

The Good Shepherd Catholic Primary School



Year 6

Spring 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 modules 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.

Mrs Jones and Miss Baggott

We give you praise, O God,
for everything that is new and beautiful,
for everything which holds promise and brings us joy.
Bless us as we start this new year with our friends and teachers
Help us to make the most of every chance we have to start afresh.
May we show love to one another and to all.
Amen

SUBJECT	TOPIC INFORMATION	
RELIGIOUS EDUCATION	<p>Sources</p> <p>Unity</p> <p>Death and New Life</p>	<p>Our class will continue to focus and demonstrate how they can live their lives through our school's mission statement and values.</p> <p>During our first topic, 'Source', we will be learning that the Bible is the story, spread over more than two thousand years, of God's love and how God's people responded to that love. There are all sorts of people – good, bad and indifferent – just as in the world today. God showed his love for them by wonderful deeds and each responded in a special way. Children will also know and understand a wide variety of books and the purpose for which they were written.</p> <p>Scripture will be taken from 1 Thessalonians 2:13 <i>We also constantly give thanks to God... that when you received the word of God that you heard from us, you accepted it not as a human word but as what it really is, God's word which is also at work in you believers.</i></p> <p>Our second topic is 'Unity'. Children will understand for Christians, communion has a significant meaning. To receive communion means being in union with Jesus Christ and with one another. It means breaking and sharing the consecrated Bread which Catholics believe is the Body of Christ. To celebrate Eucharist means community.</p> <p>Finally, we will be learning and understanding that it is through the Life, Death and Resurrection of Jesus that new life begins. God reveals the way to eternal life for us and so a new life begins here and now, a life which will culminate in future glory. The Lenten journey is one which takes us to the glory of Easter Sunday, from death to new life.</p> <p>Scripture: John 12:24 <i>Very truly, I tell you, unless a grain of wheat falls into the earth and dies, it remains just a single grain; but if it dies it bears much fruit.</i></p> <p>At the end of the topic, we will take a moment to reflect and appreciate the opportunities that the local church can offer us.</p>
ENGLISH	CUSP CURRICULUM – SEE BELOW	
MATHS	NCETM Prioritising Curriculum Year 6 curriculum map NCETM	
	Multiplication and division	<ul style="list-style-type: none"> Explain the effect on the product when scaling the factors by the same amount Explain how to multiply a three-digit by a two-digit number

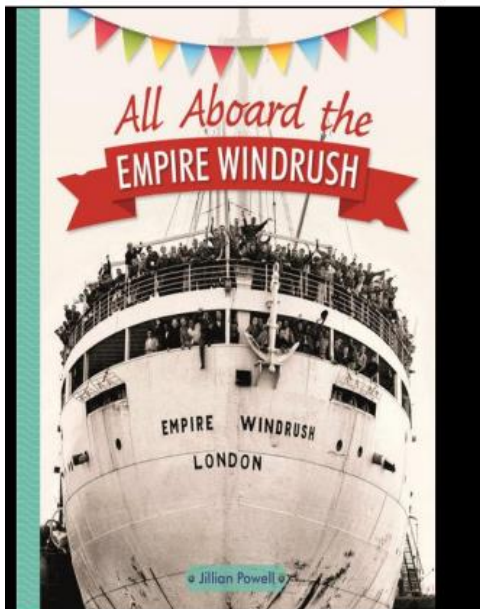
		<ul style="list-style-type: none"> • Explain how to use the associative law to multiply efficiently • Use knowledge of long division to solve problems in a range of contexts (with and without remainders) • Explain how to use accurately the method of long division with and without remainders (two-digit by two-digit numbers) • Use their knowledge of multiplicative change to solve problems efficiently (multiplication) <p>Explain how and why a quotient changes when a dividend changes multiplicatively (increase or decrease)</p>
	Area, perimeter, position and direction	<ul style="list-style-type: none"> • Explain how to calculate the area of a parallelogram • Describe the relationship between scale factors and perimeters of two shapes • Describe positions on the full coordinate grid (all four quadrants) • Draw and translate simple shapes on the coordinate plane and reflect them in the axes
	Fractions and percentages	<ul style="list-style-type: none"> • Explain how to use the associative law to multiply efficiently • Use their knowledge of adding and subtracting related fractions to solve problems in a range of contexts • Explain how to add or subtract non-related fractions with different denominators • Explain how to multiply two non-unit fractions • Explain when and how to divide efficiently a fraction by a whole number • Explain how to convert a percentage to a fraction (without denominator of 100) • Use their knowledge of calculating any percentage of a number to solve problems in a range of contexts <p>Explain how to solve problems where the known percentage part and the size of the part changes the whole</p>
	Statistics	<ul style="list-style-type: none"> • Interpret and construct pie charts and line graphs and use these to solve problems. • Calculate and interpret the mean as an average.
SCIENCE	<ul style="list-style-type: none"> • CUSP CURRICULUM – SEE BELOW Animals including humans (+ water transport), Light 	
HISTORY	<ul style="list-style-type: none"> • CUSP CURRICULUM – SEE BELOW- Windrush generation 	
GEOGRAPHY	<ul style="list-style-type: none"> • CUSP CURRICULUM – SEE BELOW- Settlements, UK, Europe and North America comparison study 	

