St Benedict's Catholic Academy
Curriculum Information
Year 6
Spring 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	**Different types of texts** **How to organise writing** **Using a range of sentences** **A range of higher level punctuation to ensure sentences are effective and used for purpose. These include colons, semi-colons, brackets, dashes and hyphens.** **Determiners, prepositions, conjunctions, adverbials, parenthesis and commas for clarity.** **Tense types** **Dialogue** **Formal/informal tone** **Spellings patterns**	• Select appropriate grammar and vocabulary when writing • Use paragraphs appropriately depending on the style of the text • Write for different purposes and audiences • Use simple, compound and complex sentences to ensure writing is effective • Using commas in a variety of ways • Use higher level punctuation to add detail • Use knowledge of morphology and etymology in spelling • Use a dictionary/spellchecker to check spellings when unsure • Proofread/edit and re-draft work • Participate in discussions about books providing reasoned justifications for their views • Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet • Use a text to make predictions and inferences based on what has been read • Ask questions to improve their understanding. • Answer questions to improve their understanding. • Use evidence to justify their views and opinions.	• Work collaboratively to create pieces of drama • Mutual respect when listening to other people's pieces of writing and their views on different texts	• Identifying spelling patterns • Compose their own pieces • Organise writing using appropriate features • Inference and deduction. • Proofreading, editing and re-drafting work to check for sense and enhance meaning.

	Reading for a range of purposes	• Identify and discuss themes and conventions across a wide range of writing • Discuss and evaluate author's use of language considering the impact on the reader		
MATHS	**Ratio** **Algebra** **Decimals** **Fractions, Decimals and Percentages** **Area, Perimeter and Volume** **Statistics**	• Use ratio language and symbol • Find ratios • Use scale factors • Solve ratio and proportion problems • Find a rule. • Form expressions and equations. • Substitute values • Use formulae • Solve 1 and 2 step equations • Find pairs of values • Solve problems with 2 unknowns • Round decimals to the nearest whole number, 1dp, 2dp etc. • Add and subtract decimals • Multiply and divide by 10, 100 and 1000. • Multiply and divide decimals by integers • Convert fractions to decimals. • Find percentages of amounts. • Find equivalent fractions, decimals and percentages. • Order fractions, decimals and percentages • Find area and perimeter of shapes including triangles and parallelograms • Find volumes by counting and using formula • Interpret and draw line graphs, dual bar charts • Read, interpret and draw pie charts • Find the mean of a set of data	• 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 • Solve number problems • Reasoning • Find area, perimeter and volume • Interpret and represent data
RE	**Confirmation** **Lent** **Holy Week**	• Know the fruits and gifts of the Holy Spirit. • Demonstrate the importance of their lives as Christians. • Know about the Church's customs for the season of Lent.	• Reflect on own lives and how children can be more like Jesus • Developing an awareness of a sense of God and the way God acts in our lives	• Group work • Discussion • Thinking skills • Empathetic writing • Critical thinking • Interpreting symbolism

		• Understand some reasons why Jesus spoke of prayer, fasting and almsgiving being important and be able to think about applying these in their own lives. • Know the story of the Passion of Jesus. • Know that Jesus was a suffering servant.		• Sequencing skills
PE	**Tag Rugby** **Basketball** **Table Tennis**	• Run, jump and catch in isolation and combination • Show confidence in using ball skills in various ways and link these together effectively e.g. dribbling, bouncing, kicking • Keep possession of balls during games situations • Know the basic principles of defending and attacking during team games • Know the main rules for competitive team games • Play competitive games showing an understanding of tactics • Know the effect exercise has on the body	• Co-operation, teamwork, competition, rules, self-discipline and fair play. • Individual activities that provide the opportunity for self-reflection, awareness and challenge.	• Pass the ball accurately to another player • Catch the ball accurately • Dribbling • Tactical awareness
ICT	**Online Safety** **Programming**	• Define a variable as something that is changing • Explain what a variable is used in a program • Choose how to improve a game using variables • Design a project that builds on a given example • Use my design to create a project • Evaluate my project • Describe common systems that regulate age-related content and describe their purpose • Recognise and discuss the pressures that technology place on someone and how/when they could manage this.	• Listen and respond appropriately to the views of others, when working as part of a team.	• Researching and note taking • Discuss and reflect critically • Working as part of a group
MFL	**French**	• To know basic classroom instructions • To know the names of classroom objects • To know the vocabulary for school uniform	• Get a sense of fascination about linking their own language to another language	• Listen attentively to spoken language and show understanding by joining in and responding.

