St Philip's Learning Pathway

Year 6

Reading

Reading – word reading

Statutory requirements

Pupils should be taught to:

- 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.

Reading – comprehension

Statutory requirements

Pupils should be taught to:

- maintain positive attitudes to reading and 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

Reading – comprehension

Statutory requirements

- 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

- 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 one 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.

English - Writing

Writing – transcription

Statutory requirements

Spelling (see English Appendix 1)

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.

Statutory requirements

Handwriting and presentation

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
  - 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.

English - Writing

Writing – composition

Statutory requirements

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:
  - 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 [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

Click the links below

English Appendix 1: Spelling

English Appendix 2: Vocabulary, grammar and punctuation

Writing – composition

Statutory requirements

- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

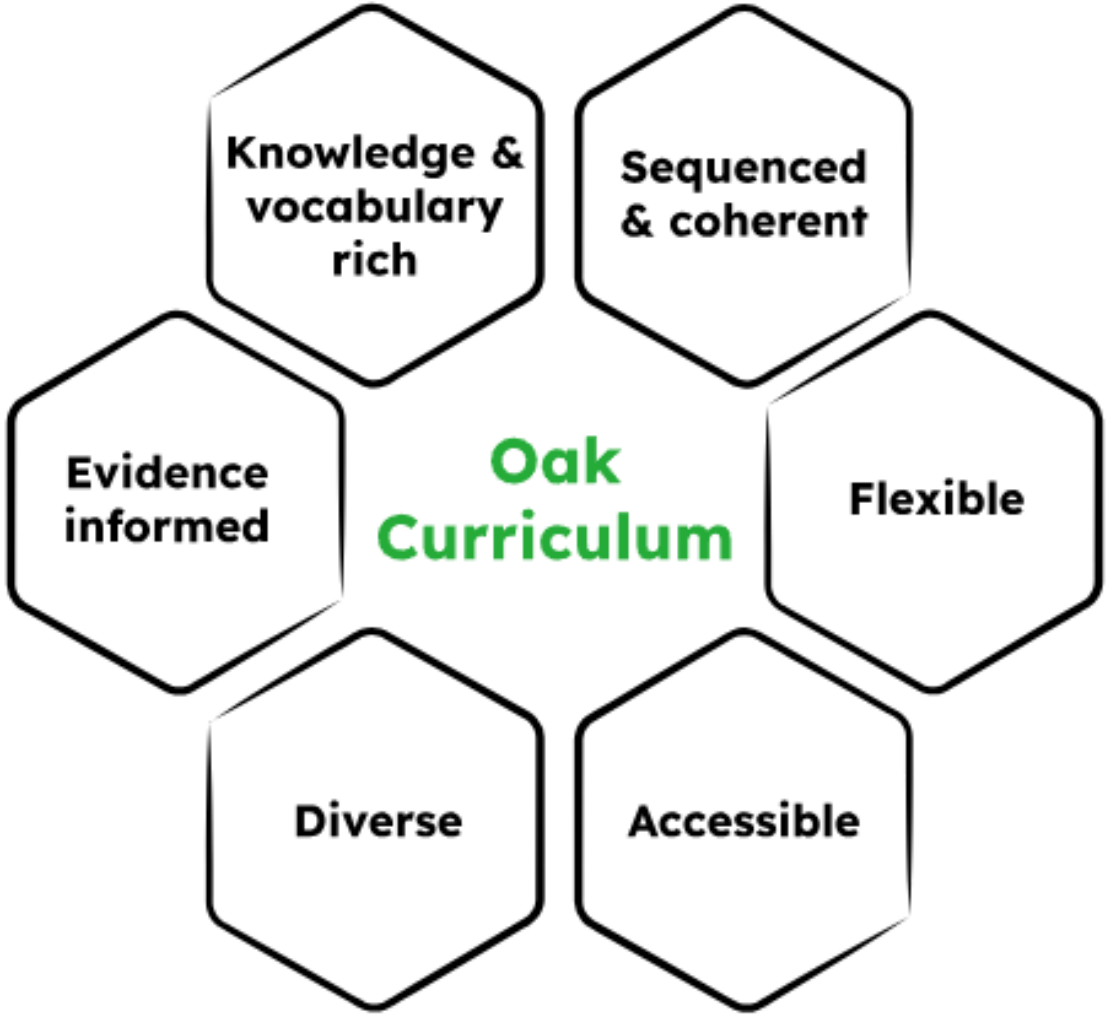
Writing – vocabulary, grammar and punctuation

Statutory requirements

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.

