

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 Spring 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:

Sources- We will explore a wide variety of books and the purpose for which they were written. We will reveal the Bible as the story of God's love, told by the people of God.

Unity- We will explore what nourishes and what spoils friendship and unity. We will reveal how the Eucharist challenges and enables the Christian family to live and grow in communion every day.

Death and New Life- We will explore how loss and death bring about change for people and reveal how the Church's seasons of Lent, Holy week and Easter; the suffering, death and resurrection of Jesus led to new life.

In English we will be:

- Reading 'floodland' and using the text to explore the changes to our World.
- Exploring characters and adopting their use of Standard and Non-standard language in role-play.
- Making cross-curricular links with our curriculum.
- Reading aloud using a range of strategies.
- **Consolidating our understanding of complex texts and deciphering the meaning of words.**
- **Explaining our understanding of the text by making references to what the writer has written.**
- Using knowledge of text types, forms and styles to inform writing.
- Planning and writing for a clear audience and purpose.
- Developing thoughtful, lively and interesting writing through the use of openings and word choices.
- **Selecting the parts of writing that need to be developed in detail.**
- Using formal and informal structures and styles appropriate for the reader.
- **Affecting the emotions of the reader at points in the text.**
- Using speech to advance action and using reported speech accurately.
- **Proof reading writing for grammar, punctuation and grammar errors.**
- **Using a range of devices for cohesion across a text.**
- **Using punctuation consistently, especially to indicate speech.**
- Using more than one subordinate clause in a complex sentence.
- Using semi- colons accurately.

In Maths we will be working on:

- Solving problems that involve converting between units of time.
- Converting related units of measure from smaller to larger and vice versa.
- Comparing and classifying geometric shapes based on their properties and sizes.
- Finding unknown angles in triangles, quadrilaterals and polygons.
- **Solving multi-step problems by identifying steps needed.**
- Recalling the facts that allow us to identify factors, multiples and prime numbers.
- **Using long division to divide numbers with up to 4 digits.**
- Knowing how and when to calculate the mean of a set of data.
- Constructing, interpreting and solving problems involving pie charts and line graphs.
- Describing positions on the full coordinate grid.
- Translating and reflecting shapes using all four quadrants.
- Using simple formulae expressed in words.
- Reducing ratios to the simplest forms.
- Solving simple problems involving the calculation of percentages.
- **Multiplying one digit numbers with up to two decimal places by whole numbers.**
- Multiplying pairs of fractions and writing the answer in its simplest form.

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.**

Evolution and Inheritance

- Recognising that all living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognising that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Interdependence and Adaptation

- Identifying how plants and animals are adapted to their environment in different ways.
- Describing how living things are classified into plants and animals and giving reasons for classification.
- Describing ways in which nutrients and water are transported within animals, including humans.

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:

- Recognise the physical geography of mountains, coasts, volcanoes and earthquakes.
- **Use atlases to describe different features.**
- Understand the processes that give rise to key physical and human features of the world.
- Describe and make links between places and features.
- Describe and understand key aspects of earthquakes.

Our History teaching will be closely linked to Geography and will focus on historical changes to environment over time.

In Art we will be working on:

- **Developing the consideration of colour for purpose.**
- Developing the concept of one and introducing the concept of two point perspective.
- Developing an awareness of how paintings are created through composition.
- **Developing an awareness of composition, scale and proportion in artwork.**
- Improving mastery of art and design techniques with a range of materials.
- Discussing our own and famous artists' work, drawing comparisons and reflecting on own creations.
- Developing control and experimenting with particular qualities of tone, shades, hue and mood.

In Design and Technology we will be working on:

- Working collaboratively on a larger scale.
- Producing increasingly detailed preparatory sketches.
- **Making imaginative use of knowledge of tools, techniques and materials to express ideas and feelings.**
- Identifying suitable equipment and material to convey ideas.
- Developing the experience of embellishing.

In Music we will be learning to:

- Perform significant parts from memory.
- Organise musical ideas into a musical style.
- Perform and direct a short performance effectively.
- Analyse the genre, style, time and place of a piece of music using musical vocabulary.
- Compare composers and music from a variety of eras, genres/styles and cultures.
- Record music to evaluate and improve.
- **Play a rhythmic pattern on tuned and untuned instruments.**
- **Use informal notation to represent composition.**

In P.E we will be learning to:

Perform Gymnastics

- **Perform fluently and with control, even when performing difficult combinations.**
- Work well with a partner or small group.
- Make up longer sequences and perform them with fluency and clarity of movement.
- Vary direction, levels and pathways, to improve the look of a sequence.
- **Use planned variations and contrasts in actions and speed in sequences.**
- Understand what it is important to include in a warm up for gymnastic activity.

- Recognise that a cool down is important.
- Understand how gymnastic activity helps overall health.
- Watch performances and use criteria to make judgements and suggest improvements.
- Explain how a sequence is formed, using appropriate terminology to describe technique and composition.
- Comment on what works well, explaining why.

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:

- Consistently reinforcing the rules and standards for our classroom.
- Revisiting our understanding of the key messages of the school's mission statement.
- Working on the attributes and dispositions identified as being appropriate for Year Six pupils – these will be ongoing throughout the year and will be revisited and reinforced constantly.
- Exploring how we keep ourselves safe.