

**St Joseph's RC Primary School**  
**Year 6 Long Term Plan**  
**2022-2023**

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Visits	Safety Works Aden Camp	Scotswood Nature Park	Life Centre	Tynemouth	Youth Village Beamish	Duridge Bay Safety Works
Class Reader	The Kingdom by the Sea (Robert Westall) Friend or Foe (Michael Morpurgo)		Alone on a Wide, Wide Sea (Michael Morpurgo)	Alone on a Wide, Wide Sea (Michael Morpurgo)	Floodland [Marcus Sedgwick]	Floodland [Marcus Sedgwick]
Spellings	<p><b>Endings which sound like /jəs/ spelt –cious or –tious</b> vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious,</p> <p><b>Endings which sound like /jəl/ official, special, artificial, partial, confidential, essential</b></p> <p><b>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</b> observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance,</p>	<p><b>Words ending in –able and –ible</b></p> <p><b>Words ending in –ably and –ibly</b> adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>	<p><b>Adding suffixes beginning with vowel letters to words ending in –fer</b> referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference</p> <p><b>Use of the hyphen</b> co-ordinate, re-enter, co-operate, co-own</p>	<p><b>Words with the /i:/ sound spelt ei after c</b> deceive, conceive, receive, perceive, ceiling</p> <p><b>Words containing the letter-string ough</b> ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough</p>	<p><b>Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</b> doubt, island, lamb, solemn, thistle, knight</p> <p><b>Homophones and other words that are often confused</b> advice/advise device/devise licence/license practice/practise prophecy / prophesy farther: further/father: a male parent guessed: past tense of the verb <i>guess</i>/guest: visitor heard: past tense of the verb <i>hear</i>/herd: a group of animals led: past tense of the verb <i>lead</i>/lead: present tense</p>	Consolidation of previous spelling patterns

	<p>obedient, obedience, independent, independence</p> <p>or before/proceed: go on</p> <p>principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>)/principle: basic truth or belief</p> <p>profit: money that is made in selling things/prophet: someone who foretells the future</p> <p>stationary: not moving/stationery: paper, envelopes etc.</p> <p>steal: take something that does not belong to you/steel: metal</p> <p>wary: cautious/weary: tired</p> <p>who's: contraction of <i>who is</i> or <i>who has</i> /whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>				<p>of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>)</p> <p>morning: before noon/mourning: grieving for someone who has died</p> <p>past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>)/passed: past tense of the verb 'pass' (e.g. <i>I passed him in the road</i>)</p> <p>precede: go in front of</p>	
<b>Spelling, Grammar and Punctuation</b>	<p>Nouns (Proper, Common, Abstract)</p> <p>Expanded noun phrases</p> <p>Verb tenses</p> <p>Modal Verbs</p> <p>Adjectives</p> <p>Comparative Adjectives</p> <p>Conjunctions (subordinating and coordinating)</p> <p>Pronouns (Relative and</p>	<p>Determiners</p> <p>Phrases and Clauses</p> <p>Relative Clause</p> <p>Sentence Types (Statement, Question, Command and Exclamation)</p> <p>Subject-Verb agreement</p>	<p>Subject and Object</p> <p>Active and Passive Voice</p> <p>Direct Speech</p> <p>Informal and Formal Speech</p> <p>Punctuation to indicate Parenthesis</p>	<p>Synonyms and Antonym</p> <p>Prefixes and Suffixes</p> <p>Colons, Semi- colons, dashes and bullet points</p> <p>Hyphens and Ellipses</p> <p>Apostrophes (Revision)</p> <p>Tricky Spellings: I before e except after c; ...ough</p> <p>Tricky plurals (words ending in o, f, ff and fe)</p> <p>Homophones and</p>	<p>Capital Letters and Full Stops (Revision)</p> <p>Question Marks and Exclamation Marks (Revision)</p> <p>Commas (Revision)</p> <p>Inverted Commas (Revision)</p>	<p>Consolidation of previous Sp, G &amp; P</p>

