

St Francis RC Primary School Curriculum Overview and Detail Summer Term Year 6

Curriculum	Spring 1	Spring 2
Creative Learning Project	Rebellion	
Focus	History	
Trip/Visitor/Hook	Victorian classroom visit	
Writing Focus Focus English	<p>Core Text: Spider and the Fly – Mary Howitt and Tony Di Terlizzi</p> <p>Writing Focus</p> <p>Unit Written Outcomes: Range of writing to support evidence base for assessment judgements.</p> <ul style="list-style-type: none"> ♣ Know that different text types need different sentence structures and techniques. ♣ Know that different text types need different word and language choices. ♣ Know that different text types need different levels of formality. ♣ Know the purpose of the writing and the effect on the reader. ♣ Develop a tool kit or success criteria for the writing, taking into account: <ul style="list-style-type: none"> structure organisation including presentational devices techniques language choices technical/specific word choices point of view ♣ Develop a tool kit or success criteria for the writing, taking into account: 	<p>Core Text: Tales from the Arabian Nights – Andrew Lang</p> <p>Core Text: The Door - Miroslav Holub</p> <p>Unit Written Outcomes: Narrative – new chapter</p> <p>Journalistic writing</p> <p>Discussion texts</p> <p>Possible Application:</p> <p>Recount</p> <p>Explanation – How light travels or how the eye works</p> <p>Information texts</p> <ul style="list-style-type: none"> ♣ Know that different text types need different sentence structures and techniques. ♣ Know that different text types need different word and language choices and levels of formality ♣ Know the purpose of the writing and the effect on the reader. ♣ Develop a tool kit or success criteria for narrative writing, taking into account: <ul style="list-style-type: none"> plot structure character development techniques language choices point of view

	plot structure character development techniques language choices point of view	♣Develop a tool kit or success criteria for non-narrative, taking into account: structure organisation including presentational devices techniques language choices technical/specific word choices point of view
Cross curricular Maths Cornerstones		
Science Cornerstones and discrete	Electricity Use recognised symbols when representing a simple circuit in a diagram.	
Working Scientifically across Year 5 and 6 During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: <ul style="list-style-type: none"> ♣ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ♣ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ♣ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ♣ using test results to make predictions to set up further comparative and fair tests ♣ 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 		
IT	Online Safety	Coding
History Cornerstones	The Victorians ♣Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	
Geography	Cities and transport in Victorian times, using maps	

Cornerstones	<ul style="list-style-type: none"> ♣ Name and locate counties and cities of the UK, 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. ♣ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	
<p>Locational Knowledge ongoing in Year 5 and 6</p> <ul style="list-style-type: none"> ♣ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ♣ 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 ♣ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 		
Art and Design Cornerstones	<p>Art of the Victorian period, printing</p> <ul style="list-style-type: none"> ♣ Learn about great artists, architects and designers in history. ♣ Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). 	
DT Cornerstones	<p>Victorian home craft, model buildings</p> <ul style="list-style-type: none"> ♣ Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. ♣ Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. 	
Music Cornerstones Charanga	<p>Victorian parlour songs</p> <ul style="list-style-type: none"> ♣ Appreciate and understand a wide variety of high quality live and recorded music drawn from different traditions and from great composers and musicians. 	
PHSCE Cornerstones	<p>Reflecting on achievements</p> <ul style="list-style-type: none"> ♣ Recognise resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. ♣ Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. 	
Maths Focus Maths	<ul style="list-style-type: none"> ♣ Place value ♣ Addition & Subtraction ♣ Fractions 	<ul style="list-style-type: none"> ♣ Algebra ♣ Addition & Subtraction ♣ Fractions

