

WHAT WILL WE BE DOING AT SCHOOL THIS TERM?

THE CURRICULUM

At St Thomas of Canterbury Catholic Primary School we encourage the development of each individual. We accept that you as parents are the first and most important teachers of your children and we support you in continuing this process. With parents, teachers and children, working together, we can achieve a great deal. At St Thomas' we offer all children a broad and balanced curriculum which draws on each child's own experience of the world and seeks to develop and extend their understanding of it. The curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before.

Children are encouraged to see themselves as active participants in their own learning. They are encouraged to develop a positive attitude towards themselves, their work and towards others. We actively encourage the children to become independent and self-disciplined learners.

At St Thomas of Canterbury Catholic Primary School the curriculum offered includes;

- RE
 - National Curriculum Core Subjects: English, Maths, and Science
 - Foundation Subjects: Computing, History, Geography, Design and Technology, Art and Design, PE, Music and French (KS 2 only)
- Personal, Social, Health Education is also taught through all elements of our curriculum as well as a discrete subject.

Whilst maintaining a broad and balanced curriculum at St Thomas' priority is given to the teaching of the National Curriculum core subjects and RE. The school has drawn up a plan, which indicates the National Curriculum programmes of study which must be covered by each year group. Where it is not possible to make links between subjects, then these are taught on an individual basis. Teachers plan their work, as a team, half-termly. From these plans more detailed weekly and daily plans are drawn up.

The teaching staff consider what the children need to learn, why they are teaching it and carefully consider how to teach and assess it. They ensure that essential skills and knowledge for future learning are 'embedded' each year, whilst also challenging pupils to use and apply new knowledge and skills confidently in a range of contexts.

The school focuses on promoting excellent attitudes to learning. We encourage a 'can do' attitude and approach to learning and have high expectations of what children can achieve.

The methods and strategies used to teach these skills are left to the discretion of the year group to ensure that learning and teaching remains fresh, focused and inspiring. The National Curriculum provides the statutory content so that the school can ensure progression and coverage across the key stages.

An overview of some of the work being carried out in Year 6 during the Summer Term:

In **R.E.** we will continue to consolidate:

- **Using the Bible and locating stories by using Bible references.**
- **Using references to scripture to explain our opinions.**
- **Linking our own experiences to the life of Jesus.**

In **RE** our topics are:

Witnesses-We will explore the courage to be a witness and reveal Pentecost, the Holy Spirit enables people to witness to the Easter message.

Healing-We will explore that when people become sick, they need care and reveal the sacrament of the Anointing of the Sick.

Common Good-We will explore justice for the good of all and reveal the work of Christians for the common good of all.

In **English** we will be:

Reading:

- Reading, 'Goodnight Mr Tom' and focusing on Greek myths and legends.
- **Reading aloud with fluency, intonation and expression.**
- **Empathising with characters and identifying feelings.**
- Exploring different language used in Shakespeare plays.
- Adopting the role of characters in role-play, understanding and empathising with their actions.
- Explaining the significance of different words in the context of a text.

Writing:

- Manipulating word order for effect and formality.
- **Varying sentence structure to expand ideas and provide emphasis.**
- **Using speech to convey and develop a character.**
- Ensuring that the style and content of writing accurately reflects the purpose.
- Using passive appropriately in writing.
- Recognising and understanding the subjunctive.
- Knowing how colons are used and using them correctly.
- Using dashes to mark the boundaries between independent clauses.
- Using hyphens in writing.

In **Maths** we will be working on:

- **Performing mental calculations that include large numbers and mixed operations.**
- Reading, writing, ordering and comparing numbers and knowing the value of each digit.
- **Solving measure problems involving decimal notation up to 3 decimal places.**
- **Matching fractions, decimals and percentages.**
- Using both long and short methods of multiplication with numbers up to 4 digits.
- Using estimation to check answers to calculations.
- **Solving multi-step problems by identifying steps needed.**
- Recalling the facts that allow us to identify factors, multiples and prime numbers.
- Solving simple problems involving the calculation of percentages.
- Naming parts of circles, including radius, diameter and circumferences.
- Reducing ratios to the simplest forms.

