



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: Food Glorious Food-Biscuits</p> <p>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 <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

	<p>aural memory</p> <ul style="list-style-type: none"> • 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
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