St. Anne's Catholic Academy
Curriculum Information
Year 6
Summer Term

Subject	The children will learn about…	The children will learn to…	Spiritual, moral, social and cultural values will be promoted by…	Key skills…
ENGLISH	**A range of genres and texts including the following:** The Man With The Yellow Face Holes Skelig Cosmic	• Use of short sentences for effect. • Use of complex sentences to describe and add detail. • DE:DE Sentences—using colon to mark the boundary between independent clauses. • Use of questions to exaggerate the mystery. • Language and vocabulary associated with the narrative type (puzzling, strange, peculiar, baffling, weird, unexplained) • Use of pronouns to create mystery by avoiding and defining characters. • Use of pronoun it to make non-human or mysterious character. • Inverted commas to indicate direct speech. • Accurate punctuation of paused speech. • Brackets, dashes and commas to indicate parenthesis • Expanded noun phrases using modifying adjectives • Modal verbs to indicate degrees of possibility • Changing tense according to the features of the genre	• Considering the consequences of right and wrong behaviour and reflect on their own lives. • Being aware of other cultures, beliefs and traditions of others. • Explore issues of gender roles, race and prejudice • Work in collaboration with cooperation and teamwork throughout discussions. • Appreciation of different experiences, challenges and triumphs people from different cultures face. • Gain the confidence to cope with setbacks and learn from their mistakes.	• To write a mystery and suspense narrative • Identifying the audience and purpose of writing, selecting the appropriate form. • Draft and write by selecting appropriate grammar and vocabulary • Evaluate and edit proposing changes to vocabulary, grammar and punctuation to enhance effect and clarify .meaning. • Proof –read for spelling and punctuation errors. • To write a well-constructed Non-Chronological report about the solar system and answers readers' questions • Draft and write by composing and rehearsing sentences orally • To write a biography

		• Use adverbs to link ideas across a text using cohesive devices such as adverbials. • Select appropriate ways of indicating parenthesis using brackets, dashes and commas • Understand how hyphens can be used to avoid ambiguity • To use semi-colons and colons to mark boundaries between independent clauses • To use a colon to introduce a list and semi-colons within lists • Use of bullet points to lift information • Use of active and passive to affect the presentation of information in a sentence. • Selecting appropriate grammar and vocabulary and understand how such choices can change and enhance meaning. • Consider how authors develop characters and setting in what they have read, listened to or seen performed.		for a space explorer, prioritising information according to importance • To plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar • Draft and write by composing and rehearsing sentences orally • To design and create a persuasive leaflet, understanding the impact or the emotive language and thinks about the response • To plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar • Draft and write by composing and rehearsing sentences orally
MATHS	**Statistics**	• Read and interpret line graphs • Draw line graphs • Use line graphs to solve problems • Circles • Read and interpret pie charts • Pie charts with percentages • Draw pie charts • Calculate the mean	• Children work collaboratively • Gain the confidence to cope with setbacks and learn from their mistakes	• Mental calculation strategies • Quick recall of key facts • Use the formal methods for calculations

	Properties of shape	• Measure with a protractor • Draw lines and angles accurately • Angles on a straight line • Vertically opposite angles • Angles in a triangle • Missing angles • Angles in quadrilaterals • Angles in regular polygons • Draw shapes accurately • Draw nets of 3D shapes • Know the number of vertices, faces and edges of 3D shapes.		• Solve number problems Reasoning

RE	**Easter** **Pentecost** **Baptism & Confirmation** **Celebrating The Life Of Mary And The Saints**	• Know the story of the appearance of the Risen Christ to Thomas • Know that Christians believe in the promise of eternal life. • That some New Testament stories speak about eternal life • Understand that the Baptism and funeral liturgy both recall in a special way the death and Resurrection of Christ • Know that some elements of the story concerning the Coming of the Holy Spirit • Understand why wind, fire and breath are important symbols of the Holy Spirit • Know that the Holy Spirit is given at Baptism and confirmation • Understand the actions, signs and symbols used at Baptism and Confirmation • Know some of the feasts of the Church in honour of the Blessed Virgin Mary. • Know Mary and the Saints enjoy life in heaven	• Consider ways in which people can work to establish harmony in family life and their relationships with others. • To be able to empathise with the thoughts and feelings of others. • To discuss how the Church is multicultural • To understand that other faith communities have a variety of forms of prayer. • To know about some prayer customs around the world. • To understand why prayer is important for people of other faiths. • Working collaboratively with their peers. • Reflecting on the significance of signs and symbols • Encouraging children to respect the right of others to hold different beliefs from their own • Collective worship where children will be given time for personal reflection and prayer • Encouraging the children to reflect on the wonder of the world around them • Show respect for differing opinions • Collaborating with peers	• To identify some thoughts and feelings of Jesus when he was doubted • To identify some symbols of the funeral liturgy • To understand reasons why Thomas doubted Jesus was alive • Describe how the Risrn Christ changed the life of Thomas • To recall some names of the Gifts and Fruits of the Holy Spirit and give reasons for their importance. • To name some symbols of Baptism and Confirmation • To explain the importance of the feasts • To say some of the Church's prayers to honour Mary and the Saints.

