



Summary of Work
Year 6
2018 - 2019



RE



The children will look at different topics throughout the year including -

- Domestic Church – **LOVING** – God who never stops loving.
- Baptism / Confirmation- **VOCATION AND COMMITMENT**- The vocation of priesthood and religious life.
- Advent- **EXPECTATIONS** – Jesus born to show God to the world.
- Local Church- **SOURCES** – The Bible, the special book for the Church.
- Eucharist - **UNITY** – Eucharist enables people to live in communion.
- Lent and Easter- **DEATH AND NEW LIFE** – Celebrating Jesus’ death and resurrection.
- Pentecost- **WITNESSES** – The Holy Spirit enables people to become witnesses.
- Reconciliation- **HEALING** – Sacrament of the Sick.
- Universal Church- **COMMON GOOD** – Work of the worldwide Christian family.
- Judaism – Rosh Hashanah, Yom Kippur
- Islam

The children also learn through the Catholic Life of the school and during Collective Worship which takes place every day. Collective worship may be as a class, Key Stage, whole school or parish community, either in school or Church.

English



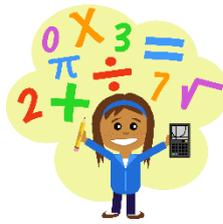
In Literacy we aim to promote positive attitudes to **reading** by sharing a range of whole class texts each half term including a range of fiction, poetry, plays and non-fiction.

Our texts include: ‘The Machine Gunners’ by Robert Westall; ‘Kensuke’s Kingdom’ by Michael Morpurgo; ‘Stig of the Dump’ by Clive King; ‘Wonder’ by RJ Palacio; ‘The Highwayman’ by Alfred Noyes and ‘A Beginners Guide to Life on Earth’ by Gill Arbuthnott.

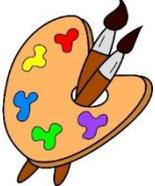
Our lessons are planned across a two-week cycle including reading comprehension lessons, where the children will develop their understanding of new vocabulary and explore themes and conventions within the texts.

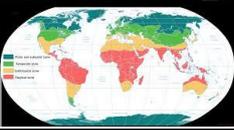
The timetable will also include lessons around **spelling, punctuation and grammar** which will be revised within the children’s homework and weekly spelling tests.

The children will be offered lots of opportunities to write at length over the two weeks, planning what they are going to write and also editing and evaluating their own work.

 	<p>Over the year we will look at lots of different writing styles including stories, letters, diaries, instructions, information texts, balanced arguments and persuasive texts.</p> <p>The children will also have 30 minutes of Accelerated Reading time each day where they can read for pleasure or complete comprehension and vocabulary quizzes online to demonstrate their understanding of the books they have read.</p>
<p>Maths</p> 	<p>The children will develop their skills in the following areas throughout the year -</p> <p>Number and Place value- order and compare numbers up to 10,000,000 and determine the value of each digit, use negative numbers and calculate across zero, round whole numbers to a required degree of accuracy, identify common factors, common multiples and prime numbers.</p> <p>Addition and subtraction- solve addition and subtraction multi-step problems in contexts, deciding which methods and operations to use and why.</p> <p>Multiplication and division- multiply and divide 4 digit numbers by a 2 digit whole number, interpret remainders as whole numbers, fractions or by rounding.</p> <p>Fractions, decimals and percentages - simplify fractions, compare and order fractions including those greater than 1, add and subtract fractions with different denominators and mixed numbers, multiply simple pairs of proper fractions, divide proper fractions by whole numbers, multiply and divide numbers by 10,100 and 1,000 giving answers to 3 decimal places, recall an use equivalences between simple fractions, decimals and percentages, associate a fraction with division and calculate decimal fractions equivalents.</p> <p>Measurement – Use, read, write and convert between standard units, converting measurements of length, mass, volume and time, calculate the area of parallelograms and triangles, calculate, estimate and compare volume of cubes and cuboids.</p> <p>Geometry – draw 2D shapes when given dimensions and angles, compare and classify shapes based on their properties, find unknown angles in triangles, quadrilaterals and regular polygons, illustrate and name parts of circles, describe coordinates over all four quadrants, reflect and translate shapes.</p> <p>Ratio and Proportion – solve problems involving the calculation of percentages, solve problems involving the relative size of two quantities, solve problems involving scale factor.</p> <p>Algebra – use simple formulae, express missing number problems algebraically, find pairs of numbers that satisfy an equation with two unknowns.</p> <p>Statistics- interpret and construct pie charts and line graphs and use these to solve problems, calculate and interpret the mean as an average.</p> <p>The children will also develop their Fluency, Reasoning and Problem Solving skills in the range of areas.</p>

