

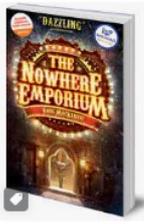


Proudly and joyfully, we love, live and learn as God's children

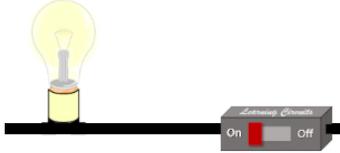
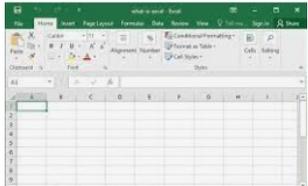
Year 6

Curriculum Overview for Summer Term 2023

Curriculum Subject and topic	Curriculum Objectives	What you can do to help your child...
RE	<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. • Describe how his meeting with the Risen Christ changed Thomas' life. • Know that Christians believe in eternal life. <p>Know some New Testament stories that speak about this eternal life and identify symbols from the Baptismal and funeral liturgy that speak about eternal life.</p> <p>Prayer</p> <ul style="list-style-type: none"> • Know a range of traditional prayers used by the Church and be able to discuss the meaning of the words contained in them. • Write their own Psalm prayer and be able to identify important actions and gestures associated with prayer. <p>Know that the Mass is the central prayer of the Catholic faith. They will also know about some customs of prayer in other world religions.</p> <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. <p>Know the names of the Gifts and Fruits of the Holy Spirit and explain why they are important in the lives of Christians.</p>	<p>Create artwork or an informative poster exploring the symbols used at Baptism.</p> <p>Create artwork to show your understanding of the traditional prayer – The Magnificat. Explore a range of Psalms when praying at home.</p> <p>Create a fact file all about the Gifts and Fruits of the Holy Spirit.</p>

<p>Literacy</p>  <p>Nowhere Emporium</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 precising 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>Poetry</p> <ul style="list-style-type: none"> 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 proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, 	<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>Ratio and proportion</p> <ul style="list-style-type: none"> - solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts - solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use 	<p>Practise times tables regularly on TTRS</p> <p>Practise maths questions at home: https://www.maths4everyone.com</p>

	<p>of percentages for comparison - solve problems involving similar shapes where the scale factor is known or can be found</p> <p>- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p> <p>Algebra</p> <ul style="list-style-type: none"> - 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. <p>Geometry - properties of shapes</p> <ul style="list-style-type: none"> • 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 <p>Geometry - position and direction</p> <ul style="list-style-type: none"> • describe positions on the full coordinate grid (all 4 quadrants) • draw and translate simple shapes on the coordinate plane, and reflect them in the axes 	<p>https://myminimaths.co.uk/year-6-mini-maths/</p>
<p>Science</p>	<p>Evolution and Inheritance</p> <ul style="list-style-type: none"> • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution <p>Electricity</p>	<p>Check out BBC Bitesize to help with revision</p> <p>Go for a walk in the park exploring different plants and trees</p> <p>https://learningcircuits.co.uk/circuit_builder</p>

	<ul style="list-style-type: none"> • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram 	
Computing	<p>Analysing and interpreting data using spreadsheets</p> <ul style="list-style-type: none"> ✓ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information ✓ ...work with variables and various forms of input and output 	<p>Create your own spreadsheet on J2E</p> <p>Gather data that we can input as a class</p> 
History	<p>Crime and Punishment</p> <p>To introduce the broad trends of crime and punishment from the Romans to the 21st century.</p> <p>To explore crime and punishment in the Roman period.</p> <p>To explore and punishment in the Anglo-Saxon and Viking period.</p> <p>To explore crime and punishment in the medieval and Tudor periods.</p> <p>To explore crime and punishment in the early modern period.</p> <p>To explore crime and punishment in the Victorian period.</p> <p>To recap the history of crime and punishment and compare it to today.</p>	<p>Visit West Midlands Police Museum</p> <p>Interview a member of the Police /Justice System</p> <p>Research how crimes and punishments have changed overtime</p> 
Geography	<p>Exploring Scandinavia</p> <p>To be able to locate Scandinavia's countries and major cities on a world map.</p> <p>To explore the climate and weather of Scandinavia.</p> <p>To explore the physical features of Scandinavia</p> <p>To explore some aspects of the human geography of Scandinavia.</p> <p>To be able to compare and contrast an area in the UK with an area in Scandinavia.</p> <p>To be able to plan a tourist visit to a Scandinavian destination.</p>	<p>Research Scandiavia and create a project about it</p>  <p>Watch Youtube videos about the countries, their climates, physical features etc.</p>
Art	<p>Express Yourself</p> <p>To explore how clothing can be used express ourselves.</p> <p>To observe and draw different facial expressions.</p> <p>To create wire models to express body language.</p> <p>To explore how lines and fonts can express ideas.</p> <p>To explore how artists use colour to express themselves in their art.</p>	<p>Create a display/canvas of anything that expresses who you are – fabric, colour, magazine cuttings etc</p> 

	To study the artwork of Chuck Close and explore his techniques.	
Design and Technology	<p>Burgers</p> <p>To explore different types of burgers and their nutrition facts.</p> <p>To explore how to make burger patties.</p> <p>To explore sauces and side dishes for burgers.</p> <p>To explore burger buns and their suitability.</p> <p>To be able to plan and design a burger to make.</p> <p>To be able to make a burger and evaluate the process.</p>	<p>Taste different burgers at home – which do you prefer?</p> <p>Can you have a go at making burgers at home?</p> 
Citizenship	<p>Options for the poor and vulnerable</p> <p>- Being Christ's voice in our area for those who need it most</p> <p>Dignity of Work - Enabling each other to aim high</p>	<p>How can you help those in need in our area? What can you do as a family?</p>
PE	<p>Outdoor adventurous challenges and Team Sports</p> <ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<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>
Music	<p>Music and Identity</p> <ul style="list-style-type: none"> - Create own music inspired by your identity and women in the music industry - Listen and appraise a variety of songs - Talk about how pulse, rhythm, pitch, tempo, dynamic, texture and structure work together to create a song or music - To sing in unison and to sing backing vocals - Know and talk about different ways of writing music - The notes C, D, E, F, G, A, B and C on the treble stave <p>End of Year Play</p>	<p>Listen to and discuss a range of music genres at home.</p> <p>Practice our songs for our end of year production</p>
Life to the Full	<p>Sharing isn't always caring</p> <p>Cyberbullying</p> <p>Types of Abuse</p> <p>Impacted Lifestyles</p> <p>Making good choices</p> <p>Giving assistance</p> <p>The Holy Trinity</p> <p>Catholic Social Teaching</p> <p>Reaching Out</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:</p> <p>Website:</p> <p>https://www.tentenresources.co.uk/parent-portal/</p> <p>School Username: st-mark-b42</p> <p>School Password: gospel-242</p>

Exciting and engaging learning opportunities:	Details of home learning project:
---	-----------------------------------

Alton Castle	Transition projects for secondary school
Year 6 Production	
Café Project/similar	
Burger Tasting	