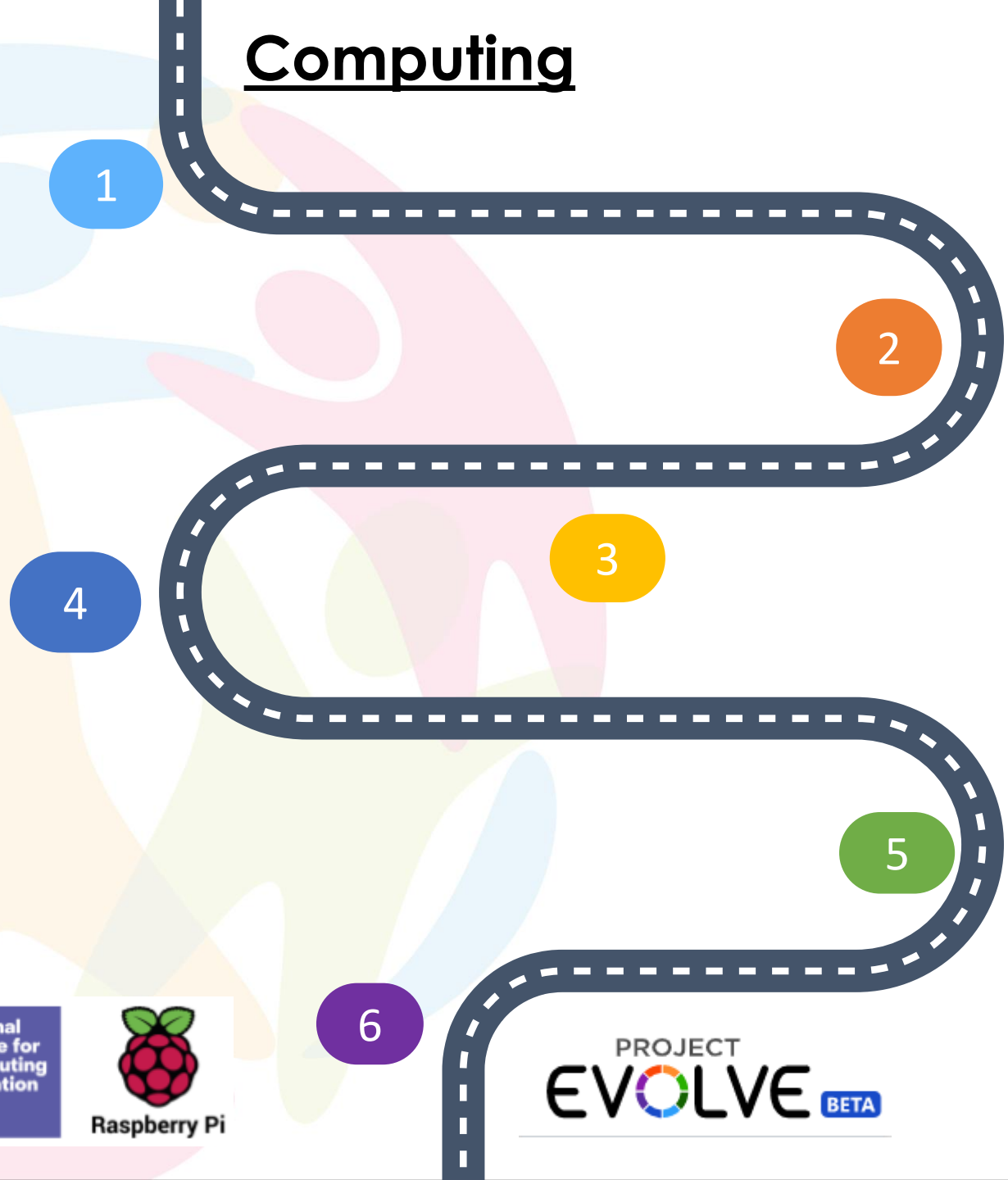
Mathematics



Click the link to see the unit sequence for each year group
https://www.thenational.academy/teachers/curriculum/maths-primary/units

