

St Luke's CE Primary – Curriculum Overview

Year 6 Summer 1



Curriculum Aims

The purpose of our curriculum is to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens for the 21st century.

Curriculum Approach

- Learning reviewed daily (retrieval practice);
- New content taught in small chunks;
- Effective teacher questioning;
- Lots of teacher modelling;
- Regular opportunities for children to think, apply and practise key skills and knowledge;
- Support for difficult tasks;
- Develop long term memory, whilst respecting the limitations of the working memory.

Discrete Learning Subjects

Main Learning Focus in English:

Newspaper reports, including biased reports. Letters. Battlefield description.

Reading

Letters from the Lighthouse

The Arrival

The Island

Writing

write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)

- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.

Main Learning Focus in Mathematics:

Throughout Summer 1 the children will be focusing on metric measures, geometry and problem solving before recapping number, revising fractions, percentages and decimals. Children will learn to:

- recognise that shapes with the same areas can have different perimeters and vice versa
- calculate the area of parallelograms and triangles
- recognise when it is possible to use formulae for area and volume of shapes
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]
- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

Main Learning Focus in Science: Cells

What is the difference between living and non-living things?
What are the main organ systems of the body?
What are organ systems, organs, tissues and cells?
What are animal cells?
What are plant cells?
What are specialised cells?



Main Learning Focus in History:

What were the different causes of the First World War?
Why were so many lives lost on the Western Front?
Was the Treaty of Versailles fair?
How did Hitler rise to power?
What caused the Second World War?



Main Learning Focus in Computing: Coding



Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 6.1
Coding

- To plan and use selection and variables.
- To understand how the launch command works.
- To use functions and understand why they are useful.
- To understand how functions are created and called.
- To use flowcharts to create and debug code.
- To create a simulation of a room in which devices can be controlled.
- To understand how user input can be used in a program.
- To understand how 2Code can be used to make a text-adventure game.
- To design a playable game with a timer and a score.

Main Learning Focus in Religious Education: What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?

- What can we learn from the game 'Everyone's Committed'? What does it mean for Hindus, Muslims and Christians to commit to key beliefs?
- How do Muslim people build their community, the Ummah, by following their Prophet?
- How does it feel to be a part of the Muslim Ummah? What difference does it make?
- What does harmlessness mean in the Hindu religion? The example of the ways Gandhi stood up for his beliefs and commitments?
- How do Hindus show their commitment to ahimsa through acts of service or sewa?
- What did Jesus teach about God's grace and forgiveness?
- Why did Jesus share bread & wine with his disciples, the night of his arrest? How did Jesus show the meaning of grace?
- How can the life of a great Christian person show us the meaning of grace?

Main Learning Focus in Learning for Life: Growing and changing

- I can give an example of a secret that should be shared with a trusted adult.
- I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.
- I can give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).



Main Learning Focus in Physical Education:

- Catch with soft hands. Throw accurately into space.
- Bowl accurately at a consistent height. Ground field consistently well.
- Catch and throw quickly from back-stop. Strike with some accuracy into a given area
- Back up fellow fielders in the outfield. Communicate with my fellow batsmen/women when between bases.
- Throw with real accuracy and under pressure. Play a full game in a small group taking on different roles within the team



Main Learning Focus in Art: Craft and Design – photo opportunity:

- Explain how a new image can be created using a combination of other images.
- Understand what photomontage is and recognise how artists use photography.
- Select relevant images and cut them with confidence and a level of control.
- Demonstrate a competent knowledge of effective composition, discussing their ideas.
- Use recording devices and available software with confidence.
- Demonstrate a confident understanding of Edward Weston's style through their artistic choices.
- Discuss the features of a design, e.g. explaining what is effective about a composition.
- Select a suitable range of props, considering the design brief and their initial ideas.
- Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects.
- Use editing software to change their image, reflecting an artist's style.
- Choose a suitable painting and suggest appropriate ways to recreate it photographically with props.
- Set up a composition and think about a space that will provide good lighting levels.
- Take a portrait that is focused and appropriately framed.
- Draw an accurately measured grid, with some support, understanding how it can support them with their drawing.
- Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned.
- Create a final painting or drawing with tonal differences that create a photo-realistic effect.



Main Learning Focus in French: Moi dans le monde (Me in the World):

In this unit to the children will learn

- more about the 4 characters in the unit and the Francophone world.
- more about the different celebrations celebrated in the Francophone world.
- more about 2 different religious celebrations celebrated in the Francophone world.
- how to improve their cultural awareness of Paris in France and Port-au-Prince in Haiti.
- how the 4 characters are more responsible global citizens by doing more to protect the planet.