

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL
Termly Curriculum Plan for Parents

Year 6	
Religious Education	<p>Learning and Growing as the People of God</p> <p>Unit 6I: Easter: Children study the story of Easter from the perspective of Thomas and consider reasons why he did not believe in Christ's resurrection. They will also learn about Easter and the promise of eternal life.</p> <p>Unit 6G: Prayers in the Lives of Followers of Christ In this unit children gain a greater knowledge and understanding of the prayers of the Church and some of the signs and actions associated with prayer. The unit will be concluded with a study of some customs of prayer in other religions</p> <p>Unit 6L: Celebrating the Life of Mary and the Saints Children will explore some of the Church's beliefs about the Blessed Virgin Mary and the feasts that are celebrated in her honour. They will also consider why her role is so important.</p>
Mathematics	<p><u>Review of all seven strands of the Numeracy framework:</u> Using and applying mathematics, Counting and understanding number, Knowing and using number facts, Calculating, Understanding shape, Measuring, Handling data; with an emphasis on using and applying (problem-solving).</p> <p><u>Y6 to Y7 Transition Unit</u> This unit builds on the approach to calculation developed in Key Stage 2, which emphasises mental methods and gradually refined written methods, extending to calculations with fractions, decimals and percentages, developing effective use of calculators, including choosing appropriate methods for estimating, calculating and checking.</p> <p>The key objectives in the Year 6 transition unit aim to ensure pupils can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> carry out short multiplication and division of numbers involving decimals <input type="checkbox"/> carry out long multiplication of a three-digit by a two-digit integer <input type="checkbox"/> identify and use the appropriate operations to solve word problems involving numbers and quantities, and explain methods and reasoning
Literacy	<p><u>Review of all fiction and non-fiction text types and writing features</u> <u>Y6 to Y7 Transition Unit</u> <u>Poetry Unit 2: Finding a Voice</u> <u>Text Level: Reading</u> To describe and evaluate the style of an individual writer; compare and contrast the work of a single writer; look at connections and contrasts in the work of different writers; use a reading journal effectively to raise and refine personal responses to a text and prepare for discussion.</p> <p><u>Text Level : Writing</u> To compare texts in writing by drawing out: their different styles and preoccupations; their strengths and weaknesses; their different values and appeal to a reader.</p> <p><u>Sentence Level:</u> To conduct detailed language investigations through interviews, research level and reading, e.g. of proverbs, language change over time, dialect, study of headlines; to secure control of complex sentences, understanding how clauses can be manipulated to achieve different effects.</p> <p><u>Word Level:</u> To invent words using known roots, prefixes and suffixes; to practise and extend vocabulary, e.g. through inventing word games such as puns, riddles, crosswords; revise, consolidate and secure correct vowel choices, including: vowels with common alternative spellings, for example ay, ai, a-e; unstressed vowels; the influence of vowels on other letters, e.g. doubling consonants, softening c.</p> <p><u>Speaking And Listening:</u> Use exploratory talk to compare (observe similarities) and contrast Listening (observe differences) in texts; explore relationships through work in role; contribute appropriately to discussion through reasoned and evaluative comments; listen for and recall the main points of a talk, reading or television programme, reflecting on what has been heard to ask searching questions, make comments or challenge the views expressed.</p>
I.C.T.	<p>Using ICT to investigate City Centre change through creating databases to support investigations, ask questions, present information and draw conclusions. I.C.T will also be used to support other curriculum areas.</p>
Science	<p><u>QCA Unit 6A: Interdependence and Adaptation</u> In this unit children extend their knowledge of the way in which plants and animals in different habitats depend upon each other and are suited to their environment. They relate feeding</p>

	<p>relationships to knowledge of plant nutrition.</p> <p><u>QCA Unit 6F: How we see things</u></p> <p>In this unit children learn that mirrors and shiny surfaces alter the direction in which light travels and that when they see objects, light enters the eye. Children contrast reflection and shadow formation.</p>
History	<p><u>QCA Unit 20: What can we learn about recent history from studying the life of a famous person?</u> In this unit, children learn about aspects of recent history through the study of the life of John Lennon as an example of someone who made a significant impact on popular culture and entertainment, and whose life portrays some of the key social and cultural changes of the post-war period. The unit has links with citizenship, in that it introduces children to the idea of single-issue politics through a controversial figure from recent history.</p>
Geography	<p>A Local Environment (cross curricular project) investigating City Centre change in Birmingham, during which children will: ask geographical questions, collect and record evidence, analyse evidence and draw conclusions. Skills developed will include: using geographical vocabulary, using appropriate fieldwork techniques and using maps, plans and other secondary sources of evidence.</p> <p><u>QCA Unit 23: Investigating Coasts</u></p> <p>Children will ask geographical questions; to collect and record evidence; use appropriate geographical vocabulary; use appropriate fieldwork techniques; use maps to draw plans about the physical features of coasts and learn about the processes of erosion and deposition that affect them.</p> <p>There will be a cross curricular topic on the Olympics that will involve a range of the foundation subjects.</p>
Music	<p>The American Influence, Moving parts and festival of Lights are our three topics for the summer term.</p> <p>Rehearsals will start soon on our end of term musical production</p>
Design and Technology	<p><u>QCA Unit 6A: Shelters-</u></p> <p>In this unit children will learn about structures. They will learn that structures can fail when loaded, and the use of techniques for reinforcement and strengthening structures. The main outcome of this unit will be the design and construction of a framework-type shelter.</p>
Art	<p><u>Drawing:</u> Sketch the school grounds from different angles making thoughtful observations about starting points</p> <p><u>Painting:</u> record from experience and imagination fresh flowers and birds and using fine brushes, paint using light and shade</p> <p><u>Ceramics:</u> Design and paint Japanese tea bowl / plate in order to apply experiences of materials and processes and develop their control of tools and techniques. Know about design in other cultures.</p>
P.E.	<p>Athletics, Rounders, Cricket, Outdoor and Adventurous activities</p>
Other Activities / Visits	<p>French Lessons are taught by Mrs Bowker , Modern Languages Teacher at Bishop Walsh. The children will follow a motivating course “Comete”. Varied activities will provide opportunities for listening, speaking, reading and writing in order to offer structured and systematic presentation and practice of appropriate French Language. Above all, it is hoped to make learning French memorable and fun.</p> <p><u>Homework will be designated research or project work in Science, History, Geography or R.E.</u></p> <p><u>HOW YOU CAN HELP YOUR CHILD</u></p> <ol style="list-style-type: none"> 1. Please encourage your child to read every night and to comment critically on the text on a regular basis. 2. Outdoor and indoor P.E. kits will be needed on Tuesday and Thursday 3. An art shirt is required throughout the term for all art lessons. <p>Encourage your child to complete their project work / research to a high standard and ensure that it is handed in on time.</p> <p>I appreciate your ongoing home support in preparation of our SATs. All of this hard work will be rewarded.</p> <p>Mr Gaffney.</p>