



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> <p>Fantasy stories. Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the features of short stories • Understanding how modal verbs are used • Understanding that dialogue can convey character and advance action in a story <p>Journalistic writing. Plan their writing by:</p> <ul style="list-style-type: none"> • Discussing features used in newspaper reports • Comparing formal and informal report writing • Comparing uses of active and passive sentences <p>Persuasive writing. Plan their writing by: Picking out most persuasive sentences and explaining why they are persuasive. Identifying modal verbs in text.</p> <p>Non-chronological reports. Plan their writing by:</p> <ul style="list-style-type: none"> • Listing the features of no-chronological reports • Using colons, semicolons and bullet points in sentences • Recognising active and passive forms of verbs <p>Drama. Plan their writing by:</p>
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	<ul style="list-style-type: none"> • Listing the features of play scripts • Comparing ways of indicating direct speech • Using of the subjunctive form of verbs <p>Grammar, Punctuation and 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 <ul style="list-style-type: none"> • signal sentence structure by effective use of a full range of punctuation marks to clarify meaning <ul style="list-style-type: none"> • All standard 5 punctuation correctly used
<p>Mathematics</p> <p>REVISION FOR SATS</p>	<p>Addition, subtraction, multiplication and division</p> <ul style="list-style-type: none"> • perform mental calculations, including with mixed operations and large numbers • use their knowledge of the order of operations to carry out calculations involving the four operations • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy <p>Fractions (including decimal and percentages)</p> <ul style="list-style-type: none"> • add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • solve problems which require answers to be rounded to specified degrees of accuracy <p>Algebra</p> <ul style="list-style-type: none"> • use simple formulae • generate and describe linear number sequences • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns

- enumerate possibilities of combinations of two variables

Measurement

- solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to three decimal places

Statistics

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average

Ratio and proportion

- solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
- solve problems involving the relative sizes of two quantities, where missing values can be found by using multiplication and division facts
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Geometry: properties of shapes

- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

Geometry: position, direction, motion

- describe positions on the full coordinate grid (all four quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes

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: Beside the Seaside Main focus: Design and technology We will exploring beach footwear and design and make our own.</p> <ul style="list-style-type: none"> • can link ideas through detailed drawings and develop a design specification • can assemble a prototype by assembling components and using accurate measuring, cutting and joining methods • makes modifications during a project to achieve a quality product • can evaluate against their original criteria and suggest improvements <p>Summer 2: Olympics Main focus: Music – Performing together We will explore Samba rhythm and party music from Brazil and use rhythm patterns and a mixture of instruments to compose and perform our own samba music.</p> <ul style="list-style-type: none"> • can sing a round in a group with an awareness of other parts • identifies how music can reflect moods and feelings • presents a performances effectively with an awareness of the audience

	<ul style="list-style-type: none"> • creates different effects and textures using combinations of percussion instruments
Physical Education	<p>Dance</p> <ul style="list-style-type: none"> • work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances • perform to an accompaniment expressively and sensitively • perform dances fluently and with control • warm up and cool down independently • understand how dance helps to keep them healthy • use appropriate criteria to evaluate and refine their own and others' work • talk about dance with understanding, using appropriate language and terminology <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
PSHE	<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