		• To know how to use time to use a timetable • To know the vocabulary to describe the people in your family • To know how to express quantity • To know the vocabulary of a house - the things we do at home using verbs	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. • In learning a MFL from another culture pupils begin to appreciate the similarities and differences between France and Britain.	• Explore the patterns and sounds of language through songs, rhymes and link the spellings, sound and meaning of words. • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • Speak sentences, use familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation so that others understand when they ate reading aloud or using familiar words or phrases. • Present information orally to a range of audiences. • Read carefully and show understanding of words, phrases and simple writing. • Appreciate stories, songs, poems and in the language. • Use a dictionary to find the meaning of new words. • Adapt these to create new sentences, to express ideas clearly.

Year 6 Yes Minister

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

Geography

Knowledge

To know and use parliamentary terms and vocabulary accurately.
To know that different forms of governments exist across the world. e.g. democracy, dictatorship, monarchy
To know what a constituency is.
To know and understand the role of an MP.
To know how the UK's voting system works.
To know the context of a particular location's political stance.
To know key aspects of human geography including settlements, land use and economic activity.

Skills

To use world maps to locate different types of governments throughout the world.
To use different sources of research to find out about parliament.
To locate constituencies within the UK.
To collect and analyse statistics and other information to draw conclusions about other locations.
To understand the difference between different political parties in the UK.
To explore the political party map from the last UK general election.
To describe the impact of BREXIT and the current state of the UK's political position in the EU.
To identify environmental and other key issues within the local area.
To describe and understand the difference between rules and laws and how they are made and enforced.

History

Knowledge

To understand there are different types of leaders in government.
To recognise major political movements in history.
To know the difference between a suffragette and suffragist.
To know the origins of the parliamentary system.
To know who Guy Fawkes is and what he set out to achieve.
To know key facts about the Gunpowder plot.
To know that our knowledge of the past is constructed from a range of sources.

Skills

To describe a political leader and their ability to lead their country.
To present information about how rights for women changed as a result of the suffragette movement.
To compare and contrast the actions of the suffragettes and suffragists.
To evaluate primary and secondary sources to find out about Guy Fawkes and the Gunpowder plot.
To seek out and analyse a wide range of evidence in order to justify claims about the past.
To formulate a political party and create a manifesto.

Art

Knowledge

To know how paintings are composed and the vocabulary used when discussing composition i.e. foreground, middle ground, background
To know who Sylvia Pankhurst is and her style of art.
To know Pankhurst's artistic influences
To know what is meant by perspective and proportion
To know what is meant by composition

Skills

To define the role of Sylvia Pankhurst's women at work.
To critique a piece of art.
To develop ideas using a sketchbook
To create imaginative work from a political theme.
To use appropriate brush strokes when painting a watercolour piece.
To blend water and colour for effect.
To observe the effect of light on objects and people from different directions.
To begin to develop an awareness of composition, scale and proportion.
To produce increasingly accurate drawings of people and in particular faces.
To use a variety of techniques to add interesting effects
To work on a sustained piece of work and review and refine to improve.

Technology

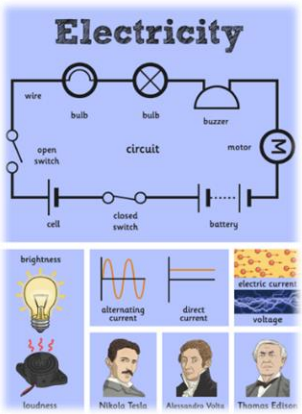
Knowledge

To know about the current reconstruction of Big Ben and the Houses of Parliament in London.
To name some famous structures (monuments) in the UK.
To know and use technical vocabulary such as reinforce, stability, join, frame and temporary.
To know what structures are and how they can be made stronger, stiffer and more stable.

