

St Wulstan's Catholic Primary School
Year 6 Curriculum
Summer 2019

Subject	Content
RE	<p>Unit I: Easter</p> <ul style="list-style-type: none"> • know the story of the appearance of the Risen Christ to Thomas. • They will understand some reasons why he failed to believe that Christ was alive. • They will be able to describe how his meeting with the Risen Christ changed Thomas' life. • The children will know that Christians believe in eternal life. They will also 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>Unit J: 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. • They will understand why wind, fire and breath are important symbols of the Holy Spirit. • They will know the names of the Gifts and Fruits of the Holy Spirit and explain why they are important in the lives of Christians. <p>Unit K: 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. • They will 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>Unit L: Celebrating the lives 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. • They will know that Mary and the saints enjoy the life of heaven and will also know some of the Church's prayers to honour them.
English	<p>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</p> <p>Writing – Persuasive formal letter (write to Nicholas Cressbrook to stop employing children)</p> <ul style="list-style-type: none"> • All writing genres can be applied at any time during the year regardless of the main teaching focus for each term. • Formal Letter • Develop their understanding of the concepts set out in English Appendix 2 by recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. • Indicate grammatical and other features by using semi-colons, colons or dashes to mark boundaries between independent clauses. • Develop their understanding of the concepts set out in English Appendix 2 by using passive and modal verbs to affect the presentation of information in a sentence and suggest degrees of possibility. <p>Narrative – Streetchild by Berlie Doherty Recounts – Diary Entry of first day in workhouse Plan their writing by:</p> <ul style="list-style-type: none"> • Identify features of recounts • Understand how commas are used in a list and to show pauses/separate parts in a sentence • Understand how a colon can be used to introduce a list • Use adverbials of time, number and place

	<p>Dialogue between Jim Jarvis and Stickman</p> <ul style="list-style-type: none"> • Draft and write by describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives. • Plan their writing by identifying the audience for and purpose of the writing, selecting language that shows good awareness of the reader to show good awareness of the reader (e.g. the use of Draft and write by selecting appropriate vocabulary and grammatical structures that reflect what the writing requires, the first person in a diary; direct address in instructions and persuasive writing). • Draft and write by using a wide range of devices to build cohesion within and across paragraphs. • Evaluate and edit by assessing the effectiveness of their own and others' writing.
<p>Maths</p>	<p>All Maths objectives will be applied this term as revision for SATs</p> <ul style="list-style-type: none"> • Number- Decimals. • Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places. • Use written division methods in cases where the answer has up to two decimal places. Multiply one-digit numbers with up to two decimal places by whole numbers. • 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>Number – Percentages Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison.</p> <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. <p>Ratio</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 similar shapes where the scale factor is known or can be found. <p>Converting Measure</p> <ul style="list-style-type: none"> • Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. • see, 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 three decimal places. • Convert between miles and kilometres. <p>Perimeter, Area and Volume</p> <ul style="list-style-type: none"> • 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 (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].

<p>Creative Curriculum</p>	<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. Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.</p>
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Revolution (History based)

Art:

- Learn about great artists, architects and designers in history.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).

Computing:

- 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

DT:

- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Geography:

- Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

History:

- Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Music:

- Appreciate and understand a wide variety of high quality live and recorded music drawn from different traditions and from great composers and musicians

PE:

- Develop flexibility, strength, technique, control and balance (e.g. through athletics and gymnastics).

PSHE:

- Recognise resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.
- Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.

Science:

- Use recognised symbols when representing a simple circuit in a diagram.