St Mary's

Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum Year 6 Summer 2 Body health	
End Points	By the end of Summer Term 2 the children will have grappled with a range of problem-solving tasks in Maths. In English they will have written a narrative that incorporates descriptions and a biography. In Geography, pupils will have undertaken an independent fieldwork enquiry which will see them build skills in collecting and using data to answer questions. In science the children will have learnt about making healthy life choices. In computing, pupils will know how to create a quiz that is suitable for a particular audience. They will have an understanding of different types of questions that can be used. In PE, pupils will refine knowledge of what it means to attack and defend. They will also gain knowledge of the consequences of mistimed or rushed tackles. In music, pupils will compose and perform a short song on the theme of Leavers. In Design and Technology, pupils will recall and describe the name and use of key tools used in Tinkercad (CAD) software and will know some key industries that use 3D CAD modelling. In French the children will continue with their work on the topic of Au café. They will learn how to order a meal and drink and will be able to plan, write and perform a café role-play.
Religious Education **Called to Serve**	In this topic the children will learn that they are called to serve God by loving one another. They will reflect on their own calling to follow Jesus and explore how they can use their gifts in the service of God and other people. The

	children will learn about the Sacrament of Confirmation and how the gifts of the Holy Spirit are given through it. They will explore how Marriage and Holy Orders are ways through which people can serve God. They will: • be aware of Jesus' teaching and example of service and know how we should try to be like him • recognise that God has given all of us gifts and talents to use in the service of him and his people • be aware of the gifts of the Holy Spirit • understand that we receive these gifts in the Sacrament of Confirmation ▪ know and reflect on some of the different ways we can serve God ▪ know and think about the Sacraments of Marriage and Holy Orders	
English	**Talk 4 Writing genres:** **Writing:** Biographical recount Descriptive narrative (Road's End) **Poetry;** Memories	**(Class Read for pleasure Text: Journey to Jo'burg** Pig-heart boy Marius the giraffe killed at Copenhagen zoo. Evolution Revolution Song Lyrics – Ed Sheeran (What do I know) Visual comprehension – The Underground City Progress Check 3: Charles Darwin: history's most famous biologist
English - Reading Comprehension Skills/Word Reading	To use details from the text and background knowledge to make judgements. To recall key details from the text To understand the meaning of words in context.	
English- Spoken Language Skills	To give well-structured descriptions, explanations, presentations and narratives for different purposes, including expressing feelings. To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).	

English - Handwriting Skills	To write fluently, legibly and with increasing speed by choosing which shape of a letter to use when given choices and choosing the writing implement that is best suited for a task. To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).
English - Writing Spelling Skills	To spell words ending in -ible/ibly – possible/possibly To spell all the year 5/6 statutory words correctly
English - Writing Composition Skills	To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To use a wide range of devices to build cohesion within and across paragraphs. To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc).
English - Writing VGP Skills	To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural
Mathematics Skills Problem Solving **Including any small steps missed during revision**	**Number** - addition, subtraction, multiplication and division solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why **Number** - addition, subtraction, multiplication and division use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy **Number** - addition, subtraction, multiplication and division use their knowledge of the order of operations to carry out calculations involving the four operations **Number** - addition, subtraction, multiplication and division solve problems involving addition, subtraction, multiplication and division **Number** - fractions (including decimals and percentages) recall and use equivalences between simple fractions, decimals and percentages, including in different contexts **Ratio and proportion**

	solve problems involving unequal sharing and grouping using knowledge of fractions and multiples **Ratio and proportion** solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts **Measurement** use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places **Geometry** - position and direction describe positions on the full coordinate grid (all four quadrants) **Geometry** - properties of shapes solve problems using the angle sum of triangles and quadrilaterals, angles on a straight line or at a point, and vertically opposite angles
Science Knowledge Body Health	• recognise the impact of diet, exercise, drugs and lifestyle on the way their body functions
Working Scientifically	• Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. • Identifying scientific evidence that has been used to support or refute ideas or arguments.
Computing Knowledge Purple Mash Unit Quizzing	• To use Purple Mash software 2DIY and 2Quiz to create a range of quizzes to meet the needs of a range of audiences.

Computing Skills	- To create a picture-based quiz for young children. - To learn how to use the question types within 2Quiz. - To explore the grammar quizzes. - To make a quiz that requires the player to search a database. - To make a quiz to test your teachers or parents.
PE Knowledge	**Football** - What the consequences in a game of rushing into a tackle or miss-timing a tackle - How different attacking tactics can be applied during a game to create shooting opportunities - How different defending tactics can be applied during a game to prevent attacking opportunities. - How to manage our team selecting players to play in certain positions and understand what skills and attributes are required to be successful in these positions.
PE Skills	**Football** - Consolidate keeping possession, develop officiating - Consolidate defending - Organise formations and mange teams - Organise formations decide tactics, manage teams and officiate games
Music Knowledge and Skills Unit: Composing and performing a leavers' song	- To know that a chord progression is a sequence of chords that repeats throughout a song. - To know that a melody can be adapted by changing its dynamics, pitch or tempo. - To know that chord progressions are represented in music by Roman numerals.