	Possessive Pronouns) Adverbs and Adverbial Phrases Prepositions			Homonym		
<b>Maths</b>	Number: Place Value Number: Addition, Subtraction, Multiplication and Division	Number: Fractions Geometry: Position and Direction	Number: Decimals Number: Percentages Number: Algebra	Measurement: Converting Units Measurement: Perimeter, Area and Volume Number: Ratio	Geometry: Properties of Shape. Problem Solving Statistics	Investigations
<b>Times Tables</b>	Recall multiples of all times tables up to 12 x 12 in any order, including missing numbers and related division facts with growing fluency.	Recall multiples of all times tables up to 12 x 12 in any order, including missing numbers and related division facts with growing fluency.	Recall multiples of all times tables up to 12 x 12 in any order, including missing numbers and related division facts with growing fluency.	Recall multiples of all times tables up to 12 x 12 in any order, including missing numbers and related division facts with growing fluency.	Recall multiples of all times tables up to 12 x 12 in any order, including missing numbers and related division facts with growing fluency.	Recall multiples of all times tables up to 12 x 12 in any order, including missing numbers and related division facts with growing fluency.
<b>RE</b>	<b>RE:</b> <b>Domestic Church: Loving</b> Baptism/Confirmation: Vocation and Commitment Other World Faith: Judaism Advent/Christmas: Expectations		<b>Local Church: Sources</b> Other World Faith: Islam Eucharist: Unity Lent/Easter: Death and New Life		<b>Pentecost: Witnesses</b> Reconciliation/Anointing of the Sick: Healing Universal Church: Common Good	
<b>Science</b>	<b>Science</b> <b>Animals Including Humans</b> classification of living things including micro- organisms through the use of Keys in Science.	<b>Animals Including Humans</b>  investigating the heart, lungs and circulatory system.	<b>Evolution and Inheritance</b> - how living things have adapted over time. - how living things produce off-spring of the same kind but not identical to their parents.	<b>Light</b> - how light travels in straight lines and that we see things because light travels from a light source to objects and then into our eyes.	<b>Electricity.</b> - how to make simple circuits, progressing on to more complex circuits - conductors and insulators how to label a circuit diagram using the correct electronic symbols.	

<p><b>History/Geography</b></p>	<p><b>History</b> <b>World War 2</b></p> <ul style="list-style-type: none"> <li>○ The Battle of Britain</li> <li>○ Churchill: key figures during the war</li> <li>○ Evacuation (negative or positive measure)</li> <li>○ The Home Front,</li> <li>○ Anne Frank,</li> <li>○ Anne Frank and the the Holocaust</li> <li>○ VE Day.</li> <li>○ Visit to Eden Camp</li> </ul>	<p><b>Geography</b> <b>Global Ecosystems</b></p> <p>Describe the features of some global ecosystems. Describe the features of an ecosystem (food chains and food webs). Describe the physical features of rainforests. Describe how different groups of people might use the rainforest. describe some things that are being done to protect rainforests.</p>	<p><b>History</b> <b>Ancient Civilisations:</b></p> <p><b>The Shang Dynasty</b></p> <p>Place in time Day to Day life in the Shang Dynasty Gods and Kings Dragon Bones (primary sources) Shang Artefacts</p>	<p><b>Geography</b> <b>Hazardous World:</b></p> <p>Describe the differences between the layers. Describe the features and processes at each boundary. Describe what causes an earthquake. Identify the features of a volcano. Describe some things that are being done to protect against hazards.</p>	<p><b>Local History:</b> <b>The Boy and the Hall (Benwell Hall)</b></p> <ul style="list-style-type: none"> <li>• <i>Connections, contrasts and trends over time</i></li> <li>• <i>change, cause, similarity and difference, and significance evidence)</i></li> </ul>	
<p><b>Art</b></p>	<p><b>ART</b> <b>Famous British Artists</b> <b>Painting</b> Painting Visual Element -Tone, Shape / Form {L.S Lowry}</p>			<p><b>Printing:</b> Visual Element – Line, Tone, Pattern <b>Pop Art</b> {Andy Warhol}</p> <ul style="list-style-type: none"> <li>• Explore the work of print artists and compare, comment on and annotate their work in sketchbooks.</li> <li>• Experiment with different print blocks - make own block in the style of one artist by sticking string onto a block, carving lino, engraving polystyrene blocks etc</li> </ul>		<p><b>Sculpture:</b></p> <ul style="list-style-type: none"> <li>• Look at and discuss different sculpture artists and their work; try to understand the different inspirations behind sculptures.</li> <li>• Draw preliminary sketches of people -</li> <li>• Experiment with different methods of building sculptures using the materials. Children to design their own sculpture in sketch book and then complete using chosen resources</li> </ul>

