

**St Wulstan's Catholic Primary School**  
**Year 6 Curriculum**  
**Autumn 2018**

Subject	Content
RE	<p><b>Unit D: Christmas</b></p> <ul style="list-style-type: none"> <li>• Know the main features of the story of Christmas and be able to identify which Gospel they are recorded in.</li> <li>• Be able to discuss some of the images of Jesus found in the Gospel of St. John.</li> <li>• Be able to talk about some reasons why Christmas is an important celebration in the life of the Church.</li> </ul> <p><b>Multi-Cultural Week: Judaism</b></p> <ul style="list-style-type: none"> <li>• Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities</li> <li>• Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response</li> <li>• Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning</li> </ul> <p><b>Unit G: Prayers in the lives of the Followers of God.</b></p> <ul style="list-style-type: none"> <li>• Know some traditional prayers of the Church</li> <li>• Understand and be able to discuss the meaning of some of the words and images found in these prayers</li> <li>• Understand that Jesus called his followers to value the practice of prayer and ask for God's help</li> <li>• Be able to explain reasons why requests made in prayer</li> <li>• might not be granted.</li> <li>• Know that the Psalms are a form of prayer found in the Scriptures.</li> <li>• Be able to create a Psalm prayer.</li> <li>• Know a range of actions and gestures that are used in prayer.</li> <li>• Understand some meanings attached to these actions.</li> <li>• Know about some prayer customs in other world religions.</li> <li>• Understand some reasons why prayer is important to people of other faiths.</li> </ul> <p><b>Unit F: Lent</b></p> <ul style="list-style-type: none"> <li>• Know that Lent is a season of prayer, fasting and almsgiving.</li> <li>• Understand some of the reasons why these were important features of the teachings of Jesus.</li> <li>• Be able to consider ways in which they can live out these teachings.</li> <li>• Know some information about the work of CAFOD.</li> <li>• Understand some reasons why there is poverty in the world.</li> <li>• Be able to think about some of the possible solutions to this.</li> <li>• I know the story of Jesus and the Samaritan Woman.</li> <li>• I understand that her encounter with Jesus brought change to her life.</li> <li>• Know the Beatitudes of Jesus.</li> <li>• Understand some of the messages they contain about living as a follower of Christ today.</li> <li>• Be able to write their own version of the Beatitudes.</li> <li>• Know that the Sacrament of Reconciliation is the Church's celebration of God's mercy and forgiveness.</li> <li>• Understand the meaning of the terms absolution and penance.</li> <li>• Be able to think of reasons why this Sacrament is important to people today.</li> <li>• Know about the Examination of Conscience.</li> </ul> <p><b>Unit H: Holy Week</b></p> <ul style="list-style-type: none"> <li>• To know the story of the passion of Jesus in some detail.</li> <li>• Imagine some of the thoughts and feelings of Jesus in the Garden of Gethsemane and think of some reasons why Peter denied Jesus.</li> </ul>

	<ul style="list-style-type: none"> <li>To know some words of Jesus from the cross and understand why the death of Jesus has been described as a sacrifice.</li> </ul>
English	<p><b>Reading</b>  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><b>Writing – Shackleton’s Journey by William Grill</b></p> <ul style="list-style-type: none"> <li>All writing genres can be applied at any time during the year regardless of the main teaching focus for each term.</li> <li><b>Formal Letter</b></li> <li>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.</li> <li>Indicate grammatical and other features by using semi-colons, colons or dashes to mark boundaries between independent clauses.</li> <li>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.</li> </ul> <p><b>Informal Letter</b></p> <ul style="list-style-type: none"> <li>Use grammatical terminology for Year 6 linking ideas across paragraphs using a wider range of cohesive devices:</li> <li>Plan their writing by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives.</li> <li>Use grammatical terminology for Year 6 linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of conjunctions and adverbials of time and place such as on the other hand, in contrast, or as a consequence], pronouns, synonyms and ellipsis.</li> </ul> <p><b>Recounts – Diary Entry</b>  Plan their writing by:</p> <ul style="list-style-type: none"> <li>Identify features of recounts</li> <li>Understand how commas are used in a list and to show pauses/separate parts in a sentence</li> <li>Understand how a colon can be used to introduce a list</li> <li>Use adverbials of time, number and place</li> </ul> <p><b>Narrative – Eye of the Wolf by Daniel Pennac</b></p> <ul style="list-style-type: none"> <li>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).</li> <li>Draft and write by using a wide range of devices to build cohesion within and across paragraphs.</li> <li>Evaluate and edit by assessing the effectiveness of their own and others' writing.</li> </ul>
Maths	<ul style="list-style-type: none"> <li><b>Number- Decimals.</b></li> <li>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.</li> <li>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.</li> <li>Solve problems which require answers to be rounded to specified degrees of accuracy.</li> <li>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</li> </ul> <p><b>Number – Percentages</b></p>

	<p>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><b>Algebra</b></p> <ul style="list-style-type: none"> <li>• Use simple formulae.</li> <li>• Generate and describe linear number sequences.</li> <li>• Express missing number problems algebraically.</li> <li>• Find pairs of numbers that satisfy an equation with two unknowns.</li> <li>• Enumerate possibilities of combinations of two variables.</li> </ul> <p><b>Ratio</b></p> <ul style="list-style-type: none"> <li>• Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</li> <li>• Solve problems involving similar shapes where the scale factor is known or can be found.</li> </ul> <p><b>Converting Measure</b></p> <ul style="list-style-type: none"> <li>• Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</li> <li>• 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.</li> <li>• Convert between miles and kilometres.</li> </ul> <p><b>Perimeter, Area and Volume</b></p> <ul style="list-style-type: none"> <li>• Recognise that shapes with the same areas can have different perimeters and vice versa.</li> <li>• Recognise when it is possible to use formulae for area and volume of shapes.</li> <li>• Calculate the area of parallelograms and triangles.</li> <li>• Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>].</li> </ul>
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Creative Curriculum	<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>
	<p><b>Frozen Kingdom (Geography based)</b></p> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>• Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).</li> <li>• Create sketch books to record their observations and use them to review and revisit ideas.</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>• Understand computer networks including the internet, how they can provide multiple services such as the world wide web and the opportunities they offer for communication and collaboration.</li> </ul> <p><b>DT</b></p> <ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul>

- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.
- Describe and understand human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.

**History**

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

**Music**

- Improvise and compose music for a range of purposes using the interrelated dimensions of music.

**PE**

- Take part in outdoor and adventurous activity challenges both individually and within a team

**Science**

- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs