

# The Good Shepherd Catholic Primary School



## Year 6

Summer Curriculum Newsletter

In this booklet, we have included some information we feel you may find useful about the work your child will be doing this term. As well as the topics we will be covering in class, we have also included the objectives and expectations for each subject. We hope you will find this information useful and supportive and look forward to working with you across the year.

## Prayer and Reflection

*I have chosen the way of faithfulness;*

*I set your ordinances before me.*

*I cling to your decrees,*

*O Lord; let me not be put to shame.*

*I run the way of your commandments,*

*for you enlarge my understanding.*

*Teach me, O Lord, the way of your statutes,*

*and I will observe it to the end.*

*Give me understanding that I may keep your law*

*and observe it with my whole heart.*

*(Psalm 119: 30-34)*

# Hola Mexico!



**OUR LADY  
IMMACULATE**

CATHOLIC ACADEMIES TRUST

| SUBJECT             | TOPIC INFORMATION   |   |
|---------------------|---|---|
| RELIGIOUS EDUCATION | <p><b>Reconciliation – Pentecost</b></p> <p><b>God’s Word</b></p>   | <p>Over the Summer term, we will be focusing on three topics. Within the topic of Reconciliation, the children will learn that networks of friendships and relationships enable human beings to live together. When a child’s power to reach out, trust and make friends is diminished, they may suffer the effects for a lifetime. Both children and adults have to discover their ability to reach out and repair what has been damaged. Throughout the topic scripture will be at the heart of every lesson this includes; Mark 6: 13, Luke 18: 35-43 – <i>God’s Story 3</i> page 98, Luke 10: 30-37, James 5: 14-15.</p> <p>After Reconciliation, we will be moving onto the topic of Pentecost. Children will understand that Christians believe that the spirit of God is active in each person and in a special way in the community of believers, which is the Church. The Feast of Pentecost is the celebration both of the gift of God’s Holy Spirit and the trust God places in people to be witnesses in the world. The focus of scripture will continue, including; Luke 24: 44-49, Matthew 28: 16-20, Acts 1: 6-14, Acts 6: 6 – 7: 6 <i>God’s Story 3</i> page 138, Acts 16: 11-15 <i>God’s Story 3</i> page 139, Ephesians 2: 10. During this topic, we will ask ourselves ‘Why does it sometimes need courage to be a witness? How do you know when to speak out? ‘</p> <p>To finish our year, we will be learning about the Universal Church. As Christians believe that, the diversity of the world and its people is God’s gift. Jesus in his life and gospel, challenges people to appreciate diversity and to create with it a harmony that reflects the unity of Father, Son and Holy Spirit. The common good is central to Catholic Social teaching and is intrinsically linked to social justice. At the heart of this teaching is respect for the human person made in the image of God; the social well-being and development of all; peace between all peoples; understanding of the equality of all and respect for difference; human solidarity and an awareness of being part of God’s global family.</p> |
| ENGLISH             | <p><b>Reading- Ongoing skills which are taught throughout each week:</b></p> <p><b>Vocabulary</b></p> <p><b>Inference</b></p> <p><b>Prediction</b></p> <p><b>Explanations</b></p> <p><b>Retrieval</b></p> | <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Use dictionaries and thesaurus to extend their use of vocabulary when writing about texts ensuring words are used in context appropriately.</li> <li>• Drawing inferences such as inferring characters’ feeling thoughts and motives from actions, and justifying inferences with evidence.</li> <li>• Predict what may happen from details stated and implied directly referencing the text.</li> <li>• Retrieve and record information from Non-Fiction texts.</li> </ul>  |

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|         | <p><b>Summarising</b></p> <p>All areas in prep for SATS in SPAG</p> <ul style="list-style-type: none"> <li>• Explanation text</li> <li>• Persuasive leaflets- Slogans &amp; Adverts</li> <li>• Poetry</li> <li>• Narratives</li> </ul> | <ul style="list-style-type: none"> <li>• Explain and discuss their understanding of what they have read, including through formal presentation and debates, provide reasoned justification.</li> <li>• Summarising the main ideas drawn from multiply paragraphs, identifying key details to support main ideas.</li> </ul> <p>Class Text: Holes</p> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• To develop characters and setting for a narrative.</li> <li>• Identify the audience for and purpose of writing.</li> <li>• Use a wide range of clauses, varying their position within the sentence.</li> <li>• Ensure correct subject and verb agreement when using singular and plural.</li> <li>• Ensure the consistent and correct use of tense throughout a piece writing.</li> <li>• Assesses the effectiveness of their own and others' writing</li> <li>• Integrate dialogue to convey character and advance the action.</li> </ul> <p><u>Grammar and Spelling</u></p> <ul style="list-style-type: none"> <li>• All areas in preparation for SATS in SPAG</li> <li>• Year 5 and 6 spellings</li> <li>• SATS Spelling list</li> </ul> |
| MATHS   |  | <ul style="list-style-type: none"> <li>• Geometry- Properties of shape</li> <li>• Problem solving</li> <li>• Reasoning</li> <li>• Investigation</li> <li>• Arithmetic skills</li> <li>• Timetables</li> <li>• Statistic</li> <li>• Investigation</li> <li>• Consolidation</li> <li>• Arithmetic skills</li> <li>• Timetables</li> </ul>   |
| SCIENCE | <p><b>Evolution and inheritance.</b></p>   | <ul style="list-style-type: none"> <li>• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> </ul>  |
|         | <p><b>Animals including humans.</b></p>  | <ul style="list-style-type: none"> <li>• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> <li>• Identify and name main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> </ul>   |