Oak National Academy

Computing



Digital Literacy - Online Safety

How to keep myself and others safe online

Data and Information

Spreadsheets - Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data

Programming

Explore the concept of variables in programming through games in Scratch

Computer systems and Networks

Explore how data is transferred over the internet. Learners initially focus on addressing, before they move on to the makeup and structure of data packets

National Centre for Computing Education

Raspberry Pi

PROJECT EVOLVE BETA

Religious Education

U2.2 - Creation and science

Conflicting or complimentary?

U2.7 - Hinduism

Why do Hindus want to be good?

U2.11 - Beliefs

Why do some people believe in God and some people not?

U2.5 - Salvation

What difference does the resurrection make to Christians?

U2.6 - Kingdom

For Christians, what kind of king is Jesus?

U2.12 – Freedom and Justice

How can following God bring freedom and justice?

THE CHURCH OF ENGLAND
Diocese of Manchester
CHURCH FOR A DIFFERENT WORLD

HSRE

Being Me in My World

Celebrating Difference

Dreams and Goals

Healthy Me

Relationships

Changing Me

Science

Living things and their habitats

Build on learning about grouping living things in Year 4 by looking at the classification system in more detail

Animals including humans

Explore the circulatory system

Evolution and Inheritance

Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Light

Recognise how light appears to travel in straight lines. Explore how we see thing

Electricity

Compare and give reasons for variations in how components function

Revision

Revise plants, states of matter, everyday materials, changes of materials, seasonal changes, earth and space, forces and sound

PiXL

Humanities

History Unit 1 – Law & Democracy

Explore democracy and civil unrest past and present

Geography Unit 1 – Coastal Evolution

Explain how erosion and weathering can change the coastline over time

History Unit 2 – Social history

Explore changes in Britain since 1948 e.g. wind rush, football, prime ministers

Geography Unit 2 – The Americas

Describe the climate and biomes of different regions across the Americas

History Unit 3 – The Empire & Slavery

Explore the expansion of the British empire through slavery

Geography Unit 3 – Global Trade

Follow the journey of goods from source to sale. Explore how and why trade how become global

Digimap for Schools
Learning. Mapping. Exploring.

Art & Design
Design & Technology

1

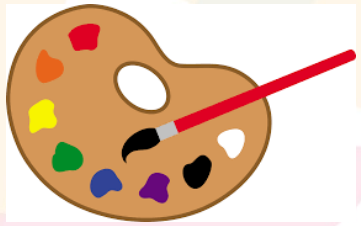
2

3

4

5

6



Art & Design – Mark Making

Use techniques for different purposes. Adapt their work according to their views and describe how they might develop it further

Design & Technology - Structures

Design, make and evaluate

Art & Design - Printing

Demonstrate understanding and skill in selecting resources and techniques for a purpose

Design & Technology – Electrical and Mechanical Systems / Components

Design, make and evaluate

Art & Design – 3D and Sculpture

Develop work through a combination of techniques. Recognise and reflect upon sculptural forms

