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## Information for Parents

### Year 6 Curriculum Overview

What my child is learning during Spring Term, in Year 6.



I am in **Year 6** and my teacher is **Mrs. Bannister**

Through **Religious Education** I am considering:  
**Galilee to Jerusalem and Desert to Garden.**

Please see the half-termly Religious Education newsletter for more information and suggestions for how to support your child in their RE learning.

I will:

Understand authorial intention.

Recognise that scripture speaks to people literally and has a deeper spiritual meaning.

Use specialist theological vocabulary to make links between miraculous signs and Christian beliefs about Jesus.

Examine different artistic representations of a sign in St John's gospel and discuss the artists' use of symbolic representation.

Consider how stories from the scripture speak to people in different ways.

Reflect on how the seven signs in John's gospel speak literally and spiritually.

Use specialist religious vocabulary to make links between the 'I am' statements and Christian beliefs about Jesus.

Name and explain the purpose of each sacrament in the life of the Catholic Church.

Use specialist theological vocabulary to make links between the sacraments and Christian beliefs about Jesus.

Explain the role of the deacon, priest, or bishop in administering the sacraments and say why they are a part of sacramental celebrations.

Explain some ways that my local parish community celebrates the sacraments.

Show an understanding of the account of Holy Week in the gospel of John.

Show knowledge and understanding of how scripture reveals deeper meanings about Jesus as Messiah and describe the beliefs revealed.

Make links between the account of Jesus' washing his disciples' feet, what happens at Mass on Holy Thursday, and Christian beliefs about Jesus' actions.

Describe ways Jesus shows his love for all people by his actions on Holy Thursday and Good Friday.

Make links between the Christian belief in the Crucifixion and the Stations of the Cross as a prayerful reflection on Christ's journey to the cross.

The topics I am focusing on this term are:

**History** – War Through Time

**Historical Enquiry Question:** What events led to World War II and what happened as a result of the war?

**Geography** – Global Trade.

**Geographical Enquiry Question:**

How do we get our stuff and where does it come from?

(Including Silk Road)

### English Pathways:

#### Spoken language:

Build vocabulary

Articulate and justify answers

Use spoken language: speculating, hypothesising, imagining and exploring ideas

Speak audibly and fluently

Use Standard English

Participate in discussions, presentations, performances, role play, improvisations and debates

Select and use appropriate registers for effective communication

#### Reading comprehension:

Identify and discuss themes and conventions

Make comparisons within and across books

Ask questions to improve understanding

Draw inferences (characters feelings, thoughts and motives); justify with evidence

Predict from details stated and implied

Summarise main ideas, identifying key details

Evaluate authors' language choice

Distinguish between fact and opinion

Participate in discussion about books

### Reading Pathways:

**Predict:** Predict what might happen from details stated and implied.

**Explore:** Explore the meaning of words in context.

**Read and Retrieve:** Retrieve, record and present information.

**Summarise:** Summarise the main ideas from more than one paragraph.

**Infer:** Draw inferences (characters' feelings, thoughts and motives); justify with evidence.

**Identify:** Identify and discuss themes and conventions.

**Distinguish:** Distinguish between fact and opinion.

**Identify:** Identify how language, structure and presentation contribute to meaning.

**Evaluate:** Evaluate authors' language choice, including figurative language.

<p>Explain and discuss understanding of reading Provide reasoned justifications for views <b>Writing Composition:</b> Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings Choose the appropriate register Proof-read for spelling and punctuation errors</p>	
<p><b>Pathways to Spell:</b> Word list – years 5 and 6. Words with the /i:/ sound spelt ei after c (year 5 mastery) Words with the /i:/ sound spelt ei after c Words with ‘silent’ letters (i.e. whose presence cannot be predicted from the pronunciation of the word) Contractions (high frequency and common exception words) Contractions</p>	<p>In <b>Science</b>, I am working on: Light, The Circulatory System and Diet, Drugs and Lifestyle.</p>
<p>In Maths, I am working on: <b>Ratio:</b> Addition and multiplication, using the language and symbol of ratio, ratio and fractions, scale drawing, scale factors, ratio and proportion problems and recipes. <b>Algebra:</b> using function machines, forming expressions, substitution, formulae, forming and solving equations, finding pairs of values and solving problems with two unknowns. <b>Decimals:</b> place value within 1, integers and decimals, rounding decimals, adding and subtracting decimals, multiplication and division by 10, 100 and 1,000, multiplying and dividing decimals by integers and multiplying and dividing decimals in context. <b>Fractions, decimals and percentages:</b> Decimal and fraction equivalents, fractions as division, percentages, fractions to percentages, equivalent and ordering fractions, decimals and percentages, finding percentages of amounts including missing values. <b>Area and perimeter:</b> area and perimeter of shapes, including triangles, right-angled triangles and parallelograms. Volume. <b>Statistics:</b> Line graphs, dual bar charts, drawing, reading and interpreting pie charts, pie charts with percentages and finding the mean.</p>	
<p><b>In PE, I am working on:</b> Gymnastics – apparatus. Fitness – Boxercise and dodgeball Bat and ball – tennis and badminton</p>	<p><b>In Art, I am learning to:</b> Develop and apply my drawing skills linked to the Pointillist movement and inspired by George Seurat. <b>In DT, I am learning to:</b> Develop and apply my skills in textiles linked to making an Easter decoration.</p>
<p><b>Relationships and Sex Education: I will learn:</b> About my relationship with others. I will build on the understanding that we have been created out of love and for love, exploring how I take this calling into my family, friendships and relationships. I will also learn strategies for developing healthy relationships and keeping safe both online and in my daily life. <b>In My Happy Mind, I will learn:</b> <b>Appreciate:</b> The importance of gratitude and developing an ‘Attitude of Gratitude’. <b>Relate:</b> The importance of being able to relate to and get along with others in order to have positive relationships.</p>	<p><b>In computing, I will learn:</b> <b>Coding:</b> using functions to simplify complex programs, creating new sprites and assigning them costumes and behaviours, creating an interactive animation, identify the benefits of using a loop structure, breaking complex tasks into smaller repeatable sections and building empathy for others and learn strategies to use when confronted with cyberbullying.</p>
	<p><b>In Music, I will learn:</b> How to listen to and appraise music and build upon their knowledge and understanding about the interrelated dimensions of music through warm up games, singing, playing instruments with a song, improvisation and composition. They will also perform as an ensemble, sharing and improving their work throughout their learning.</p>
<p><b>In MFL, I will learn:</b> About HOBBIES in French:  <ul style="list-style-type: none"> <li>Naming hobbies</li> <li>Talking about types of music and giving a variety of opinions</li> <li>Saying what musical instruments they play</li> <li>Talking about different types of film</li> </ul> </p>	

About A SCHOOL TRIP in French:

- The perfect past tense
- The future tense
- Some common verbs
- Vocabulary associated with a trip to a museum and the countryside

**Here are some links to useful websites and resources which will support your child with their learning:**

[www.stwinefrides.cheshire.sch.uk](http://www.stwinefrides.cheshire.sch.uk)

[www.dioceseofshrewsbury.org](http://www.dioceseofshrewsbury.org)

[www.spellingshed.com](http://www.spellingshed.com)

[www.bbc.co.uk/schools](http://www.bbc.co.uk/schools)

[www.topmarks.co.uk](http://www.topmarks.co.uk)

[www.bbc.co.uk/bitesize/levels/zbr9wmn](http://www.bbc.co.uk/bitesize/levels/zbr9wmn)

[www.ixl.com](http://www.ixl.com)