Curriculum Overview

Year 6 Summer Term

Subject	Content
Religious Education	**Easter** • 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 **Baptism, Confirmation and Celebrations** • 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 **Pentecost** • 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 **Belonging to the Church Community** • 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 **Celebrating the Life of Mary and the Saints** • 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
RSE	**Created and Loved by God** • In these sessions we explore appreciation of physical and emotional differences, a more complex understanding of physical changes in girl and boys' bodies, body image, strong emotional feelings, the impact of the internet and social media on emotional wellbeing (including teaching on pornography), a more nuanced and scientific understanding of life in the womb and how babies are made, and menstruation.

English **REVISION FOR SATS**	**Reading** • 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 • signal sentence structure by effective use of a full range of punctuation marks to clarify meaning
Mathematics **REVISION FOR SATS**	**Properties of Shape** • 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** • 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** • 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** • 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	**Unit 7 – Quizzing** **Introducing 2DIY** • Children have used the 2DIY activities to create a picture-based quiz. • Children have considered the audience's ability level and interests when setting the quiz. • Children have shared their quiz and responded to feedback. **Using 2Quiz** • Children understand the different question types within 2Quiz. • Children have ideas about what sort of questions are best suited to the different question types.

- Children have used 2Quiz to make and share a science quiz (or another subject).
- Children have considered the audience's ability level and interests when setting the quiz.
- Children have shared their quiz with peers.
- Children have given and responded to feedback.

Exploring Grammar Quizzes
- Children have tried out the different types of Text Toolkit grammar games. Children have chosen an appropriate Text Toolkit tool to make their own grammar game(s).

A Database Quiz
- Children have used a 2Investigate quiz to answer quiz questions.
- Children have designed their own quiz based on one of the 2Investigate example databases.

Are you Smarter than a 10- (or 11-) Year-Old?
- Children have used their knowledge of quiz types to create a quiz show quiz based on a curriculum area.

Unit 8– Understanding Binary
What is Binary?
- Children can explain how all data in a computer is saved in the computer memory in a binary format.
- Children can explain that binary uses only the integers 0 and 1.
- Children can relate 0 to an 'off' switch and 1 to and 'on' switch.

Counting in Binary
- Children can count up from 0 in binary using visual aids if needed.
- Children can relate bits to computer storage.

Converting from Decimal to Binary
- Children can convert numbers to binary using the division by two method.
- Children can check their own answers using the converter tool.
- Game States
- Children can make use of a variable set to 0 or 1 to control game states.

Unit 9– Spreadsheets (with Microsoft Excel)
What is a Spreadsheet?
- Children know some uses of a spreadsheet tool.
- Children can navigate around a spreadsheet using cell references.
- Children can enter data into cells.
- Children understand new vocabulary relating to spreadsheets: cells, columns, rows, cell names, sheets, workbook.

Basic Calculations
- Children can use a spreadsheet to carry out basic calculations including addition, subtraction, multiplication and division formulae.
- Children can use the series fill function.
- Children recognise how using formulae allows the data to change and the calculations to update automatically.

Modelling

- Children can use a spreadsheet to model a situation.
- Children can use a spreadsheet to solve a problem.
- Children can use the SUM function

Organising Data
- Children can use a variety of methods including flash fill, convert text to tables and splitting cells for organising and presenting their data in a spreadsheet.
- Children know what is meant by a delimiter.
- Children understand how to sort data.

Advanced Formulae and Big Data
- Children know how to incorporate formulae for percentages, averages, max and min into their spreadsheets.
- Children gain familiarity with range notation in Excel.
- Children know some shortcuts that help to make data meaningful.
- Children begin to develop a critical eye when it comes to the conclusions that can be made from data.

Charts and Graphics
- Children know that there are ways to represent their data graphically and that Excel can make these calculations for them.
- Children gain an understanding of how a graphical representation can make data easier to interpret.
- Children make a chart using Excel recommendations.
- Children illustrate their data using sparklines and data bars.

Using a Spreadsheet to Plan a Cake Sale
- Children can understand how a spreadsheet can be used to plan an event.
- Children understand the advantages of using formulae when data is subject to change
- Children have modelled a real-life situation using a spreadsheet.

Using a Spreadsheet to Solve Problems
- To apply all new spreadsheet skills to solving problems and presenting data.
- To explore printing Excel sheets.

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	Summer 1: Our Wonderful World
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	**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

• 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	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 • 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. **Secondary Focus:** History / Geography Project extending some of the work taught over the year.	**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 **Secondary Focus:** History / Geography Project extending some of the work taught over the year.

Physical Education	Dance
	• 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

	Athletics • 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
MFL	**Year 6** **Salutations & Numbers to 50 & 10**0 • Say 'hello' (formally and informally). • Say their name and age • Ask how somebody is feeling and give a reply. • Say 'goodbye' and 'see you soon. • Count independently to 50 • Say and recognise numbers in French up to 100 **Ice Creams** • Name and recognise up to 10 different flavours for ice creams. • Ask for an ice-cream in French using 'je voudrais'. • Say what flavour they would like. • Say whether they would like their ice-cream in a cone or a small pot/tub.
PSHE	**Secondary School transition groups** • 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