

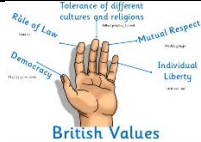
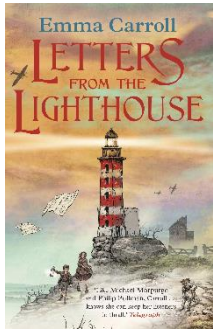

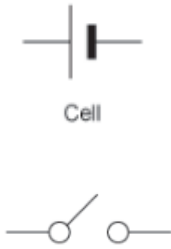
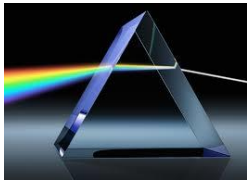







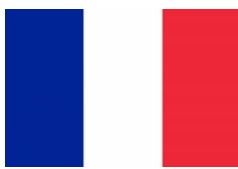






Curriculum Information: Year 6 - Spring Term 2024





<p>RE</p>	<p><u>Christmas</u></p> <ul style="list-style-type: none"> • Children will know the main features of the story of Christmas and be able to identify which Gospel they are recorded in. • They will discuss some of the images of Jesus found in the Gospel of St. John. • They will be encouraged to talk about some reasons why Christmas is an important celebration in the life of the Church. <p><u>Prayers in the Lives of the Followers of Christ</u></p> <ul style="list-style-type: none"> • Children know a range of traditional prayers used by the Church and be able to discuss the meaning of the words contained in them. • They will be able to write their own Psalm prayer and be able to identify important actions and gestures associated with prayer. • They will 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>Class Faith - Sikhism Class Saint - St Maximilian Kolbe</p>	 
<p>British Values</p>	<p>The British Values underpin all aspects of learning.</p>	 <p style="text-align: center;">British Values</p>
<p>English</p>	<p><u>Class Text:</u> Letters from the Lighthouse by Emma Carroll</p> <ul style="list-style-type: none"> • Using dialogue to show character - play script • Diaries - different perspectives • Biography - Winston Churchill • Personification Poetry - The Blitz • Explanatory Text with Instructions • SPAG - Verb tenses, active and passive, bullet points, colons, semi colons, brackets and dashes, synonyms and antonyms, Y5/6 spelling list) 	

<p style="text-align: center;">Maths</p>	<p>Number:</p> <ul style="list-style-type: none"> • Fractions - multiplying fractions, dividing fractions, fractions of amounts. • Decimals - place value, add, subtract, multiply, divide, round, converting between fractions and decimals. • Percentages - converting between fractions, decimals and percentages, ordering fractions, decimals and percentages, percentages of amounts, • We will also continue to practise arithmetic skills on a daily basis <p>Measures</p> <ul style="list-style-type: none"> • Metric measurements, converting measurements and solving problems with measures 	
<p style="text-align: center;">Science</p>	<p>Physics: <u>Electricity</u></p> <ul style="list-style-type: none"> • Children will be able to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit • They will compare and give reasons for how components function (brightness of bulbs, loudness of buzzers) • Children will know and use correct circuit symbols <p>Physics: <u>Light</u></p> <ul style="list-style-type: none"> • Children will know how light travels (straight lines) • They will know that objects are seen because they give out or reflect light into the eye • They will know that light travels from light sources to our eyes or from light sources to objects • They will know why shadows have the same shape as the object that cast them <p>The children will also have the opportunity to plan different types of scientific enquiry and know how to control variables in an experiment. They</p>	 <p style="text-align: center;">Cell</p> 

	<p>will also know how to explain a conclusion from an enquiry.</p> <p>The children will also have the opportunity to plan different types of scientific enquiry and know how to control variables in an experiment. They will also know how to explain a conclusion from an enquiry.</p>	
<p>History</p>	<p>If WW1 was the war to end all wars, why was there a WW2?</p> <ul style="list-style-type: none"> • Children will know how Britain has had a major influence on the world. • They will demonstrate an understanding that our knowledge of the past is constructed from a range of primary and secondary sources (Including Propaganda posters) • Children will construct an informed response that involves thoughtful selection of relevant historical information. • Children will know what led to WW2 • Children will know about the Treaty of Versailles and its impact • Who were the allies and axis? • Know who Churchill was and the role he played in the war • Learn about the Battle of Britain and understand why the Spitfire was so vital in Battle • Understand what life was like during WW1 for the people of Britain 	  <p>Catholic Social Teaching: Living out our mission</p>  <p>Everyone is special Human Dignity</p>
<p>Geography</p>	<p>Third World Countries</p> <p>Y6 will learn about the difference between the developed world and the third world in both physical and human geography.</p> <ul style="list-style-type: none"> • Locate third world countries on a world map • Identify the physical differences between third world and developed countries • Identify the human differences between third world and developed countries • Recognise the impacts of poverty in third world countries 	<p>Catholic Social Teaching: Living out our mission</p>  <p>Sharing fairly Distributive Justice</p>

