussions, presentations, performances, role play, improvisations and debatesgain, maintain and monitor the interest of the listener(s)consider and evaluate different viewpoints, attending to and building on the contributions of othersselect and use appropriate registers for effective communication.		



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	Crime and Punishment	Our Changing World
MATHS	<p>Fractions Understanding and representing multiplication with proper fractions Multiplying a pair of proper fractions, expressing the answer in its simplest form Applying knowledge of fraction multiplication to solve problems Dividing a proper fraction by an integer.</p> <p>Decimals and Measures Generate and describe linear number sequences (with decimals). Use, read and write standard units of length, mass and volume. Convert between standard units of length; convert between miles and kilometres. Solve problems involving the calculation and conversion of units of length. Recognise when it is possible to use formulae for areas of shape; use simple formulae. Calculate the area of parallelograms and triangles, using simple formulae. Recognise that shapes with the same areas can have different perimeters and vice versa. Solve problems involving the calculation and conversion of units of area. Calculate the volume of cubes and cuboids in cubic cm and cubic m. Calculate, estimate and compare the volume of cuboids, extending to cubic mm and km; use simple formulae. Convert between standard units of mass; solve problems involving the calculation of units of mass. Convert between standard and imperial units of measure. Solve problems involving the calculation and conversion of units of measure (including money). Convert between standard units of time. Solve problems involving the calculation and conversion of units of time.</p> <p>Percentages and statistics Understand what a percentage is and its connection to fractions. Recall and use equivalences between fractions, decimals and percentages. Solve problems involving the calculation of percentages of amounts. Solve problems involving the use of percentages for comparison. Calculate and interpret the mean as an average.</p>	<p>Percentages and statistics cont. Interpret line graphs and use these to solve problems. Construct line graphs and use these to solve problems. Interpret pie charts and use these to solve problems. Construct pie charts and use these to solve problems. Construct more than one pie chart to solve problems.</p> <p>Proportion problems Use fractions to express proportion Use ratio to express the relationship between two quantities Solve problems involving similar shapes where the scale factor is known Use a scale factor to enlarge a shape including a scale factor of less than one Solve problems involving the relative sizes of two quantities Solve problems involving the relative sizes of two quantities using scale factor Solve problems using knowledge of ratio. Solve problems involving unequal sharing using knowledge of fractions. Solve problems involving unequal sharing and the relative sizes of quantities</p> <p>Revision</p>



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	Crime and Punishment	Our Changing World
SCIENCE	Animals including humans KNOWLEDGE <ul style="list-style-type: none"> • 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. ENQUIRY <ul style="list-style-type: none"> • plan a scientific line of enquiry and test in a safe way using prior knowledge • use a knowledge of control/independent variable • present my findings in the most useful way and explain why including anomalies (Forest School – 3 wks)	(Forest School – 3 wks))
COMPUTING	Programming A – Variables in Games <ul style="list-style-type: none"> * define a 'variable' as something that is changeable * explain why a variable is used in a program * choose how to improve a game by using variables * design a project that builds on a given example * use my design to create a project * evaluate my project 	Data and Information – Spreadsheets <ul style="list-style-type: none"> * identify questions which can be answered using data * explain that objects can be described using data * explain that formulas can be used to produce calculated data * apply formulas to data, including duplicating * create a spreadsheet to plan an event * choose suitable ways to present data



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	Crime and Punishment	Our Changing World
HISTORY	Crime and Punishment To study crime and punishment in British history from the Anglo-Saxons to the present. To understand how our knowledge of the past is constructed from a range of sources. To use a wide range of historical words to explain the passing of time. To show an awareness of chronology, and order of events by making and using timelines. To know that the past can be divided into different periods of time and to know and plot these periods on a timeline. To develop a chronologically secure knowledge and understanding of British and local history establishing clear narratives within and across the periods they study. To note connections, contrasts and trends over time and develop the appropriate use of historical terms. To devise and answer historically valid questions about change, cause, similarity and difference, and significance. To construct informed responses that involve thoughtful selection and organisation of relevant historical information using a range of primary and secondary sources. To carry out historical enquiries by analysing sources and making historical claims. To understand how and why contrasting arguments and interpretations of the past have been constructed.	
GEOGRAPHY		Our changing world Locational Knowledge Locate the world's countries, using maps to focus on Europe, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities Human and Physical Knowledge Describe and understand key aspects of: Physical geography, including: volcanoes and earthquakes Human geography, including: the distribution of natural resources including energy
ART AND DESIGN	Painting / Drawing revisited American Skylines <i>Stephen Wiltshire</i> Architecture <i>Zaha Hadid</i>	3d Form (link with D&T unit) Create sculpture and constructions with increasing independence. Represent this using own choice of media



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Year 6	SPRING 1		SPRING 2
	Crime and Punishment	Our Changing World	
	<div>Year 6 Ongoing Skills</div> <div>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</div>		
DT		<div>Sculptures (Fierce or friendly unit) Research, design, make and evaluate Design:<ul style="list-style-type: none">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.Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.Make:<ul style="list-style-type: none">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.Evaluate:<ul style="list-style-type: none">Investigate and analyse a range of existing products.Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.Understand how key events and individuals in design and technology have helped shape the world.Technical knowledge:<ul style="list-style-type: none">Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).</div>	



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Year 6	SPRING 1		SPRING 2
	Crime and Punishment	Our Changing World	
MUSIC	<ul style="list-style-type: none"> 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 inter-related 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 develop an understanding of the history of music. 	<ul style="list-style-type: none"> 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 inter-related 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 develop an understanding of the history of music. 	
PE	Badminton – Power of PE scheme Gymnastics – Little Springers CPD	Tag Rugby – Power of PE scheme Hockey – Football and Fitness CPD	
PSHE	HSL: Drug Education 2020 (Link to Science Curriculum)	MMR: My Emotions 2020	
	<ul style="list-style-type: none"> * know about different categories of drugs including medicines, legal, recreational and illegal * understand the role of medicines in promoting, improving and sustaining health * further understand the role of immunisations and implications for health * develop knowledge, understanding and attitudes to alcohol, nicotine and solvents, their effects and associated risks and consequences * begin to learn about the law relating to the use and misuse of legal and illegal drugs * develop attitudes and beliefs about the use and misuse of legal and illegal drugs, who uses them and why and possible alternatives * recognise a range of different risky situations related to drugs, explore personal reactions to risk and being assertive in decision making * recognise peer influence and its effect on decision making and behaviour * develop attitudes towards media and advertising of alcohol, nicotine and other legal drugs * begin to distinguish between fact and opinion in relation to drugs and know where to check information and advice <p>Online Safety - all year groups to have a focus on online safety through Computing – linking to Safer Internet Day in Feb</p>	<ul style="list-style-type: none"> * communicate effectively a wide range of emotions, including mixed emotions * recognise emotions in others and consider their responses * be able to judge how appropriate and proportionate their own reactions might be when feeling overwhelmed * be able to describe how mental well-being is a part of daily life for everyone * understand what is meant by mental ill health and how common this is * be able to describe some self-care strategies and how these might help * understand what is meant by loneliness and be able to suggest some strategies when feeling isolated * understand what is meant by someone's identity and what might influence how confident and comfortable we feel in our identity * understand how to have self-respect and be able to describe what might help to boost this * know when they might need support, who they might approach and how to do this <p>Everyone's Welcome: Leaf – S Dieckmann * Overcome fears about difference</p>	
British Values	Rule of Law	Individual Liberty	
RE	U2.7: Why do Hindus want to be good?	U2.5: What do Christians believe Jesus did to 'save' people?	