PE	**Dodgeball** **Athletics** **Rounder's** **Tennis**	• To know the importance of • strength and flexibility in a broad range of throwing, running and jumping activities • To know how to work collaboratively as part of an athletics team. • To know how to provide effective feedback to others. • To know how to judge performance in an athletics event. • To know different ways to measure performance in athletic events with increasing accuracy. • To know the full set of rules for a game of rounders. • To know the layout of a rounders pitch. • To know a range of tactics for attacking and defending in the role of bowler, batter and fielder • To know advance techniques for performing backhand shots with varying force and position. • To know how to perform a lob. • To be able to use full tennis scoring systems • To know how to work collaboratively in a game of doubles.	• Co-operation, teamwork, competition, rules, self-discipline and fair play. • Individual activities that provide the opportunity for self-reflection, awareness and challenge.	• Become confident and expert in a range of techniques and recognise their success • Apply strength and flexibility to a broad range of throwing, running and jumping activities • Work in collaboration and demonstrate improvement when working with self and others • Accurately and confidently judge across a variety of activities • Apply rounders rules consistently in conditioned games • Play small sided games using standard rounders pitch layout • Use a range of tactics for attacking and defending in the role of bowler, batter and fielder • Develop backhand shots • Introduce the lob • Begin to use full tennis scoring systems • Continue developing doubles play and tactics to improve

ICT	**3D modelling**	• . To recognise that you can work in three dimensions on a computer • To add 3D shapes to a project • To view 3D shapes from different perspectives • To move 3D shapes relative to one another • To identify that digital 3D objects can be modified • To resize an object in three dimensions • To lift/lower 3D objects • To recolour a 3D object • To recognise that objects can be combined in a 3D model • To rotate objects in three dimensions • To duplicate 3D objects • To group 3D objects	• Listen and respond appropriately to the views of others, when working as part of a team.	• To create a 3D model for a given purpose • To accurately size 3D object • To show that placeholders can create holes in 3D objects • To combine a number of 3D objects • To plan my own 3D model • To analyse a 3D model • I can choose objects to use in a 3D model • To combine objects in a design • To create my own digital 3D model • To construct a 3D model based on a design • To explain how my 3D model could be improved
	Sensing	• To create a program to run on a controllable device • To apply my knowledge of programming to a new environment • To test my program on an emulator • To transfer my program to a controllable device • To explain that selection can control the flow of a program • To identify examples of conditions in the real world • To use a variable in an if, then, else statement to select the flow of a program • To determine the flow of a program		• To modify a program to achieve a different outcome • To design a project that uses inputs and outputs on a controllable device • To decide what variables to include in a project • To design the algorithm for my project • To design the program flow for my project • To develop a program to use inputs and outputs on

		using selection • To update a variable with a user input • To use a condition to change a variable • To experiment with different physical inputs • To explain that checking a variable doesn't change its value • To use an conditional statement to compare a variable to a value • To use an operand (e.g. <>=) in an if, then statement • To explain the importance of the order of conditions in else, if statements		a controllable device • To create a program based on my design • To test my program against my design • To use a range of approaches to find and fix bugs
MFL	**French** **What is the date?**	• Remember, recall and spell the seven days of the week. • Remember, recall and spell the twelve months of the year. • Remember, recall and spell numbers 1-31. • Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date. Use their knowledge of the months of the year, numbers 1-31 in order to say when their birthday is.	• Get a sense of fascination about linking their own language to another language and exploring the new words and phrases. • Get excited about learning a new language. • Recognise the importance of learning a MFL from another country to enable them to respect how difficult it is when people visit Britain and try to speak a new language. • Learn to take the risk of making mistakes and appreciating that other pupils are attempting to speak another language.	• Speaking and listening • Exploring patterns Presenting

	School	• Repeat and recognise the vocabulary for school subjects. • Say what subjects they like and dislike at school. • Say why they like/ dislike certain school subjects. • Tell the time (on the hour) in French. • Say what time they study certain subjects at school.		