COMPUTING	Variables in games ·	This unit explores the concept of variables in programming through games in Scratch. First, pupils will find out what variables are and relate them to real-world examples of values that can be set and changed. Then pupils will use variables to create a simulation of a scoreboard. In addition, they will also follow the Use-Modify-Create model, experiment with variables in an existing project, then modify them, before they create their own project, focus on design and apply their knowledge of variables and design to improve their games in Scratch.
	Introduction to spreadsheets	This unit introduces the pupils to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Pupils will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Pupils will also will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them and will use spreadsheets to plan an event and answer questions. Finally, Pupils will create charts, and evaluate their results in comparison to questions asked.
MUSIC	CUSP CURRICULUM – SEE BELOW Singing <ul style="list-style-type: none"> • Singing focus: Introducing structure 2 Block C • Identify cyclic patterns inc. verse/chorus, coda Block C Keyboard <ul style="list-style-type: none"> • Tuned focus: Musical notation 4 Block D • Create simple notation Block D 	
PE	Cognitive Real-PE Unit 3 Learning focus <ul style="list-style-type: none"> • Cognitive • Creative Fundamental skill <ul style="list-style-type: none"> • Static balance- Stance · • Coordination- Footwork • Static balance- seated • Static balance - Footwork Creative Real- PE Outdoor and Adventurous (OAA)	In this unit, children will develop and apply their: <ul style="list-style-type: none"> • stance and footwork • seated balance and floor work balance through focused skill development sessions, modified/non-traditional games and sports and healthy competition.
	Dance	Children will perform dances using simple movement patterns.

	Reading	Curriculum Vision website which provides the most extensive, high-quality, rigorously moderated material available to support areas of learning. Feel free to ask your class teacher for log in details.
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Reading

At the end of this unit, pupils will ...	
Know:	Be able to:
Language used by an author is influenced by its intended impact Empathising with characters helps to understand them	Consider the relative strengths of multiple pieces of evidence Make comparisons



ISBN: 978-1510-45394-4

In 1948, the Empire Windrush sailed from Jamaica to Britain - on board, passengers hoping for a better life ahead. The narrative is told through a diary, written by an eleven-year-old boy called Preston, alongside factual commentary. It explains the reasons why people from the West Indies, amongst others, chose to make the journey, what life was like on board and the challenges they faced in making a new home in another country. Towards the end, the reader learns how the Windrush generation has contributed to British society today, including cultural events such as the Notting Hill Carnival. The use of archived photographs helps to bring the events to life for the reader.

At the end of this unit, pupils will ...

Know:

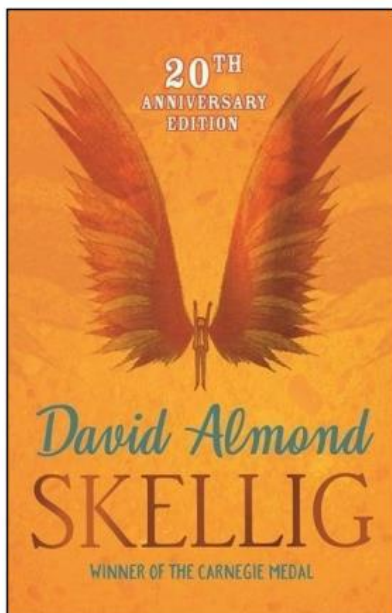
Synonyms can be used to support retrieval

Predictions should be based on evidence

Be able to:

Write a summary and review its accuracy

Infer an author's opinion using text evidence



ISBN: 978-0340-94495-0

Having moved to a new house, Michael, the narrator, discovers an unusual being, called Skellig, in a dilapidated garage. Half man, half beast, Skellig is seemingly unwell. As his parents are distracted by the illness of a new baby, Michael feels he can only confide in his new neighbour, a girl called Mina. Together they help Skellig to recover and experience some magical times with him, all against the backdrop of concern over the survival of the new baby. In a magical ending, Skellig breathes new life into the baby and then leaves Michael and Mina, between whom a strong bond has developed.