<p>Science</p> 	<p>Throughout the year children will be looking at Living things and their habitats; Animals including humans; Evolution and inheritance; Electricity and Light.</p> <p>They will be: Planning different types of scientific enquiries to answer questions including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs. Using test results to make predictions to set up further comparative and fair tests. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations. Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>In spring term we will take part in National Science Week where all children will learn to work scientifically by completing a range of fun and engaging experiments.</p>
<p>Music</p> 	<p>This year the children will be listening to, reviewing and evaluating music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. They will compose music of their own and become increasingly confident to use technical musical language accurately.</p> <p>They will also be involved in singing in their Christmas production, Glastonbede and of course, the end of Year 6 production!</p>
<p>P4C/PHSE</p> 	<p>The children will learn to –</p> <ul style="list-style-type: none"> • Explore ideas and thoughts through discussion • Learn to listen to the opinions of others and accept that not everyone will agree on an answer <p>The development of listening skills is an important part of the children’s development and will occur throughout the school day but also during weekly P4C lessons.</p>
<p>Computing</p> 	<p>The children will be using the programme Purple Mash in their computing this year to develop and improve their computing skills. Children will cover:</p> <ul style="list-style-type: none"> • Online Safety • Coding • Spreadsheets • Blogging • Text Adventures • Networks • Quizzing

	<ul style="list-style-type: none"> • Binary <p>They will also continuously learn how to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>
<p>PE</p> 	<p>The children will participate in various sports over the year including dance, gymnastics, team games, invasion games and athletics.</p> <p>The children will –</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.
<p>Art</p> 	<p>Throughout the year the children will develop their skills by</p> <ul style="list-style-type: none"> • creating sketch books to record their observations and use them to review and revisit ideas • improving their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learning about great artists, architects and designers in history. <p>Children will continue to use their sketch books to complete a termly piece of work. This will include portraits, landscapes and sculpture. This book has followed them through school and will show their progress throughout school when they reach the end of Y6.</p>
<p>Other foundation subjects will have a key theme which will run for the whole year and children will explore this theme in a range of ways. This will enable the children to really understand this theme in depth and detail rather than just skim the surface.</p>	

<p><u>Geography</u></p> 	<p>Our key theme for geography will be the geographic zones of the world. Children will locate then explore the significance of the geographic zones of the world. They will 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). Additionally, they will continue to develop their understanding of key aspects of human and physical geography.</p> <p>Throughout the year the children will:</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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 United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
<p><u>History</u></p> 	<p>Our key theme for history will be <u>Crime and Punishment</u>. By focusing on this element of social history in detail, the children will be able to develop the skills of a historian and explore developments from ancient civilisations up to the modern day.</p> <p>Touching on each time period again across Key Stage Two will allow children to gain a secure knowledge of chronology and understanding of British, local and world history. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children will construct informed responses that involve thoughtful selection and organisation of relevant historical information and understand how our knowledge of the past is constructed from a range of sources.</p>
<p><u>DT</u></p> 	<p>Our key theme for DT will be <u>computing</u>. Throughout the year the children will learn to design, make and evaluate a product that they can programme, monitor and control through their computing skills.</p> <ul style="list-style-type: none"> • Designing purposeful, functional, appealing products • Generate, develop, model and communicate their ideas through talking and drawing • Select from and use a range of tools and equipment to perform practical tasks • Select from and use a wide range of materials and components • Explore and evaluate a range of existing products <p>Children’s models will stay on display so they are able to constantly evaluate their products in order to make them more effective and successful on their next build.</p>