	<ul style="list-style-type: none"> • Understand how different organisations help to reduce poverty in African countries. 	 <p>Thinking of everyone The Common Good</p>
<p>Music</p>	<p>Music continues to be taught by our specialist music teacher, Mrs Davison.</p>	
<p>Computing</p>	<p><u>Online Safety</u></p> <ul style="list-style-type: none"> • Identify secure sites by looking for privacy seals of approval. • Review the meaning of a digital footprint. • Have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour. • Understand the importance of balancing game and screen time with other parts of their lives. • Identify the positive and negative influences of technology on health and the environment. <p><u>Spreadsheets</u></p> <ul style="list-style-type: none"> • Pupils can navigate around a spreadsheet - identifying rows and columns, enter data into cells and enter simple formulae. • Use spreadsheets to work out area of rectangles, probability, converting measurements and creating line graphs. • Use spreadsheets to solve a real life problem. 	
<p>French</p>	<p><u>French Football Champions</u></p> <p>In this football-themed unit, children develop their reading, speaking and listening skills, responding to questions about footballers, building to writing their own football player profiles in French based on research of a chosen player.</p>	

	<p><u>In my French House</u></p> <ul style="list-style-type: none"> • Pupils learn how to describe a house, the different rooms and who lives there. • They also learn about prepositions to explain where items are arranged in their bedrooms • Consolidate the grammar and vocabulary they have learned by writing a letter to describe their family, home and bedroom. 	
<p>PE</p>	<p>Y6 P.E day will be Wednesday</p> <ul style="list-style-type: none"> • Netball • Dance - taught by Mrs Jones 	
<p>Art</p>	<p>Can I Work in the Style of Giacometti?</p> <ul style="list-style-type: none"> • The children will investigate and compare sculptures by Giacometti; discussing likes and dislikes of his work • They will sketch ideas for their own sculpture • They will plan, discuss and create their own sculpture linking to Science work on exercise and the human body • They will know which media to use for maximum impact • The children will know how to use feedback to make amendments and improvements to their work 	
<p>Design and Technology</p>	<p>Mechanical Systems - Making Toys</p> <p>In Year 6 we will be investing a range of cams, in existing toy mechanisms, to design and make our own product for a chosen audience. We will study a range of cam shapes to inform our own designs.</p>	
<p>PSHE</p>	<p><u>Dreams and Goals</u></p> <ul style="list-style-type: none"> • Children know their learning strengths and can set challenging but realistic goals for themselves 	

	<ul style="list-style-type: none"> • Children understand why it is important to stretch the boundaries of their current learning • They can work out the learning steps needed to reach their goal and understand how to motivate themselves to work on these • Children can identify problems in the world that concern them and recognise the emotions they experience when considering people in the world who are suffering or living in difficult situations • They can work with other people to help make the world a better place and empathise with people who are suffering or who are living in difficult situation • Children know what some people in their class like or admire about them and they can accept their praise and also give praise and compliments to other people when they recognise their contributions and achievements. 	<p>Catholic Social Teaching: Living out our mission</p>  <p>Showing we care Solidarity</p>  <p>Putting people most in need first Preferential Option for the Poor</p>
<p>RSE</p>	<p><u>Live Life to the Full - Me, My Body, My Health</u></p> <ul style="list-style-type: none"> • Children will learn that celebrating differences between people is enriching to a community and know that their self-confidence should arise from being loved by God. • They will learn about the physical changes that boys and girls go through during puberty and how they should respect and take care of their bodies as gifts from God. 	 <p>Catholic Social Teaching: Living out our mission</p>  <p>Everyone is special Human Dignity</p>