Please note that this text contains some mild swearing, particularly in Chapters 27 and 28, where it is used as an authorial device to develop aspects of characterisation.

Writing

Poems that create images and explore vocabulary B (Enrichment)

At the end of this unit, pupils will ...	
Know	Be able to
How figurative language can be used to enhance images for the reader Making eye contact, changing facial expressions or using gestures adds impact to words	Use a given poetic structure to inform their own writing Learn a poem by heart and perform it using intonation, volume and movement

Explanatory texts B

At the end of this unit, pupils will ...	
Know	Be able to
The present progressive tense indicates actions that are ongoing now The passive verb form places emphasis on the object of a sentence	Use precise <i>Tier 3</i> vocabulary to convey an expert voice Use organisational and presentational devices to help the reader navigate a text

Newspaper report A

At the end of this unit, pupils will ...	
Know	Be able to
The structure and register of a news report How to form the progressive form of the past tense Pronouns and conjunctions are cohesive devices	Consciously control formality Write precisely and concisely Use modal verbs to indicate possibility and certainty

First person stories with a moral B

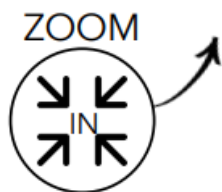
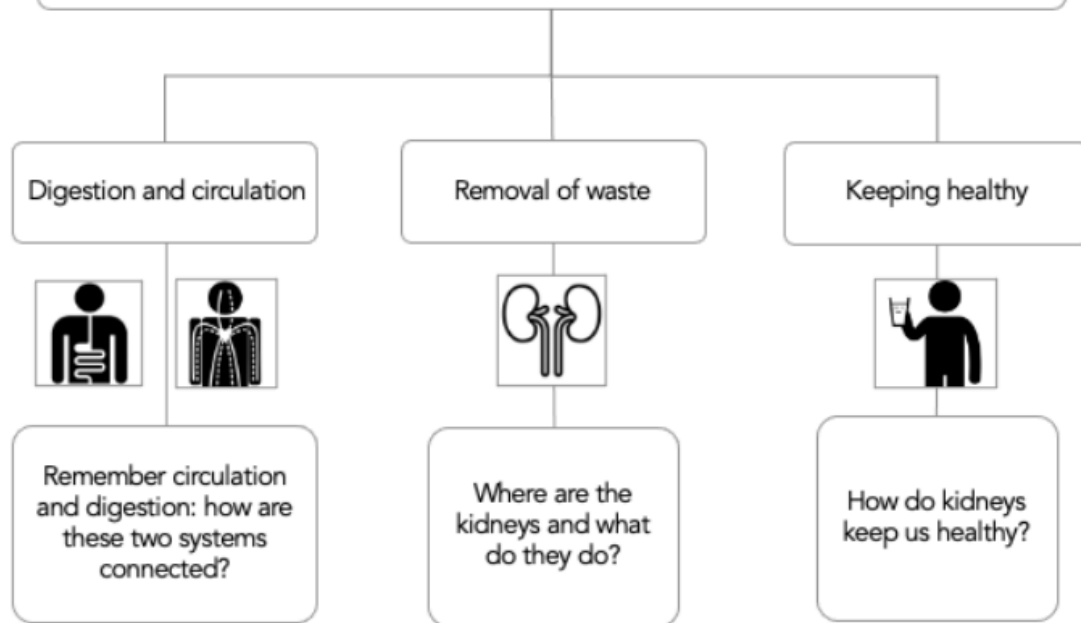
At the end of this unit, pupils will ...	
Know	Be able to
How to plan a narrative and interweave a moral Characters are portrayed through their actions, what is said and how it is said	Develop settings, characters and atmosphere through precise description Use and sustain the first person perspective Use cohesive devices to make links within and between paragraphs

Non-chronological report

At the end of this unit, pupils will	
Know	Be able to
They are written to give information on a particular subject or event, without actually referring to the order in which things happen.	Successfully plan a non-chronological report before writing Group information logically into different paragraphs Use some key features of the report successfully.

