

# 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 Autumn 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.

### Our Topics are:

**Loving-** We will be exploring the concept of unconditional love.

**Vocation-** We will be developing understanding of the vocation of a Priest.

**Expectations-** We will be deepening understanding of Advent and the expectations leading to the birth of Jesus.

**Judaism and Hinduism-** We will explore the festivals celebrated.

### **In English we will be:**

- Reading 'Locomotion' and 'Stay where you are and leave' exploring the issues raised in the books through drama and writing.
- Making cross-curricular links with our curriculum.
- **Reading with fluency and confidence.**
- Checking that text makes sense and asking questions to clarify understanding.
- Empathising with characters in our reading.
- Predicting what might happen from implied meanings.
- Evaluating how authors use figurative language and the effects it creates.
- Identifying and comparing themes used in poetry.
- Role-playing scenarios from our books and performing poetry.
- Creating freeze-frames to depict thoughts and feelings.
- Trying out others' ideas and giving helpful feedback.
- Writing for a range of purposes including poetry, letters, recount, biography and non-chronological reports.
- Describing characters and setting.
- Using different layouts to organise writing.
- **Proof reading for spelling, punctuation and grammatical errors.**
- **Consolidating our use of capital letters, full stops, question marks and apostrophes.**
- Spelling homophones correctly.
- **Writing legibly and using letters of an appropriate size.**

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

- **Reading, writing and ordering numbers to 10,000,000.**
- Rounding numbers to any degree of accuracy.
- **Knowing the value of each digit to 3 decimal places.**
- **Rapid recall of all times tables.**
- **Using estimation to check answers.**
- Solving multi step problems.
- Using long and short methods of multiplication with numbers up to four digits.
- Calculating differences between negative numbers.
- Comparing fractions with different denominators.
- **Finding fractions of amounts and simplifying fractions.**
- Adding and subtracting fractions with different denominators.
- Multiplying and dividing fractions by whole numbers.
- Using pictorial representation to understand and explain calculations.
- Using a variety of methods to show our understanding of number including 'active maths'.

### **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.**

#### Light and shadows

- Recognising that light appears to travel in straight lines.
- Using the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- Explaining that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
- Using the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

## Electricity

- Associating the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Comparing and giving reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
- Using recognised symbols when representing a simple circuit in a diagram.

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

### Make a text-based adventure game

- Explore text based programming – python and trinket
- **Design, write and debug programs that accomplish specific goals.**
- Use sequence, selection and repetition in programs; work with variables and various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Use ICT to research new information, make cross-curricular links and present information in a variety of ways.

## **In Geography we are learning to:**

- **Locate the world's countries using maps, interpret a range of sources of geographical information including maps and globes.**
- Understand the processes that give rise to key physical and human features of the world (trade links, climate zones etc)
- Focus on North America- environmental regions, key physical and human (PSHE) characteristics, countries, states and major cities.
- Introduce precise geographical words.
- Identify the position/significance of latitude/longitude, the equator.
- Describe and make links between places and features.

## **In History we are learning to:**

- Find out and place events, people into correct periods of time.
- Use dates and vocabulary to describe the passing of time.
- Know about cultural diversity.
- Identify and describe reasons for historical events.
- Make links between the main events and changes within periods.
- **Ask and answer questions.**
- Select and record information relevant to the focus from a variety of sources.
- Communicate knowledge and understanding of history.

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

- Considering famous artists use of colour.
- Using texture, tone and shape to create new effects.
- **Discussing our own and famous artists' work, drawing comparisons and reflecting on creations.**
- Developing the experience of embellishing.

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

- Using tools safely and accurately.
- Planning the order of work and developing a design specification.
- Constructing products using permanent joining techniques.
- Pinning, sewing and stitching materials together to create a product.
- **Making modifications as we go along.**
- Evaluating against the original criteria and suggest ways to improve.

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

- To perform confidently as a soloist or part of a group from memory.
- **To play a variety of tuned and untuned instruments with increased control, using tempo for mood effects.**
- To play a rhythmic pattern on tuned/untuned instruments using a variety of music notations.
- To compose a piece of music containing two or more rhythmic or melodic parts.
- To evaluate and improve a piece of work and make suggestions to others.
- Sing in harmony, in tune and with expression.

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

Dance

- **Perform to an accompaniment communicating individually, with a partner or in a group.**
- Comment on what works well, explaining why.
- Describe how dance contributes to fitness and wellbeing.
- Recognise how costume, music and set can help to improve a dance performance.
- Combine and perform skills with control.

Games

- Perform skills with greater speed.
- **Choose when to pass or keep possession and make progress towards a goal.**
- Choose and use different formations to suit the game.
- Know the importance of being fit.

**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 their opinions.

**In PSHE we will be:**

- Establishing 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.
- Making cross-curricular links across our curriculum.