	<ul style="list-style-type: none"> ♣ Geometry ♣ Measurements ♣ Algebra 	<ul style="list-style-type: none"> ♣ Statistics ♣ Geometry ♣ Consolidate and assess
<p>English: Reading Class novel</p> <p>Focus English</p>	<p>Core Text: Spider and the Fly – Mary Howitt and Tony Di Terlizzi Writing Focus</p> <ul style="list-style-type: none"> ♣ Know that there is a range of narrative genres Know that these are structured in different ways. ♣ Discuss and explain how and why they have different structures. ♣ Explain how the structure guides the reader to find specific information. ♣ Explain why they enjoyed a book or poem and who might also enjoy it. ♣ Evaluate the usefulness of a non-fiction book to research questions raised. ♣ Know that texts have different layers of meaning – between the lines and beyond the lines. ♣ Find the different layers of meaning in a text. ♣ Explain how they contribute to the reader’s understanding of the overall meaning, characters, themes. ♣ Make predictions from evidence found and implied information. ♣ Summarise the main ideas drawn from a text. ♣ Know that the context in which it was written can affect a text. ♣ Explain how the context of a text reflects the reaction of the audience it was written for. 	<p>Core Text: Tales from the Arabian Nights – Andrew Lang The Door - Miroslav Holub</p> <ul style="list-style-type: none"> ♣ Explain why they enjoyed a book or poem and who might also enjoy it. ♣ Evaluate the usefulness of a non-fiction book to research questions raised. ♣ Evaluate the usefulness of different non-fiction texts by comparing how different writer’s present the same information. ♣ Explain how different layers of meaning contribute to the reader’s understanding of the overall meaning, characters, themes. ♣ Make predictions from evidence found and implied information. ♣ Summarise the main ideas drawn from a text. ♣ Know that the context in which it was written can affect a text. ♣ Identify themes in books which have different cultural, social or historical contexts. ♣ Compare and contrast themes in a range of books. ♣ Explain how there are common themes in different books, using evidence from reading. ♣ Find and summarise key information from different parts of the text. ♣ Identify and explain the techniques used to create feelings, atmosphere, mood or messages. ♣ Explain the characteristics of a writer’s style and the use of words and language, techniques and structures, using evidence. ♣ Explain how they support the writer’s purpose, using evidence.

	<ul style="list-style-type: none"> ♣ Identify themes in books which have different cultural, social or historical contexts. ♣ Identify key information from a text. ♣ Summarise key information in sentences. ♣ Find and summarise key information from different parts of the text. ♣ Find identified key information in longer and more complex text. 	<ul style="list-style-type: none"> ♣ Comment on the effectiveness of the writer's use of language, structures and techniques. ♣ Identify the point of view in a narrative. ♣ Explore how events are viewed from another perspective.
Grammar Focus English	<ul style="list-style-type: none"> ♣ Understand that a wide range of devices are used to link ideas in paragraphs. ♣ Recognise that these will be different according to the text type, purpose and audience. ♣ Use appropriate cohesive devices in own writing. ♣ Check that selected devices link ideas. ♣ Choose the correct level of formality for the audience and purpose of the writing. ♣ Develop a bank of noun phrases for current writing. ♣ Understand that sentences can be active or passive and when it is appropriate to use it. ♣ Recognise that a semi-colon can be used to separate items that are longer than one word in a list. ♣ Write sentences using a semi-colon to separate items in a list. ♣ Understand when it is appropriate to use the passive voice. ♣ Use the passive voice appropriately to change the focus or emphasis or in impersonal writing. ♣ Use semi-colons, colons and dashes. ♣ Use hyphens. ♣ Use the subjunctive structure in formal presentations and writing as appropriate. 	<ul style="list-style-type: none"> ♣ Use appropriate cohesive devices in own writing. ♣ Check that selected devices link ideas. ♣ Choose the correct level of formality for the audience and purpose of the writing. ♣ Understand that sentences can be active or passive and when it is appropriate to use it. ♣ Use semi-colons, colons and dashes accurately and appropriately in writing. ♣ Use the passive voice appropriately to change the focus or emphasis or in impersonal writing. ♣ Evaluate writing for how well it either adds detail or conveys complicated information. ♣ Use hyphenated words in writing as appropriate – to clarify meaning.

Speaking and Listening Focus English	<ul style="list-style-type: none"> ♣ Give an opinion with a reason. ♣ Listen to others' opinions. ♣ Use Standard English to give an opinion. ♣ Recite/perform own compositions. 	
RE The Way, the Truth and the Life	The Transforming Spirit Passover, Easter	Born to Serve Eid
Caritas	Enabling each other to aim high	All things are connected