BIOLOGY

Y6 Animals, including humans: water transportation



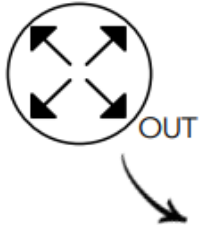
Show how the specific content relates to the big ideas.

Show the stages of the study, one sequence at a time.

Physics is the study of

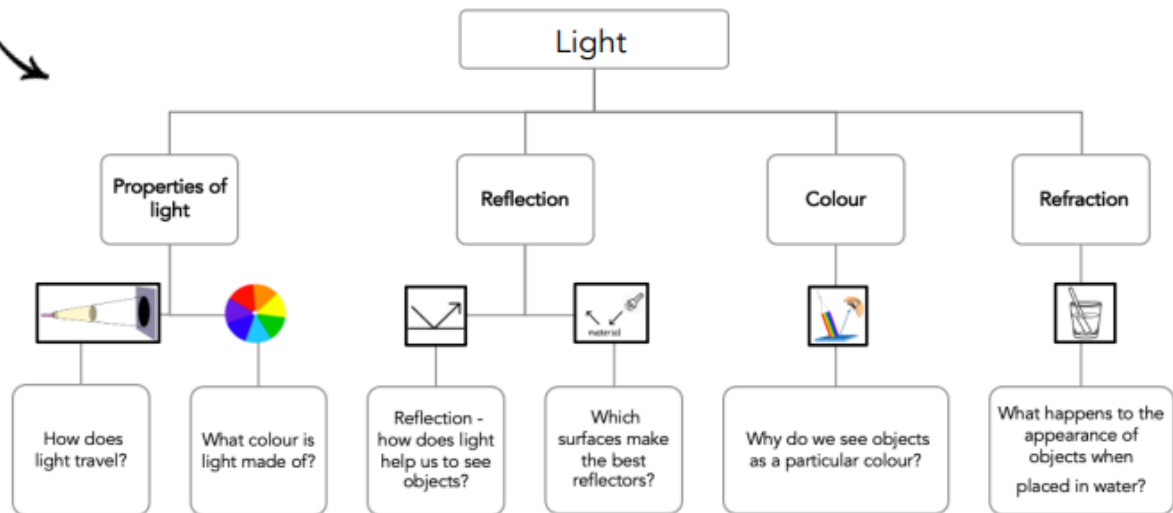
- Matter
- Forces and motion
- Sound, light and waves
- Electricity and magnetism
- Earth in Space

ZOOM

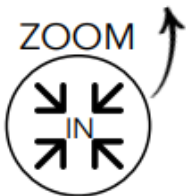


Physics

Sound, light and waves



ZOOM



Show how the specific content relates to the big ideas.

Show the stages of the study, one sequence at a time.

History

COMMUNITY

A group of people living in the same place.

The ways of society and how communities embraced or resisted change.

