



Proudly and joyfully, we love, live and learn as God's children

Year 6

Curriculum Overview for Spring Term 2024

Curriculum Subject and topic	Curriculum Objectives	What you can do to help your child...
RE	<p>Christmas</p> <ul style="list-style-type: none"> • Know the main features of the Christmas story and be able to identify which Gospel they are recorded in. • Discuss some images of Jesus found in the gospel of Saint John. • Talk about some reasons why Christmas is an important celebration in the life of the Church. • Know how Jesus revealed God's presence to the world. <p>Lent</p> <ul style="list-style-type: none"> • Know about the Church's customs for the Season of Lent. • They will understand some reasons why Jesus spoke of prayer, fasting and almsgiving being important and be able to think about applying these in their own lives. • The children will be able to discuss issues concerning poverty in the world today and think about some remedies for this problem. <p>The children will know that the Scriptures speak of God's mercy and forgiveness and they will understand how the Church celebrates this in the Sacrament of Reconciliation.</p> <p>Baptism and Confirmation</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>explain their meaning and why they are connected to both Sacraments.</p> <p>Holy Week</p>	<p>Research the symbols for the different authors of the gospels and paint them.</p> <p>Geography links: Identify countries of poverty in the world today. Use the Examination of Conscience in prayer time.</p> <p>Create a gifts/fruits of the Holy Spirit mobile for Church</p> <p>Art link: Look at how the death of Jesus has been captured in different styles of religious art – have a go at recreating some artwork.</p> 

	<ul style="list-style-type: none"> • Know the story of the passion of Jesus in some detail. • They will be able to imagine some of the thoughts and feelings of Jesus in the Garden of Gethsemane and think of some reasons why Peter denied Jesus. <p>Children will know some words of Jesus from the cross and understand why the death of Jesus has been described as a sacrifice.</p>	
<p>Literacy</p>  <p>Letters from the Lighthouse</p>	<p>Reading</p> <ul style="list-style-type: none"> • 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 • 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 1 paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning <p>Writing</p> <ul style="list-style-type: none"> • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • 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 • proofread for spelling and punctuation errors • 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 	<p>Practice handwriting Continuous Cursive</p>  <p>Visit the local library and regularly take out books.</p> <p>Explore some recommended books: https://www.thereaderteacher.com/year6</p> <p>Practise reading and spelling words from the Y5/6 spelling list (found in your diaries)</p>
<p>Maths</p>	<p>Number – Fractions (including decimals and percentages)</p> <ul style="list-style-type: none"> • use common factors to simplify fractions; use common multiples to express fractions in the same denomination • compare and order fractions, including fractions >1 	<p>Practise times tables regularly on TTRS</p> <p>Practise maths questions at home: https://www.maths4everyone.com</p>

	<ul style="list-style-type: none"> • add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\times =$] • divide proper fractions by whole numbers [for example, $\div 2 =$] • associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example,] • identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places • multiply one-digit numbers with up to 2 decimal places by whole numbers • use written division methods in cases where the answer has up to 2 decimal places • solve problems which require answers to be rounded to specified degrees of accuracy • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts <p>Measurement</p> <ul style="list-style-type: none"> • solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 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 up to 3 decimal places • convert between miles and kilometres • recognise that shapes with the same areas can have different perimeters and vice versa • recognise when it is possible to use formulae for area and volume of shapes • calculate the area of parallelograms and triangles • calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3] 	https://myminimaths.co.uk/year-6-mini-maths/
<p>Science</p>	<p>Light</p> <ul style="list-style-type: none"> • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes 	https://www.bbc.co.uk/bitesize/topics/z3nnb9q

	<ul style="list-style-type: none"> • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them <p>National Science Week</p>	
<p>Computing</p>	<p>Game Design Using Scratch 3 to effectively plan, design and build complex code that uses pseudocode, cloning and conditional operators (Boolean).</p> <p>Understanding Big Data This unit will look at what big data is, the impact on privacy and security of data, how data is used by others in both authorised and unauthorised ways.</p>	<p>Practise using Scratch online at home.</p> <p>https://scratch.mit.edu/</p> 
<p>History</p>	<p>World War Two To investigate the start of World War Two. To know about the different organisations and people who contributed to the war effort. To understand the impact of rationing during World War Two. To find out about the Blitz and the impact it had. To know about evacuation and its impact on the people involved. To understand the significance of the Holocaust. To research, and draw conclusions about, life in World War Two.</p>	<p>Visit War Graves at your local cemetery to learn about different soldiers. Visit London's war memorial. Visit RAF Cosford Research WW2</p> 
<p>Geography</p>	<p>South America To find out about the location and countries of South America To find out about the climate of South America To find out more about the major mountain ranges of South America To find out about the human geography of South America To find out about trade and industry in South America To carry out an in depth study of a South American Country</p>	<p>Research a South American country of your choice to present to the class. Watch Youtube Videos about South America</p> 

<p>Art</p>	<p>Sculpting Vases</p> <p>To explore historical vase designs. To find out about vase designers and begin to design your own vase To develop control of tools and techniques. To be able to make a clay vase. To decorate vases. To be able to evaluate a finished product.</p>	<p>Can you create a vase at home?</p> <p>Can you take pictures of any vases you have at home and send them into school?</p> 
<p>Design and Technology</p>	<p>Making African Instruments</p> <p>To investigate and analyse African musical instruments. To explore kalimbas, how they work and how they can be recreated. To select suitable tools and materials to create a kalimba. To investigate and design a strengthened body of an African percussion instrument. To create an African-inspired percussion instrument. To use our products in a performance and evaluate their effectiveness.</p>	<p>Can you have a go at making an instrument at home?</p> <p>Do you have any African instruments you could bring to school to show us? Do you play any? Or does anyone else in your family play them?</p> 
<p>Citizenship</p>	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> • Happiness comes in giving and sharing <p>Solidarity and the Common Good</p> <ul style="list-style-type: none"> • Building our mission team 	<p>Can you undertake any charity work for your local community?</p> <p>Can you donate your belongings or time to those that need it most?</p>
<p>PE</p>	<p>Sports Leadership</p> <ul style="list-style-type: none"> • I can lead appropriate sporting activities effectively. • I can self and peer evaluate effectively in order to continuously improve. • I can officiate simple team games. • I can vary the speed, direction and height of my movements effectively. 	<p>Can you join a sports team in your local area?</p> <p>Can you plan and organise activities for the younger children in school?</p> <p>Can you create ideas for sports day next term?</p>
<p>Music</p>	<p>You've got a friend – Carole King</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 interrelated dimensions of music • listen with attention to detail and recall sounds with increasing aural memory 	<p>Listen to and discuss a range of music genres at home.</p> <p>Learn 'The Loco Motion' song and dance routine</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. 	
Life to the Full	<p>Making Babies – Part 1 Making Babies – Part 2 Menstruation God is calling you Under pressure Do you want a piece of cake? Self-talk Building others up</p>	<p>To engage with the teachings from Life to the Full and deepen the experience for your child, you can access the online parent platform: Website: https://www.tentenresources.co.uk/parent-portal/ School Username: st-mark-b42 School Password: gospel-242</p>

Exciting and engaging learning opportunities:	Details of home learning project:
<p>World War 2 Trip to the Back to Back Houses in Birmingham</p> <p>Trip to St. Chad's Cathedral as part of our Confirmation preparations</p> <p>SATs Boosters</p>	<p>History: Crime and Punishment over time project</p> <p>Geography: Project about Scandinavia</p> <p>Science: Can you create a periscope?</p>