<b>Design Technology</b>		<b>Food</b> To understand and apply the principles of a healthy and varied diet. To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	<b>Materials</b> To 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. To investigate and analyse a range of existing products. To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work		<b>Construction</b> To 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. To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes.	
<b>French</b>	My Bedroom <ul style="list-style-type: none"> <li>- Items of furniture</li> <li>- Colour</li> <li>- Size</li> <li>- Prepositions</li> <li>- Possession</li> </ul>	WW2 in France (Cross Curricular) <ul style="list-style-type: none"> <li>- French occupation</li> <li>- French Resistance</li> <li>- Anne Frank</li> </ul>	My Hobbies <ul style="list-style-type: none"> <li>- Verbs jouer and faire</li> <li>- Opinions, negatives, frequency</li> </ul>	My cinema trip <ul style="list-style-type: none"> <li>- Film genres</li> <li>- Negatives opinions</li> <li>- Reasons why</li> </ul>	My accident <ul style="list-style-type: none"> <li>- Revise body parts</li> <li>- injuries</li> <li>- treatments</li> </ul>	My Job <ul style="list-style-type: none"> <li>- Different jobs</li> <li>- Workplaces</li> <li>- Opinions</li> </ul>
<b>Computing</b>	E-safety	Green Screen to include Animation	Spreadsheets	Database	Programming using code.org	Programming With Micro-bit
PE	<b>Outdoor Adventure:</b> (Finding Success)  <b>Dance</b>	<b>Invasion:</b> Competitive (Netball and Basketball)  <b>Gymnastics</b>	<b>Invasion to Score:</b> (Hockey and Football)  <b>Gymnastics:</b>	<b>Striking and Fielding</b> Teamwork  <b>Dance:</b>	<b>Net and Wall Games</b> Scoring for Points  <b>Field Games:</b>	<b>Athletics</b> Going for Gold  <b>Athletics</b>

<p>PSHCE</p>	<p>PHSCE  Child on Child Booklet  <b>Module 2 Created to Love Others</b></p> <p><b>Upper Key Stage Two</b>  <b>Unit 2 Personal Relationships:</b>  Equip children with startgies for more complex experiences of relationships and conflict.  Identify and understand how to repond to spoken and unspoken pressure.  The concept of concent.  Future teaching on how thoughts and feelings have an impact on how we act.</p> <p><b>Unit 3 Keeping Safe</b>  Risks of sharing and chatting on line.  A more complex understanding of different forms od abuse.  How Drugs, alchohol and tobacco can negatively affect people’s lifestles and the body’s natural functioning.  Essentiall First Aid such as DR, ABC and the recovery possission.</p>	<p><b>Module 3 Created to Live in Community</b></p> <p>This unit explores the individual’s relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialouge and through working for the Common Good.</p> <p>The first unit, Religious understanding, the sessions help children to develop a concept of the Trinity at a level appropriate for their learning stage.</p>
<p>Music</p>	<p><b>Music</b>  Sound-Start programme delivered by Newcastle Music Service.  Children learn to read and compose music and play an instrument as part of an orchestra.</p>	