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| HISTORY               | <b>Mayan Civilization</b>  | <ul style="list-style-type: none"> <li>• Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, and hierarchy).</li> <li>• Use sources of evidence to deduce information about the past.</li> </ul>  |
| GEOGRAPHY             | <b>Hola Mexico</b>   | <ul style="list-style-type: none"> <li>• Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).</li> <li>• Use world maps and satellite images to locate Mexico, identifying which hemisphere it is in, its location in relation to the equator, and its surrounding countries. Once found, draw a sketch map of the country, showing aspects of its human and physical geography, including major cities, surrounding seas, mountain ranges, airports and tourist resorts.</li> </ul> |
| COMPUTING             | <b>National Centre for Computing Education</b>   | <ul style="list-style-type: none"> <li>• Programming B- Sensing</li> <li>• Creating media-Web page creation</li> </ul>   |
| MUSIC                 | <b>Oak Academy</b>   | <ul style="list-style-type: none"> <li>• Structure</li> <li>• Beat</li> <li>• Pulse</li> <li>• Rhythm</li> </ul>   |
| PE                    | <b>Run/Jump/Throw</b><br><br><b>Aim/Strike/Retrieve</b><br><br><b>Swimming – 6P June 8<sup>th</sup> for 6 weeks.</b> | <ul style="list-style-type: none"> <li>• RUN/JUMP/THROW (Athletics as the vehicle)</li> <li>• AIM/STRIKE/RETRIEVE (Cricket, rounders, kickball, longball and baseball as the vehicles)</li> <li>• Affective/value focus: Courage</li> <li>• Cognitive (thinking me) focus: Growth Mindset</li> </ul>   |
| ART                   |  | <ul style="list-style-type: none"> <li>• Design Mayan patterns</li> <li>• Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint).</li> </ul>   |
|                       |  | <ul style="list-style-type: none"> <li>• Make 3-D skulls by using papier-mâché on a balloon or a ball of scrunched up newspaper, Building up layers with masking tape and paint etc.</li> </ul>  |
| DESIGN AND TECHNOLOGY | <b>Savoury Mexican dishes</b>  | <ul style="list-style-type: none"> <li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> </ul>  |
| FRENCH                | <b>At The Café (Au Café)</b>   | <ul style="list-style-type: none"> <li>• Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation.</li> <li>• Perform to an audience.</li> <li>• Have an awareness of similarities and differences between languages.</li> </ul>   |

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|          |   | <ul style="list-style-type: none"> <li>• Order from a selection of foods and drinks from a French menu</li> <li>• Ask for the bill.</li> <li>• Consolidate how to say hello, goodbye, please and thank you.</li> </ul>  |
|          | <b>In The Classroom (En Classe)</b>         | <ul style="list-style-type: none"> <li>• Recognise and repeat from memory simple classroom objects and use the correct gender.</li> <li>• Say what they have and do not have in their pencil case.</li> <li>• Recognise and respond to simple classroom commands and praise.</li> </ul>   |
| PSHE     | <b>Fake is a mistake!</b>                   | <ul style="list-style-type: none"> <li>• Recognise what constitutes a healthy, positive relationship</li> <li>• Understand what positively and negatively impacts physical, mental and emotional health</li> <li>• Recognise the characteristics of healthy family life</li> <li>• Recognise who to trust and who not trust, including how to manage conflict</li> <li>• Know the importance of permission seeking and giving in relationships</li> <li>• Recognise the difference between right and wrong and to readily apply this understanding in their own lives</li> </ul>          |
|          | <b>'No way through' isn't true</b>          | <ul style="list-style-type: none"> <li>• Deepen understanding of good and not so good feelings</li> <li>• Recognise that they may have conflicting emotions and when they might need to listen to, or overcome these</li> <li>• What is meant by the term 'habit' and why habits can be hard to change</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>• Reflect on achievements, and to set high aspirations and goals</li> <li>• Learn about change, including transitions e.g. between key stages</li> </ul> |
|          | <b>RSE (Relationship and Sex Education)</b> | <ul style="list-style-type: none"> <li>• We will follow the Catholic approved scheme of work 'A Journey in Love' available for parent viewing on the school website.</li> </ul>   |
| HOMEWORK | <b>Reading</b>                              | <ul style="list-style-type: none"> <li>• Please ensure that your child is reading regularly at home.</li> </ul>   |
|          | <b>IXL</b>                                  | <ul style="list-style-type: none"> <li>• Children to use IXL for 45 minutes at least for 3 days every week to consolidate the Maths and English concepts currently being taught in class.</li> </ul>  |
|          | <b>Spellings</b>                            | <ul style="list-style-type: none"> <li>• Children to learn their weekly spellings. Spellings are given out every Friday. Children will be tested the following Friday.</li> </ul>   |
| Other    |   | <p>Walkathon – June 7<sup>th</sup>, 2022<br/> Residential – July 1<sup>st</sup>- 3<sup>rd</sup>, 2022<br/> Transition day – Secondary school- July 4-5<sup>th</sup>, 2022<br/> Sports week- June 12<sup>th</sup>-14<sup>th</sup>, 2022<br/> Leavers Celebration –To Be Confirmed</p>  |