Skills

To research existing structures (monuments) in the UK.
To design, make and evaluate a model monument for Riversley Park for the pleasure of its users.
To carry out research into user needs using surveys, interviews and questionnaires.
To develop an idea taking account of constraints including time, resources and cost and communicate their idea through annotated sketches.
To formulate a clear plan including a step by step lists of what needs to be done and the resources to be used.
To competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks.
To use finishing and decorative techniques suitable for the product they are designing and making
To critically evaluate their product against their design specification.

Year 6 Electricity



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

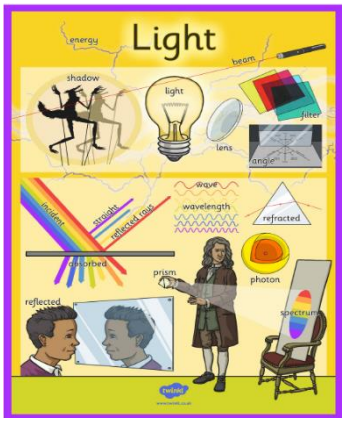
Science	
Knowledge	**Skills**
To recognise major discoveries in electricity. To recall what symbols represent in a circuit. To understand how to manipulate the function of components in a circuit. To understand how differing volts affect a circuit. To know the roles of different variables in a scientific experiment.	To describe advances in electricity. To use recognised symbols when representing a simple circuit. To observe the effects of differing volts in a circuit. To explain the effects of differing volts in a circuit. To plan an investigation into how components function. To make a scientific prediction and scientific observations. To record data and report my findings.

Year 6 Greece Lightning

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

Geography	History
Knowledge To understand how the physical features of Ancient Greece influenced the civilisation that developed there. To know what attracts people to visit a particular country and why.	**Knowledge** To know where the Ancient Greek civilisation fits on a timeline. To know key dates relating to the Ancient Greece civilisation. To know and use correct terminology to describe events in the past. To know what life was like in Ancient Greece. To know why there was conflict between two civilisations in Ancient Greece e.g. Athens and Sparta. To know about events in the past and how they influence life today.
Skills To locate Greece on a world map. To recognise the physical features of Ancient Greece. To research the importance of the tourism industry in modern Greece.	**Skills** To generate questions to find out about events in the past. To select suitable sources to develop ideas about life in past civilisations. To explore the conflict between two civilisations in Ancient Greece e.g. Athens and Sparta. To recall similarities between the ancient and modern Olympic games. To present information and ideas in different ways.
Art	**Technology**
Knowledge To know who Henri Matisse is and the style of art he is famous for. To know Matisse's artistic influences. To know the historical and cultural development of various art forms. To know the differences between modern and classic art. To know how artists can use different starting points for their art including myths and legends. To name different types of paint and know their properties.	**Knowledge** To know about constructions from the past and their purpose e.g. Trojan Horse of Ancient Greece. To know and use technical vocabulary such as reinforce, stability, join, frame and temporary. To know how structures can be made stronger, stiffer and more stable. To know how to make a structure that can move on wheels. To distinguish between fixed and freely moving axles.
Skills To evaluate Henri Matisse's 'The Fall of Icarus' using the language of art. To develop ideas using a sketchbook. To explore printing with a range of materials. To use printing to create different textural effects. To overlay prints with other media to create texture. To use a graphics package to import, create or manipulate images.	**Skills** To design, make and evaluate a model Trojan Horse. To develop an idea through annotated sketches. To formulate a clear plan including step by step instructions and lists of resources to be used. To competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. To strengthen and reinforce a 3D framework. To explore and use wheels, axles and axle holders. To use finishing and decorative techniques suitable for the product they are designing and making. To critically evaluate their product against their design specification.

Year 6 Light



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

Science	
Knowledge	**Skills**
To know how we use light to see. To know that all objects reflect light. To know mirrors reflect light and how they help us to see objects. To know refraction changes the direction in which light travels. To know why shadows have the same shape as the object that casts them.	To explain how light travels and how it enables us to see. To investigate refraction. To investigate how light enables us to see colours. To explore how shadows are formed and how they change size. To make predictions, observations and draw conclusions using scientific language.