French Knowledge KS2 only	- Join in with food related songs in French and identify familiar language. - Design and create a menu using bilingual dictionaries. - Learn how to order food and drink from a French café/restaurant. - Design and label an ice-cream sundae. - Read the story 'Berthe va au restaurant'. Read aloud and show understanding. - Read, listen and show understanding of a dialogue between a waiter and customer in a café. - Adapt the dialogue to write a role-play in a café. - Learn, rehearse and perform role-plays.
French Skills KS2 only	- Listen and understand the main points and some detail from spoken material. - Engage in a short conversation. - Vary language and produce extended responses. - Adapt intonation to mark questions and exclamations. - Manipulate language to present ideas. - Present without prompts to a group of people. - Read and understand the main points from written material. - Use a range of strategies to determine the meaning of words (links with known language, cognates, etymology, context). - Use a bilingual dictionary to find the meaning of unfamiliar words and phrases in French and English. - Read and pronounce words accurately using knowledge of letter string wounds to support. - Replace vocabulary in sentences to create new sentences with understandable accuracy. - Understand the gist of an unfamiliar story and songs and sing/read aloud. - Use a dictionary/word bank to independently look up whether nouns are masculine or feminine. - Understand and use a wider variety of verbs. - Use qualifiers to reinforce adjectives. - Understand and use the 3rd person. (He/she likes. He/she ate).

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	National Curriculum End of key Stage 2 Pupils should be able to:	Progression Statements Taken from Schemes of Work e.g. Kapow
Geography Knowledge **Can I carry out an Independent Fieldwork enquiry?**	**Locational Knowledge:** • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time **Human and Physical:** • describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	• To know the name of many countries and major cities in Europe and North and South America. • To know the name of many cities in the UK. • To confidently name the twelve geographical regions of the UK. • To know some positive impacts of humans on the environment. • To know some negative impacts of humans on the environment. • To know that contours on a map show height and slope. • To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. • To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. • To be aware of some issues in the local area. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods.
Geography Skills		• Locating major cities of the countries studied.

Geographical skills and Fieldwork:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

- Locating some key physical features in countries studied on a map.
- Locating key human features in countries studied.
- Locating many cities in the UK.
- Confidently locating the twelve geographical regions of the UK.
- Identifying key physical and human characteristics of the geographical regions in the UK.
- Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change.
- Recognising geographical issues affecting people in different places and environments.
- Describing and explaining how humans can impact the environment both positively and negatively, using examples.
- Confidently using and understanding maps at more than one scale.
- Using atlases, maps, globes and digital mapping to locate countries studied.
- Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.
- Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution).

- Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.
- Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each.
- Selecting a map for a specific purpose.
- Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.
- Accurately using four and six-figure grid references to locate features on a map in regions studied.
- Confidently locating features using the 8 points of a compass.
- Following a short pre-prepared route on an OS map.
- Identifying the eight compass points on an OS map.
- Developing their own enquiry questions.
- Choosing the best approach to answering an enquiry question.
- Making sketch maps of areas studied including labels and keys where necessary.
- Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.
- Selecting appropriate methods for data collection.
- Designing interviews/questionnaires to collect qualitative data.
- Beginning to use standard field sampling techniques appropriately.

		• Using GIS (Geographical Information Systems) to plot data sets. • Using a simplified Likert Scale to record their judgements of environmental quality. • Conducting interviews/questionnaires to collect qualitative data. • Interpreting and using real-time/live data. • Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. • Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings • Evaluating evidence collected and suggesting ways to improve this.
D & T **Digital World –** **Navigating the** **World** **Knowledge**	• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams,	Technical • To know that accelerometers can detect movement • To understand that sensors can be useful in products as they mean the product can function without human input Additional • To know that designers write design briefs and develop design criteria to enable them to fulfil a client's request • To know that 'multifunctional' means an object or product has more than one function

	prototypes, pattern pieces and computer- aided design. • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Apply their understanding of computing to program, monitor and control their products.	• To know that magnetometers are devices that measure the Earth's magnetic field to determine which direction you are facing
D & T **Skills**		• Writing a design brief from information submitted by a client • Developing design criteria to fulfil the client's request • Considering and suggesting additional functions for my navigation tool • Developing a product idea through annotated sketches • Placing and manoeuvring 3D objects, using CAD • Changing the properties of, or combine one or more 3D objects, using CAD • Considering materials and their functional properties, especially those that are sustainable and recyclable (for example, cork and bamboo) • Explaining material choices and why they were chosen as part of a product concept • Programming an N,E, S,W cardinal compass • Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool • Developing an awareness of sustainable design • Identifying key industries that utilise 3D CAD modelling and explain why • Describing how the product concept fits the client's request and how it will benefit the customers • Explaining the key functions in my program, including any additions

		• Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool • Explaining the key functions and features of my navigation tool to the client as part of a product concept pitch • Demonstrating a functional program as part of a product concept
RHE/PHSE/SMSC (Relationships and Health Education)	**RHE Module 2 : Created to Love Others** • That God calls us to love others **Keeping Safe** • Types of abuse – to be introduced to the different types of abuse and the concept of rights • Impacted Lifestyles – how your lifestyle choices affect your health • Making good choices – to cope with pressurising situations and make good choices • Giving assistance – to equip children with some basic first aid	
Mental Health and Wellbeing Safeguarding Curriculum Links	We are learning how to set goals. Safe Guarding links Catholic social teaching PHSE: Changes Transition days at High school Top up swimming- water safety Keeping safe assemblies Healthy Diet	

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