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Year 6	SPRING 1	SPRING 2
	Crime and Punishment	Our Changing World
LOTG		
MFL (French)	The weekend <ul style="list-style-type: none">· Ask what the time is in French.· Tell the time accurately in French.· Learn how to say what they do at the weekend in French.· Learn to integrate connectives into their work.· Present an account of what they do and at what time at the weekend.	

Year 6	SUMMER 1	SUMMER 2
	Evolution	Marvellous Maps
TRIPS/VISITS		Residential End of term treat
Linked books	SATs	



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Year 6	SUMMER 1	SUMMER 2
	Evolution	Marvellous Maps
ENGLISH READING	<p>WORD READING</p> <ul style="list-style-type: none">• 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. <p>COMPREHENSION</p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none">• 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 aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>Understand what they read by:</p> <ul style="list-style-type: none">• 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• 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	



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ENGLISH WRITING

Transcription

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- 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, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Composition

Pupils should be taught to:

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 have read, listened to or seen performed

Draft and write by:

- electing 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 [for example, headings, bullet points, underlining]

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
- proof-read for spelling and punctuation errors

Grammar and Vocabulary

Pupils should be taught to:

Develop their understanding of the concepts set out in English Appendix 2 by:

- 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 degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2

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 semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Handwriting

Pupils should be taught to:



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Year 6	SUMMER 1	SUMMER 2
	Evolution	Marvellous Maps
	Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none">choosing which shape of a letter to use when given choices and deciding whether or not to join specific letterschoosing the writing implement that is best suited for a task.	
	Biographies	Poetry – various odes and narratives Persuasive writing Production script?
ENGLISH SPOKEN LANGUAGE	Pupils should be taught to: <ul style="list-style-type: none">listen and respond appropriately to adults and their peersask relevant questions to extend their understanding and knowledgeuse relevant strategies to build their vocabularyarticulate and justify answers, arguments and opinionsgive well-structured descriptions, explanations and narratives for different purposes, including for expressing feelingsmaintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to commentsuse spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideasspeak audibly and fluently with an increasing command of Standard Englishparticipate in discussions, presentations, performances, role play, improvisations and debatesgain, maintain and monitor the interest of the listener(s)consider and evaluate different viewpoints, attending to and building on the contributions of othersselect and use appropriate registers for effective communication.	
MATHS	Revision	Transition to KS3 maths activities
SCIENCE	Evolution KNOWLEDGE <ul style="list-style-type: none">recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years agorecognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parentsidentify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. ENQUIRY <ul style="list-style-type: none">plan a scientific line of enquiry and test in a safe way using prior knowledgeuse a knowledge of control/independent variablepresent my findings in the most useful way and explain why including anomalies	



Queniborough C.E Primary School Year Group Plan (Greater Detail)

Year 6	SUMMER 1	SUMMER 2
	Evolution	Marvellous Maps
COMPUTING	Creating Media – 3D Modelling <ul style="list-style-type: none"> * use a computer to create and manipulate three-dimensional (3D) digital objects * compare working digitally with 2D and 3D graphics * construct a digital 3D model of a physical object * identify that physical objects can be broken down into a collection of 3D shapes * design a digital model by combining 3D objects * develop and improve a digital 3D model 	Code.org Course F <ul style="list-style-type: none"> * explore sprites * explore variables * create artwork using repeating variables * explore the use of 'for' loops * apply learning about variables and for loops to simulations
HISTORY		
GEOGRAPHY	Creating Media – 3D Modelling <ul style="list-style-type: none"> * use a computer to create and manipulate three-dimensional (3D) digital objects * compare working digitally with 2D and 3D graphics * construct a digital 3D model of a physical object * identify that physical objects can be broken down into a collection of 3D shapes * design a digital model by combining 3D objects * develop and improve a digital 3D model 	Code.org Course F <ul style="list-style-type: none"> * explore sprites * explore variables * create artwork using repeating variables * explore the use of 'for' loops * apply learning about variables and for loops to simulations
ART AND DESIGN	Textiles Weaving Environment collages Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work.	Production props, scenery etc Street artists <i>Camille Walala</i> <i>Banksy</i>
	<p style="text-align: center;"><u>Year 6 Ongoing Skills</u></p> <p style="text-align: center;">Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	