			• In learning a MFL from another culture pupils begin to appreciate the similarities and differences between France and Britain. •	
Music	Music and Me Create your own music inspired by your identity and women in the music industry Classical The history of music, look back and consolidate your learning, learn some of the language of music	• To know five songs from memory, who sang or wrote them, when they were written and why? • To know the style of the songs and to name other songs from the Units in those styles. • To choose three or four other songs and be able to talk about: • The style indicators of the songs (musical characteristics that give the songs their style) • The lyrics: what the songs are about • Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) • Identify the structure of the songs (intro, verse, chorus etc.) • Name some of the instruments used in the songs • The historical context of the songs. What else was going on at this time, musically and historically? • Know and talk about that fact that we each have a musical identity • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music • How to keep the internal pulse	• Common goal of making music, work together effectively with others and build good relationships • Build self-confidence • Participation in successful public musical performances • Listening, creating or performing music can sometimes be a moving and even spiritual experience. • Reflect on the important effect that music has on people's moods, senses and quality of life. • Encounter music from many cultures and, through their growing knowledge • Understanding music, develops more positive attitudes towards other cultures and societies. •	• To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • Use musical words when talking about the songs. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel, using musical language to describe the music. • Find the pulse • Lead the class by inventing rhythms for others to copy back • Copy back two-note

		• Musical Leadership: creating musical ideas for the group to copy or respond to • To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. • To know about the style of the songs so you can represent the feeling and context to your audience • To choose a song and be able to talk about: • Its main features • Singing in unison, the solo, lead vocal, backing vocals or rapping • To know what the song is about and the meaning of the lyrics • To know and explain the importance of warming up your voice • Different ways of writing music down – e.g., staff notation, symbols • The notes C, D, E, F, G, A, B + C on the treble stave • The instruments they might play or be played in a band or orchestra or by their friends		riffs by ear and with notation • Question and answer using two different notes • To sing in unison and to sing backing vocals. • To demonstrate a good singing posture. • To follow a leader when singing. • To experience rapping and solo singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune'. Play a musical instrument with the correct technique within the context of the Unit song. • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song.

				• To listen to and follow musical instructions from a leader. • To lead a rehearsal session.

Year 6 - Explorers

This half term I will learn the following skills and knowledge:

Geography	History
Knowledge To know where the main shuttle launch sites are around the world. To know human and physical geography of the launch areas. To know that there are different time zones around the world. To know what the Prime/Greenwich Meridian and time zones are. To know the position and significance of Latitude, Longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	**Knowledge** To recall some key events in the history of space exploration. To know some of the key figures in space exploration. To know why space exploration is important. To know the dangers and failures of space travel – Apollo 12, 13, Challenger, Columbia and Space Station Mir. To know there are different scientific and religious view points on space travel.
Skills To research the similarities and differences of the planets in the solar system. To plot the launch sites on a world map. To use atlases and Google Earth to locate countries. To research the human features (types of land, economic activity) of the launch sites. To research the physical geography (climate zones, biomes, rivers, mountains and volcanoes) of the launch sites. To compare the similarities and differences of the launch sites. To identify and explain the significance of the invisible lines of the world. To be able to convert between time zones.	**Skills** To place key space exploration events in chronological order. To research an important space explorer using a range of sources and present findings. To create thoughtful and purposeful questions to enable writing an astronaut diary. To debate whether we should spend money on space travel or world poverty. To research the dangers and failures of space travel. To explain the different viewpoints of Science and Religion on space travel.
Art	**Technology**
Knowledge To know the design specification for an effective logo. To know the symbolism and reason behind the various NASA mission badges. To know how to blend and shade using a range of media. To know how to use papier mache to create 3D objects.	**Knowledge** To know the principals of a healthy and varied diet. To know how to confidently follow a recipe. To know how food is prepared and stored in Space. To know how to scale down. To know how Green Screen works. To know how stop frame animation works.
Skills To evaluate existing NASA badges. To sketch and design my own space mission badge using a given design brief. To use a variety of techniques to add effects such as reflection, sunlight and shadows. To select and apply different methods to apply colour using a variety of different tool and techniques. To use sketchbooks to collect and develop ideas. To respond to advice from others to improve design ideas.	**Skills** To write a step by step recipe. To prepare a healthy meal for an astronaut. To make, decorate and present the food product appropriately for the intended user and purpose. To create a scale size model of a planet. To design and sketch initial ideas for a model planet. To select appropriate materials to use. To select appropriate tools for shaping, joining and finishing a model planet. To create a news broadcast using Green Screen techniques. To select, use and combine a variety of software on a range of devices.