Design & Technology - Food

Design, make and evaluate

Music

Happy

Pop music

Classroom Jazz 2

Bacharach Anorak and Meet the Blues

New Year Carol

A Friday Afternoons song by Benjamin Britten

You’ve Got a Friend

Soft rock music

Music and Me

Inspirational women working in music

Reflect, Rewind and Replay

Consolidate learning that has occurred during the year

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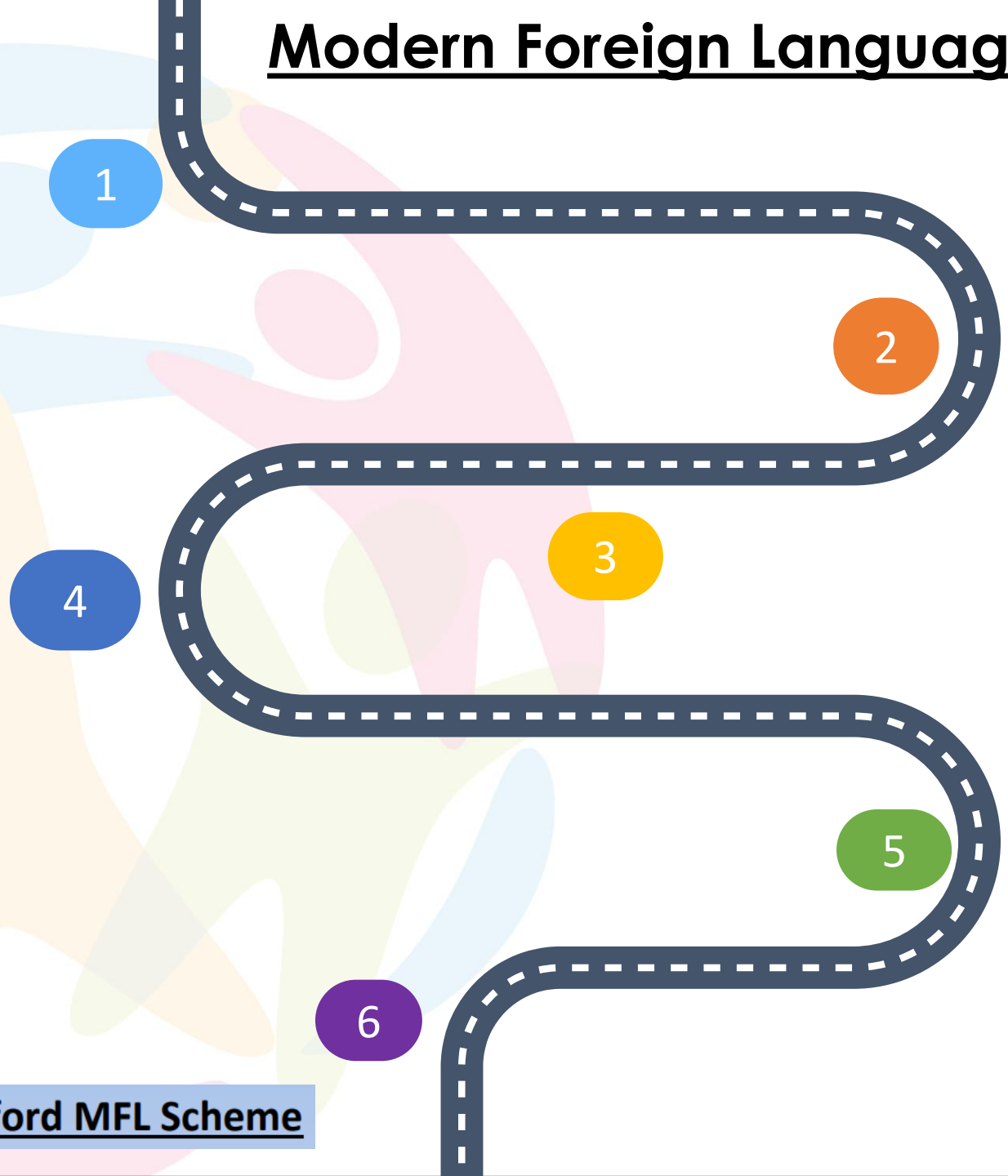
Modern Foreign Languages



Ourselves and Family

Use the correct pronouns for masculine/ feminine nouns. Give the age of family members

Celebrations

Describe and compare Christmas traditions. Prepare and present a report on a given theme

School

Describe differences between English and French schools. Translate and answer questions about a French text

