

Excellence



Respect



Compassion



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Information for Parents

Year 6 Curriculum Overview

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



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

Through **Religious Education** I am considering:

To the Ends of the Earth and Dialogue and Encounter.

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:

- Show understanding of the scripture passages studied, identifying literary forms and authorial intention.
- Explain why Jesus is called the 'new Adam', making links between scripture texts from the new and old testaments.
- Use specialist theological and religious and vocabulary to describe and explain links between at least one of the scripture passages studied and religious beliefs.
- Describe Christian belief about the Resurrection of Christ and the revelation of the Father, Son, and Spirit.
- Describe and explain, with examples, the different ways in which Christians' bear witness to their beliefs now and in the past and make links with the life of a saint.
- Describe how one charity studied witnesses its Christian faith through its work.
- Explain in an age-appropriate way the meaning of 'the common good' and the principles of Catholic Social Teaching.
- Describe some ways Christians work together with people of different worldviews to promote the common good.
- Use the term 'worldviews' and understand its meaning, giving simple examples.
- Recognise links and simple connections between some Dharmic beliefs, practices, and way of life making links between them.

The topics I am focusing on this term are:

Historical and Geographical Enquiry Questions:

History – Did World War Two come to Neston? A local history study.

A study of an aspect of history or site dating from a period beyond 1066 that is significant in the locality.

Geography – What have we learnt about our world? Paddington travels around our world in 80 days.

English Pathways:

Writing

Sentence:

Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. (Relative clauses identify or give additional information about the subject of the independent clause they relate to).
Recognise vocabulary and structures for formal speech and writing, including the subjunctive forms.

Text:

Use a wide range of devices to build cohesion.
Identify the audience and purpose for writing.
Choose the appropriate register.

Punctuation:

Use a colon to introduce a list and use semi-colons within lists.
Use hyphens to avoid ambiguity.
Use semi-colons, colons or dashes to mark boundaries between independent clauses.
Proof-read for spelling and punctuation errors

Pathways to Spell:

Word list – years 5 and 6.
The suffix *-ation*
Words ending in *-ant, -ance/-ancy*
Endings - *-tion, -sion, ssion*
Apostrophes for contraction and possession (singular and plural)
Use of the hyphen
Homophones and near-homophones
Homophones and other words that are often confused

Reading Pathways:

Reading

Predict what might happen from details stated and implied.
Explore meaning of words in context.
Retrieve, record and present information.
Ask questions to improve understanding.
Identify and discuss themes and conventions.
Draw inferences (inferring characters' feelings, thoughts and motives for their actions); justify with evidence.
Evaluate authors' language choice, including figurative language (examples of this are hyperbole, similes and metaphors that help make writing more interesting).

In **Science**, I am working on:
Variations, adaptations and fossils.

In **Maths**, I am working on:

Fractions, Decimals and Percentages

Understand fractions as division.
 Understand percentages.
 Recognise equivalent decimals, fractions and percentages
 Convert fractions to percentages.
 Find fractions of amounts.
Area, Perimeter and Volume
 Find the perimeter and area of shapes, including triangles and parallelograms.
 Find the volume of 3D shapes and containers.
Statistics
 Read and interpret line graphs, dual bar charts and pie charts, including ones with percentages.
 Draw pie charts.
 Find the mean (the average of a set of numbers).
Shape
 Measure, classify and calculate angles, including those in triangles, quadrilaterals and polygons.
 Draw shapes accurately.
 Label, and work with, parts of a circle.
 Position and Direction
 Plot and read co-ordinates, in one and four quadrants.
 Translate and reflect shapes.

In PE, I am working on: Striking and Fielding – rounders and tennis Athletics Sports’ Day	In Art, I am learning to: Develop and apply my collage, printing and digital media skills linked to World War Two posters. In DT, I am learning to: Develop and apply my skills in food and nutrition linked to world cuisine.
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Relationships and Sex Education:
I will learn:
 About my relationship with others. I will learn about the themes of making good choices and giving assistance, as well as understanding different types of abuse and impacted lifestyles.
 I will also learn about The Trinity and Catholic Social Teaching as I link my learning to the Global community.
Visit the Parent Portal for further information about the RSHE curriculum:
<https://www.tentenresources.co.uk/login/>
 Username: stwinefrides
 Password: livelife2full

In computing, I will learn:
Coding; including aspects of information technology.
In Music, I will learn:
 through the themes of ‘Music and Me’ and ‘Reflect, Rewind and Replay’.

In MFL, I will learn:
 About the seasons in French:

- The names of the seasons
- Talking about seasonal activities
- Saying the date and when their birthday is.
- Naming craft materials
- Following craft instructions

About the environment in French:

- Saying what the weather is like
- Naming garden creatures
- Talking about garden activities
- Talking about recycling

Here are some links to useful websites and resources which will support your child with their learning:
www.stwinefrides.cheshire.sch.uk
www.dioceseofshrewsbury.org
www.spellingshed.com
www.bbc.co.uk/schools
www.topmarks.co.uk
www.bbc.co.uk/bitesize/levels/zbr9wmn
www.ixl.com