



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
English REVISION FOR SATS	<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

Spoken language

- 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

Writing:

Drama

- list the features of play scripts
- compare ways of indicating direct speech
- use of the subjunctive form of verbs

Instructions and explanations

- identify features of instructions
- punctuate bullet points correctly
- understand uses of colons and semi-colons
- consider the audience for a text
- use brackets to add extra information to a text

Persuasive writing

- pick out most persuasive sentences and explaining why they are persuasive.
- identify modal verbs in text.

Grammar, Punctuation and Spelling

- 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
Mathematics REVISION FOR SATS	Properties of Shape <ul style="list-style-type: none"> draw 2-D shapes using given dimensions and angles compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles Statistics <ul style="list-style-type: none"> illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius interpret and construct pie charts and line graphs and use these to solve problems calculate the mean as an average
Physics	Electricity <ul style="list-style-type: none"> 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 investigate how the brightness of a lamp and the volume of a buzzer changes with the number and voltage of cells used in a circuit give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on / off positions of switches use recognised symbols when representing a circuit in a diagram
Physics	Light <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 understand that light appears to travel in straight lines and is necessary for us to see objects understand how shadows are formed
Computing	We are app developers <ul style="list-style-type: none"> become familiar with another programming toolkit or development platform import existing media assets to their project write down the algorithms for their app program, debug and refine the code for their app thoroughly test and evaluate their app We are marketers <ul style="list-style-type: none"> consider key marketing messages, including identifying a unique selling point develop a printed flyer or brochure incorporating text and images further develop knowledge, skills and understanding in relation to creating a website

- further develop skills relating to shooting and editing video

Creative Curriculum

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.

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).

Summer 1: Sport and Leisure/ Team Work

Main focus: Music –composing and performing as an ensemble on the theme of the topic.

- 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
- begin to develop an understanding of the history of music

Summer 1: Our Wonderful World

Main focus: Art and Design – Depicting our world- scale and perspective

- begin to develop an awareness of composition, scale and proportion in their work
- use simple perspective in their work using a single focal point and horizon
- use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds
- select ideas based on first hand observations, experience or imagination and develop these through sketching
- describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts

Summer 2: Beside the seaside

Main focus: Design Technology – exploring and making beach shoes

- explore the structure of footwear by disassembling and assembling existing products
- generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces
- apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities
- use technical knowledge accurate skills to problem solve during the making process
- begin to use his/her knowledge of designs to further explain the effectiveness of existing products and products he/she have made

Summer 2: Food Glorious Food

Main focus: Music –composing and performing as an ensemble on the theme of the topic.

- 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
- begin to develop an understanding of the history of music

<ul style="list-style-type: none"> • use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately • research famous designers and inventors to inform the design of his/her own innovative products. <p>Secondary Focus: History / Geography Project extending some of the work taught over the year.</p>	<p>Secondary Focus: History / Geography Project extending some of the work taught over the year.</p>
<p>Physical Education</p>	<p>Dance</p> <ul style="list-style-type: none"> • move with a range dynamics to express different emotions • execute jitterbug actions • develop relationships – leading and following • demonstrate unison as a group • demonstrate and create shapes representing unity <p>Athletics</p> <ul style="list-style-type: none"> • develop the technique in order to race walk • Learn to measure & record performance • train the body to run for a longer duration • sustain pace over longer distances • choose appropriate techniques for specific events
<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