Year 6 - Save our Planet! Take Action!

This half term I will learn the following skills and knowledge:

Geography	History
Knowledge To know ways in which communities around the world are being affected by climate change. To name some of the places around the world being affected by climate change. To identify how people and countries contribute to climate change through CO2 emissions. To know the problems communities faced by the flooding in Bangladesh. To understand what a carbon footprint is.	**Knowledge** To know some key figures that have campaigned and impacted upon Climate change. To know the key dates and events of Fair-trade. To know the history of Fair-trade and how it has impacted upon our planet. To know the names of some world leaders. To know some actions that could be taken by individuals and world leaders to combat change.
Skills To describe how locations around the world are changing and explain some of the reasons for the change. To describe geographical diversity around the world. To explain ways in which communities around the world are being affected by climate change. To explain how people and countries contribute to climate change through CO2 emissions. To describe what a carbon footprint is. To describe some ways in which communities around the world are adapting to the effects of climate change.	**Skills** To research key figures who have impacted on climate change. To compare some key figures and how they have impacted on climate change. To debate which key figure has had most the impact on climate change. To place the history of Fair-trade on a timeline. To explain the history of Fair-trade and how this has impacted our planet. To identify some human and world leader action that could contribute to climate change.
Art	**Technology**
Knowledge To know who Roald Bradstock is. To know Roald Bradstock's style of art. To know how paintings are composed and the vocabulary used when discussing composition. To know what the terms foreground, middle ground, background mean.	**Knowledge** To know the importance of reusing and recycling different materials. To know what a stem, satin, chain and lazy daisy stitch are and the techniques needed for each one. To know how to use sewing equipment safely. To use the correct technical vocabulary.
Skills To study the position of bodies and facial expressions. To observe the effect of light on objects and people from different directions. To know how an image reflects a time and place. To produce increasingly accurate drawings of people. To use a variety of techniques to add interesting effects. To work on a sustained piece of work and review and refine to improve.	**Skills** To research a product. To design, make and evaluate a recycled item. To stitch using a stem, satin, chain or lazy daisy stitch. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Consider the views of others to improve their work. Compare the final product to the original design specification.

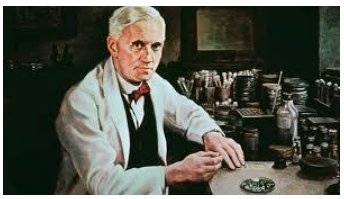
Year 6 Knowledge Organiser

Light

In this unit, children will learn the following knowledge and skills

Science	
Knowledge	**Skills**
To know parts of the human eye.	To label parts of the human eye.
To know that light travels in straight lines.	To explain that light travels in straight lines.
To know that objects are seen because they give out or reflect light into the eye.	To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
To know how light is reflected.	To measure the angle of incidence.
To know how mirrors reflect light.	To explain how a periscope allows you to see objects you would not usually be able to see.
To know refraction alters the direction of light.	To investigate the effects of refraction.
To understand how a prism affects a ray of light.	To investigate how a prism changes a ray of light to show the spectrum.
To know that Isaac Newton discovered prisms altering light.	To describe what Isaac Newton discovered.
To know how light enables us to see colours.	To investigate and understand how light enables us to see colours.
To know how shadows are formed.	To explain why shadows are the same shape as the object that casts them.

Year 6 - Scientists & Inventors



This half term I will learn the following skills and knowledge:

Science	
Knowledge	**Skills**
• To know who Stephen Hawking is. • To know Stephen Hawking's theories about black holes. • To know who Libbie Hyman is. • To understand Libbie Hyman's work about classification. • To know who Marie Maynard Daly is. • To know how diet affects the way the body functions. • To know Alexander Fleming discovered penicillin. • To know about Mary Leakey and her work about fossils. • To know Dr Daniel Hale Williams' accomplishments. • To understand how Steve Jobs used electronics to design computers.	• To share facts about Stephen Hawking's life. • To investigate Stephen Hawking's theories of black holes. • To describe Libbie Hyman's life and her work on invertebrates. • To classify and describe the characteristics of invertebrates. • To describe some of Marie Maynard Daly's work. • To identify the positive and negative effects that different foods have on my body. • To explain where food comes from. • To explain how cholesterol affects the body. • To answer questions about the effects of penicillin using a scatter graph. • To describe the evolution of humans. • To describe what the fossils found by Mary Leaky tell us about human evolution. • To label the main parts of the heart. • To explain the basic functions of the heart. • To build a simple circuit. • To recognise symbols to represent some components used to make computer.