DEMOCRACY

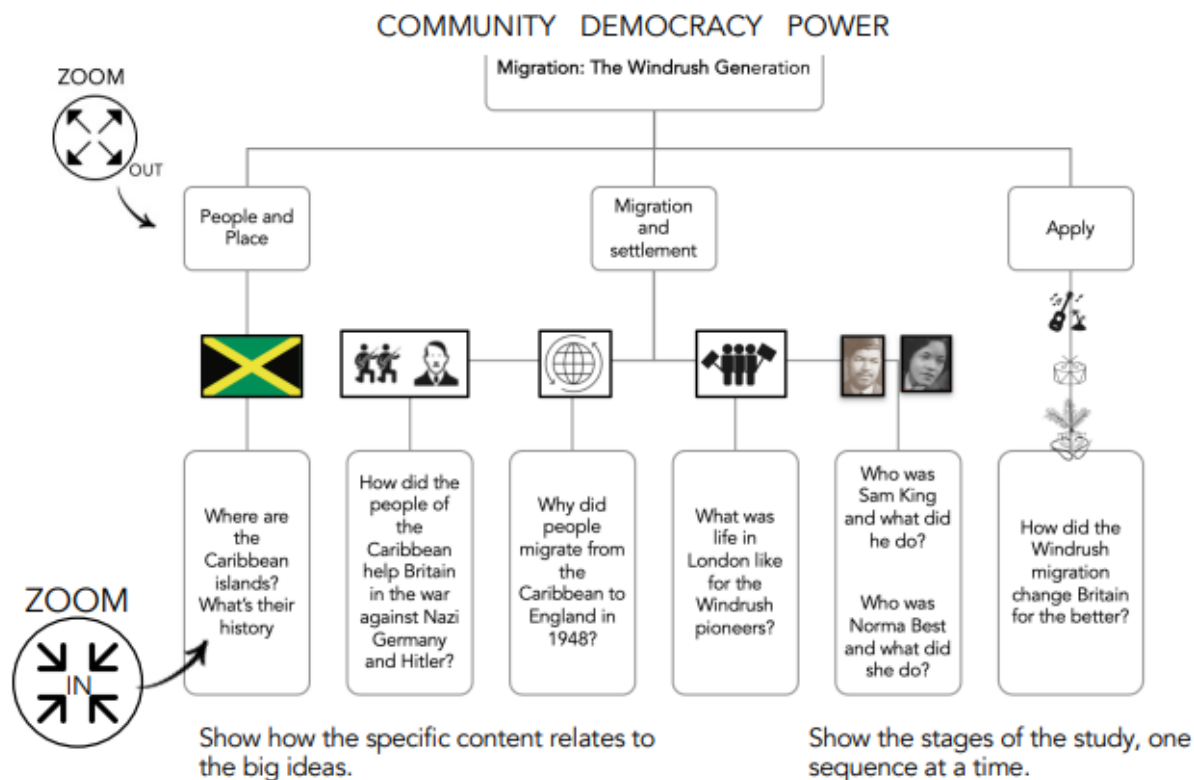
A form of government voted for by the people.

The rights of British citizens (Windrush pioneers) to be treated fairly and without prejudice were compromised by the British Government.

POWER

The power to share and enhance culture and the arts.

The power over people because of their ethnicity or colour of their skin.



Geography

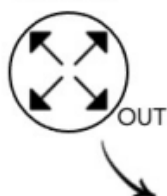
HUMAN FEATURES

The built environment that was made by humans.

PHYSICAL FEATURES

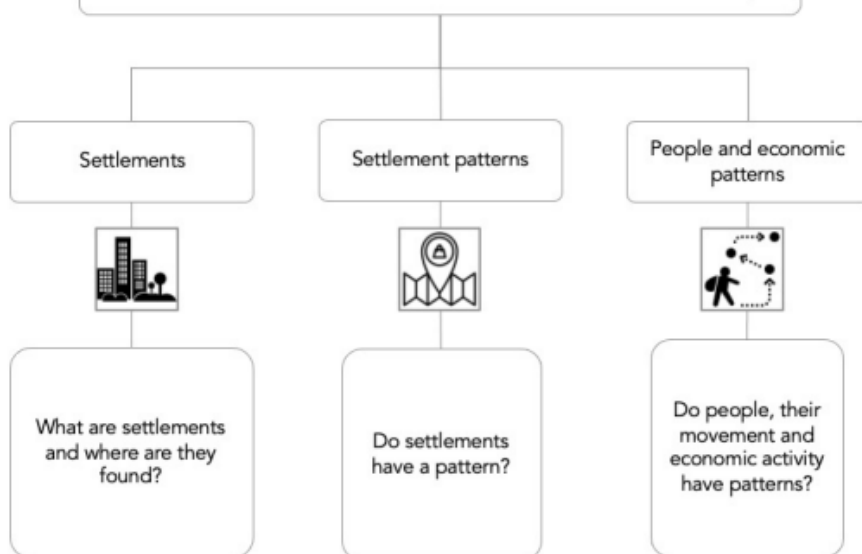
The natural environment and shaped by nature.

ZOOM



HUMAN AND PHYSICAL GEOGRAPHY

Settlements, land use and economic activity



ZOOM



Show how the specific content relates to the big ideas.

Show the stages of the study, one sequence at a time.