Queniborough C.E Primary School **Year Group Plan** (Greater Detail)

Year 6	SUMMER 1	SUMMER 2
	Evolution	Marvellous Maps
DT	<p>Cooking and nutrition-</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Puppets Research, design, make and evaluate</p> <p>Design:</p> <ul style="list-style-type: none"> 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. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make:</p> <ul style="list-style-type: none"> 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. <p>Evaluate:</p> <ul style="list-style-type: none"> Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world. <p>Technical knowledge:</p> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. <p>Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).</p>
MUSIC	<ul style="list-style-type: none"> 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 inter-related 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 develop an understanding of the history of music. 	<ul style="list-style-type: none"> 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 inter-related 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 develop an understanding of the history of music.
PE	<p>Basketball – Power of PE scheme</p> <p>Athletics – Power of PE scheme</p>	<p>Cricket – Power of PE scheme</p> <p>Tennis – Football and Fitness CPD</p>



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Year 6	SUMMER 1	SUMMER 2
	Evolution	Marvellous Maps
PSHE	CIT 56: Rights, Rules & Responsibilities 2020	HSL: Relationships & Sex Education 6 May also incorporate elements of HSL: Personal Safety 2020 * to include basic first aid (visitor)
	<ul style="list-style-type: none"> * understand the basic rights of children and adults and know who is responsible for ensuring they are protected * develop an understanding of their rights and responsibilities and be able to explain these * recognise their right to feel respected and their responsibility to show respect to all, including those in positions of authority and those we meet online * take an active role in making , reviewing and adhering to rules in class and the wider school community * describe views about courtesy and manners amongst people they know and places they go * explain and demonstrate rules for keeping safe online and who to speak to if they feel unsafe * understand why rules and laws are needed in society * understand how democratic elections work at school and nationally and how people represent or act on behalf of others * understand the role of councils, councillors, Parliament and MPs in our country * be able to take part in a debate respectfully, listening to others and sharing their own view 	<ul style="list-style-type: none"> * know about, different ways babies are conceived and born, including sexual reproduction and sexual intercourse * recognise their changing emotions with friends and family and express their feelings and concerns positively * understand that they have some responsibility for the feelings and well-being of others * have an awareness that there should be stable, caring relationships in a family to ensure children are cared for securely * consider the reasons people enter into marriage or civil partnerships * be aware of and respect a range of family arrangements <p>HSL Personal Safety 2020:</p> <ul style="list-style-type: none"> * recognise and report feelings of being unsafe or feeling bad about any adult * recognise who to trust and who not to trust * be able to ask for advice or help for themselves or others and to keep trying until they are heard * know where to get advice * know how to respond safely and appropriately to adults they may encounter whom they do not know * be able to judge whether their feelings and behaviour are appropriate and proportionate * know what sort of boundaries are appropriate in friendships with peers and others * know the importance of permission-seeking in relationships with friends, peers and adults * know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact * know about the concept of privacy and the implications for children and adults, including that it is not always right to keep secrets * know how to report concerns or abuse, and the vocabulary and confidence needed to do so
British Values	Democracy	
RE	U2.6: For Christians, what kind of king is Jesus?	U2.12: How does faith help people when life gets hard?



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Year 6	SUMMER 1	SUMMER 2
	Evolution	Marvellous Maps
LOTG		
MFL (French)	Heathy Lifestyles <ul style="list-style-type: none">· Name and recognise ten foods and drinks that are considered good for your health.· Name and recognise ten foods and drinks that are considered bad for your health.· Say what activities they do to keep in shape during the week.· Say in general what they do to keep a healthy life-style.· Learn to make a healthy recipe in French.	