



Curriculum Overview

Year 6 Summer Term

Subject	Content
Religious Education	<p>Easter</p> <ul style="list-style-type: none">• know the story of the appearance of the Risen Christ to Thomas understand some reasons why he failed to believe that Christ was alive• be able to describe how his meeting with the Risen Christ changed Thomas' life• know that Christians believe in eternal life• know some New Testament stories that speak about eternal life <p>Baptism, Confirmation and Celebrations</p> <ul style="list-style-type: none">• know that Baptism and Confirmation are Sacraments through which Christians receive the gift of the Holy Spirit• identify the actions, signs and symbols of Baptism and Confirmation and recognise which symbols are used in both Sacraments <p>Pentecost</p> <ul style="list-style-type: none">• know the two stories from the New Testament about the coming of the Holy Spirit and be able to compare and contrast them• understand why wind, fire and breath are important symbols of the Holy Spirit• know the names of the Gifts and Fruits of the Holy Spirit and explain why they are important in the lives of Christians <p>Belonging to the Church Community</p> <ul style="list-style-type: none">• know that a direct link exists between the teaching of the Apostles, the role of the Pope and Bishops today and the faith that is nourished• and celebrated in the local parish community today• recognise that the Church is a universal Church and that the life of the local parish is founded upon the faith of the apostles and the universal Church <p>Celebrating the Life of Mary and the Saints</p> <ul style="list-style-type: none">• know about the Church's feasts in honour of the Blessed Virgin Mary and understand why such importance is attached to them• know that Mary and the saints enjoy the life of heaven• know some of the Church's prayers to honour them

<p>Literacy</p> <p>REVISION FOR SATS</p>	<p>Reading</p> <ul style="list-style-type: none"> • read a wide range of appropriate texts for enjoyment, insight and research • show understanding of a range of texts, selects essential points, and uses inference and deduction as appropriate • identify key features, themes and characters and select sentences, phrases and relevant information to support their views • able to retrieve and collate information from a range of sources <p>Spoken language</p> <ul style="list-style-type: none"> • show the ability to adapt speech to the required purpose: developing ideas thoughtfully, describing events, maintaining interest and sharing opinions reflectively • listen carefully, making appropriate contributions and asking questions that are responsive to others' ideas and points of view <p>Writing</p> <p>All writing genres can be applied at any time during the year regardless of the main teaching focus for each term.</p> <ul style="list-style-type: none"> • discussion writing • explanations • play scripts • poetry • reports • adverts <p>Grammar, Punctuation an Spelling</p> <ul style="list-style-type: none"> • demonstrate appropriate use of standard English vocabulary and grammar • how written standard English varies in formality • know some the differences between standard and non-standard English usage • understand word classes and the function of words • know the features of and can use different types of sentence • understand the grammar of complex sentences • know the purpose of paragraphs • be able to proof read work for errors, omissions and repetitions • use age-appropriate spelling strategies • use common prefixes and suffixes • understand word families, roots and origins • use appropriate spelling terminology • signal sentence structure by effective use of a full range of punctuation marks to clarify meaning
<p>Mathematics</p> <p>REVISION FOR SATS</p>	<ul style="list-style-type: none"> • properties of number, prime numbers and prime factors • addition (all methods) • subtraction (all methods) • mental calculation strategies - all operations • multiplication and division – integers and decimals • finding fractions of amounts, recurring decimals and more

	<p>complex percentages</p> <ul style="list-style-type: none"> • algebra (calculating unknown variables, using algebraic expressions) • averages – mean, median, mode • shape and space (investigating 3D shape) • data handling (interpreting and analysing all graphs) • problem solving using money and measures including time • probability
Science	<p>Throughout the year pupils should be taught to use the following practical skills through the teaching of the programme of study content-</p> <ul style="list-style-type: none"> • can plan different types of scientific enquiry • can control variables, take measurements and record data • can use results to make further predictions • identify scientific evidence to support or refute ideas • report and present findings from investigations <p>Physics</p> <ul style="list-style-type: none"> • know light travels in straight lines • know how shadows are formed and can be changed • understand we see because light from a source enters our eyes • understand light beams can be reflected from different surfaces • know a complete circuit is needed for electrical components to work • know electrical symbols are used for circuit diagrams • understand the difference between conductors and insulators
Computing	<ul style="list-style-type: none"> • know how to explain, plan and design an interface • develop a simple mobile phone app • create a video and web copy for a mobile phone app
Creative Curriculum	<p>We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music.</p> <p>Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects. (See Creative Curriculum Two Year Cycle).</p> <p>Summer 1: Food Glorious Food-Biscuits Main focus: Design and technology - exploring how biscuits are made from ingredients to packaging</p> <ul style="list-style-type: none"> • select and prepare food with regard to purpose, ingredients and sensory characteristics • weigh, cut, shape, decorate and measure ingredients using appropriate tools and equipment safely and hygienically • taste and combine ingredients to develop sensory features • be aware of the need for a healthy, balanced diet • investigate all aspects of products widely available adapt recipes to improve and modify outcomes • investigate packaging design

	<p>Summer 2: Environment – Stars hide your fires - performing together</p> <p>Main focus: Music – a full class end of term production exploring the theme of Environment</p> <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
<p>Physical Education</p>	<p>Outdoor and Adventurous Activities</p> <ul style="list-style-type: none"> • choose and perform skills and strategies effectively • find solutions to problems and challenges • plan, implement and refine the strategies they use • adapt the strategies as necessary • work increasingly well in a group or in a team where roles and responsibilities are understood • prepare physically and organisationally for challenges they are set, taking into account the group's safety • identify what they do well, as individuals and as a group; suggest ways to improve <p>Athletics</p> <ul style="list-style-type: none"> • choose the best pace for a running event, so that they can sustain their running and improve on a personal target • show control at take-off in jumping activities • show accuracy and good technique when throwing for distance • organise and manage an athletic event well • understand how stamina and power help people to perform well in different athletic activities • identify good athletic performance and explain why it is good, using agreed criteria
<p>PSHE</p>	<p>Secondary School transition groups</p> <ul style="list-style-type: none"> • exploring self- awareness • showing respect for rules and boundaries • being aware of, and displaying, appropriate social behaviours • considering the emotions of others • understanding both positive and negative influences of peers • developing communication skills and assertive behaviour • being independent, organised and keeping to deadlines • goal setting and confidence building