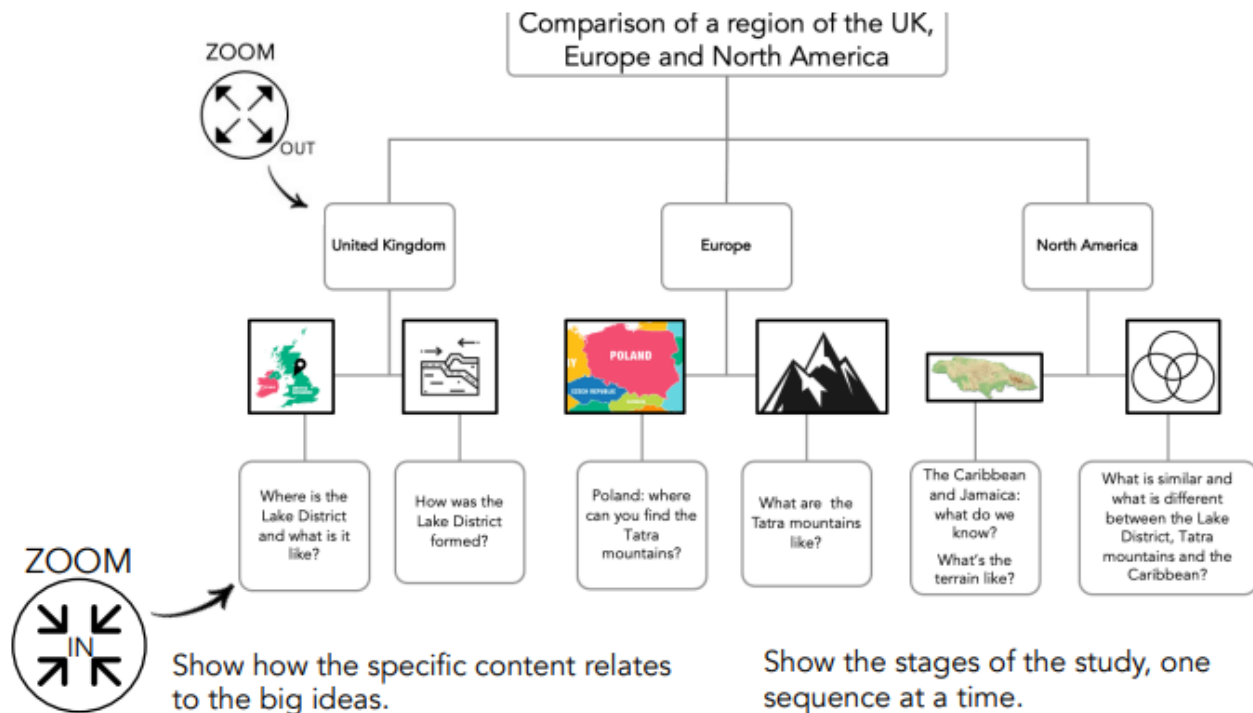
LOCATION

The locational position of a place in context to where it is found in the world, continent, country, region, county, city, town or village

PLACE

What a place is like and how it is connected to other places

LOCATION & PLACE



Music



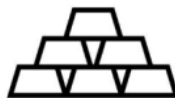
The djembe drum is a traditional African musical instrument.

At the end of this block, pupils will ...

Know:	Be able to:
The stylistic features of African music	Perform a song in unison and rounds in at least two parts
The appropriate musical vocabulary for describing traditional African music	Perform as a class, combining rhythms and singing

Pupils will be able to:

- describe the structure of songs using terms such as verse, chorus and bridge



Prior Learning

- describe the harmonic structure of songs
- sing songs in two-part harmony and rounds in three parts.

Summary of key learning:

In this block, pupils build on previous singing and rhythm work by creating a class performance that incorporates the two. Through unison and round singing, pupils will explore songs from Ghana and Zimbabwe. Pupils will practise using appropriate vocabulary to describe and explain the stylistic features of music originating from these countries. Pupils will build on previous rhythm work by learning and performing multiple rhythms at the same time. They will combine and layer these rhythms to create polyrhythms.



Someone You Loved by Lewis Capaldi

At the end of this block, pupils will ...

Know:	Be able to:
The stylistic features that characterise a pop ballad	Accurately identify notes on a treble stave and play pieces from standard notation
That chords are used by keyboard players to add harmony, texture and interest	Play a range of pieces, with chords, in the 5-finger position

Pupils will be able to:

- play notes on a keyboard using the 5-finger position



Prior Learning

- play melodic patterns from standard stave notation.