In **Science** we will be working on:

Investigative science

- **Planning different types of scientific enquiry to answer questions.**
- **Taking measurements using scientific equipment.**
- **Recording data, using test results to make predictions, reporting and presenting findings, identifying scientific evidence.**

Understanding how our bodies function

- Understanding the use of micro-organisms.
- Identifying and naming the main parts of the human circulatory system.
- Describing the functions of the heart, blood vessels and blood.
- Recognising the impact of diet, exercise, drugs and lifestyle on the way our bodies function.
- Learning the importance of keeping ourselves clean.
- Appreciation of the changes we are going to experience throughout puberty and to discuss any worries.

In **Computing** we will be learning to:

Be travel writers

- **Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.**
- Select, use and combine a variety of software on a range of digital devices to design and create a range of programs.
- **Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact.**

Be publishers

- Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.

In **Geography** we are learning to:

- Appreciate that aspects of the local area have changed.
- **Carry out an in-depth study** of the local area, focusing on changes.
- **Using and understanding different geographical data.**
- **Interpreting a range of geographical sources** including maps, globes, aerial photographs and ordinance surveys.
- Know how population changed as a result of the war.
- Realise the impact on houses and housing.
- Recognise the city states of Athens and Sparta.

In **History** we are learning to:

- **Recognise similarities and differences between different periods of history.**
- **Give reasons for differences between ages.**
- Recognise the impact Greek culture had on the world.
- Know the reasons why citizens and slaves were different.
- Appreciate the difference in games and leisure.
- Know some plays and understand the importance of theatre.
- Study the significance of soldiers and warfare.
- Know some beliefs and customs.
- Know Gods, Goddesses, myths and legends associated with the Greeks.

In **Art** we will be working on:

- Using colour to express moods and feelings.
- **Applying knowledge of different techniques to express feelings and mood.**
- **Observing and using a variety of techniques to show the effect of light on people.**
- Producing increasingly accurate drawings of people.

In **Design and Technology** we will be working on:

- Producing increasingly detailed preparatory sketches.
- Planning the order of work, choosing appropriate materials, tools and techniques.
- Exploring, developing and communicating aspects of design proposals by modelling ideas in different ways.
- **Selecting appropriate tools, materials, components and techniques.**
- Using tools safely and accurately.
- Constructing products using permanent joining techniques.
- **Evaluating products, identifying strengths and areas for development.**

In **Music** we will be learning to:

- **Compare music from a variety of eras, genres/styles and cultures.**
- Analyse the genre, style, time and place of a piece of music using musical vocabulary.
- Perform significant parts from memory or notation.

- **Present and direct a short performance effectively.**
- Sing songs in harmony, in tune and with expression in Major and Minor keys.
- Play a rhythmic pattern on tuned and un-tuned instruments with increased control.

In **P.E.** we will be learning to:

Play rounders

- Create a warm up and explain how it is organised.
- Recognise our own and others' strengths.
- Know the importance of particular types of fitness to the game.
- **Bowl underarm accurately.**
- **Bat effectively, using different types of shot.**
- Field with increased accuracy.
- Throw over arm with accuracy and for a good distance.
- Hit the ball from both sides of the body.
- Direct the ball away from fielders, using different angles and speeds.
- Plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding.
- Gauge when to run after hitting the ball.
- **Use tactics which involve bowlers and fielders working together.**

In **French** we will be learning to:

- **Understand familiar spoken words and phrases.**
- **Identify and note personal responses.**
- Use short phrases and express responses.
- Take part in simple conversations, supported by visual and other cues and express opinions.
- Begin to use knowledge of grammar to adapt and substitute single words and phrases.

In **PSHE** we will be:

- Embedding the rules and standards for our classroom
- **Revisiting our understanding of the key messages of the school's mission statement.**
- Working on the attitudes and dispositions identified as being appropriate for Year Six pupils – these will be ongoing throughout the year and will be revisited and reinforced constantly.
- **Learning more about our bodies and relationships through our RSE lessons.**
- **Understand the impact our choices can have.**