Weather

Describe positions of countries within Europe. Plan and write a weather forecast

Hobbies and Sports

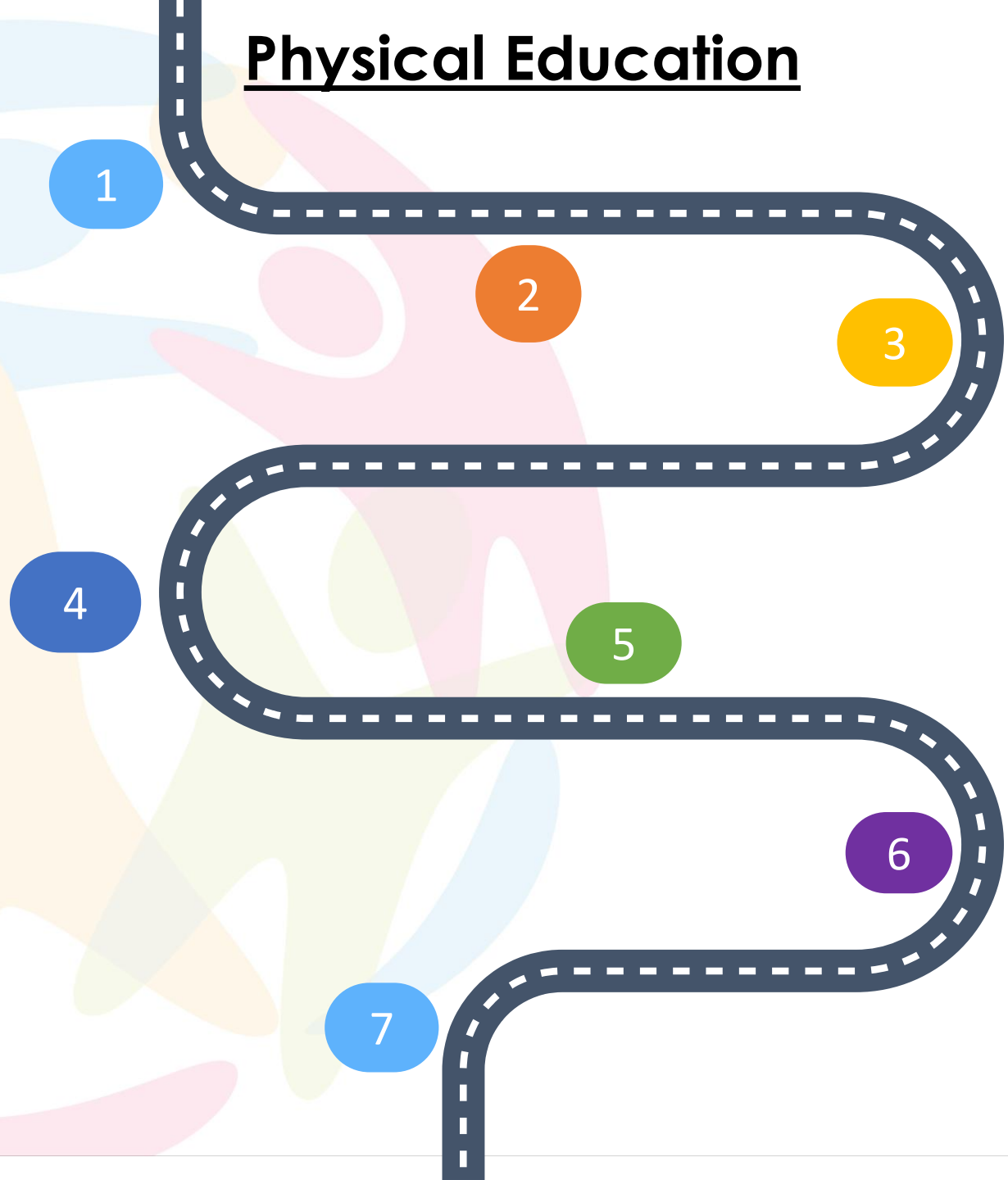
Answer questions about when and where you do a hobby. Extract information about hobbies from a spoken piece

Holidays and Travel

Write about where and how you go on holiday and which direction you travel in

Salford MFL Scheme

Physical Education



Hockey

Use a range of passing and dribbling skills.
Use and explain complicated rules

Football and Fitness

Develop attacking and defending skills
Plan and deliver a personal fitness training programme

Gymnastics and American Football

Make a complex and extended sequence with clear and accurate movements

Dance - Electricity

Perform with clarity, fluency and outline improvements

Tennis

Develop skills for matches and problem solving

Athletics and Cricket

Develop skills for mini Olympics
Develop and understand complex rules

Swimming – Autumn Term