Summary of key learning:

This unit builds on keyboard work first encountered in Year 5. Pupils will continue to explore playing melodies within the 5-finger position (C – G), with a focus on playing with control and accuracy. Pupils will use the keyboards to learn a simple melodic ostinato to accompany the pop ballad *Someone You Loved* by Lewis Capaldi. Pupils will continue to explore the functions of the electronic keyboard and will learn to play two chords to accompany the melodies they are playing. Pupils will further consolidate their knowledge and understanding of stave notation. They will use and apply their knowledge to accurately complete partially completed examples, extending this to recognising chords (triads) from stave notation.

Art



Paradoxymoron (1996)

At the end of this block, pupils will ...

Know:	Be able to:
Batik is a method of making marks on cloth using hot wax	Apply wax to the surface of fabric and dye it to create coloured designs
Perspective is a technique that enables artists to create the illusion of depth to a painting or drawing	Create a simple one-point perspective sketch

In this block, pupils will create a simple one-point perspective drawing and use selected parts to create a printed image as well as replicate line through batik.



*Cattails and Copper Birch Reeds (2015) and
Maccia at Kew Gardens (2019) by Dale Chihuly*

At the end of this block, pupils will ...	
Know:	Be able to:
A 2D object can change its form and shape to become 3D	Use different media to create shapes and forms
Asymmetrical means balance is created where there are elements of colour or shape on both sides that make each side equally important	Match visual and tactile elements to their intentions to create visual balance

In this block, pupils will create 3D forms using a variety of techniques. They will need to consider use of colour, pattern and texture as they combine their pieces made throughout the unit in Lesson 3, to form 3D structures.

Design & Technology



Pasta with tomato sauce



Noodle soup



A sensory salad

Pupils will learn how to cook foods that are often pre-made and processed. They will learn and apply techniques to make dishes designed to help improve energy levels, mood and future health.

Pupils will be able to:

- explain what humans need to stay healthy



Prior Learning

- identify the main food groups
- hold and use utensils correctly

CUSP Connections:

Science: Animals, including humans (keeping healthy)

Nutrition Notes:

Up to 60% of the UK diet is now made up of highly-processed foods so the aim of this block is to teach pupils how to make from scratch foods that are increasingly bought ready-made. These processed foods have added sugars, salt and additives and lose much of their nutrient content during the production process and in storage. Many of these dishes are not thought of as unhealthy and foods such as these combined with too many 'treat' foods create a very poor diet. Fresh vegetables provide key micronutrients that our bodies cannot make. These micronutrients help us grow, repair, fight disease and keep happy. Supplements such as vitamin tablets have been shown to have little impact on human health, so learning to make simple meals from fresh ingredients is an important life skill, which contributes to future health.

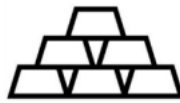


Blackpool Tower
by architects James Maxwell (1838 – 93)
and William Charles Tuke (1843 – 93)

In this block, pupils will test the strength of spaghetti and then apply what they have learned to construct a tower that is at least one metre tall.

Pupils will be able to:

- identify 2D shapes that have strength and stability, such as triangles



Prior Learning

- explain why cylinders are capable of bearing weight
- create a truss, using a series of triangles

Design or Technology History:

James Maxwell (1838 – 1893)

William Charles Tuke (1843 – 1893)

Blackpool Tower was designed by Lancashire architects James Maxwell and William Charles Tuke who oversaw the laying of its foundation stone on 29th September 1891. Built in the style of the Eiffel Tower, Blackpool Tower took three years to build and stands 518 feet tall. Weighing in at 2585 tons, it is made mainly from steel and cast iron and is one of the UK's most iconic buildings and one of Britain's best loved landmarks.

French

Items from daily life (Money and personal effects)

At the end of this unit ...

Pupils will know ...	Pupils will be able to ...
<ul style="list-style-type: none">the negative form of verbs and adjectives, using ne ... pas.	<ul style="list-style-type: none">ask the price of goodsask and answer questions relating to shoppingwrite a simple description of different itemswrite sentences in the negative form, using verbs in the first and third person.

Learning together

At the end of this unit ...

Pupils will know ...	Pupils will be able to ...
<ul style="list-style-type: none">how schools are organised in Francehow to read a school timetablethe French names for a range of subjects taught in schoolsthe French names for items commonly used in schools.	<ul style="list-style-type: none">describe the school day using ordinal numbersread and describe a timetableread a description of a school dayread the timeuse colour and size adjectives to describe the contents of a pencil case.