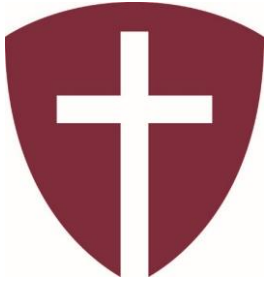


# Year 6 Curriculum Evening

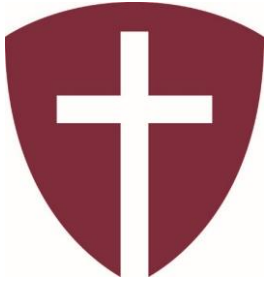




# Structure of the School Day

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|               |                      |
|---------------|----------------------|
| 8.40am:       | Classroom doors open |
| 8.50am:       | School begins        |
| 10.30-10.45:  | Play time            |
| 12.10-1.00pm: | Lunch time           |
| 3.20pm:       | School ends          |

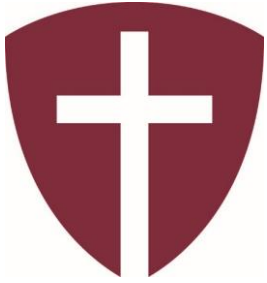


# Year 6

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Class Teacher: Miss Thomas

Teaching Assistants:      Mrs Shuttle  
                                     Miss Hamer



# Year 6 Timetable

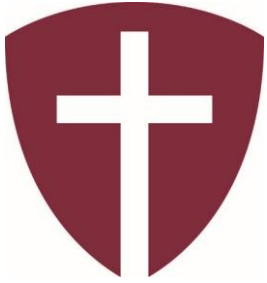
Mornings follow the same structure. Afternoons include two foundation subjects.

## Mornings:

Reading Skills  
Times Tables  
Maths Meetings  
English  
Maths  
RWI Spelling

## Afternoon:

RE  
History or Geography  
PE (twice a week)  
RSHE  
Music  
Art or DT  
Science



# Class Prayers and Liturgical Prayer

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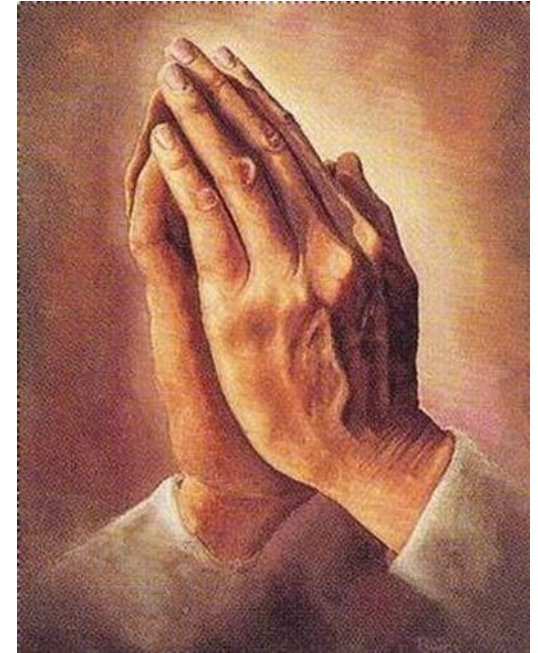
Daily Prayers:

Morning Prayer

Before Lunch

After Lunch

End of the day



Children attend whole school liturgical prayer each Monday and Key Stage liturgical prayer on a Wednesday.



|        | Week 1              | Week 2 | Week 3   | Week 4    | Week 5   | Week 6 | Week 7                          | Week 1   | Week 2  | Week 3 | Week 4                | Week 5                                  | Week 6                        | Week 7 | Week 8 |
|--------|---------------------|--------|--|-----------|--|--------|---------------------------------|--|---|--------|-----------------------|---|-------------------------------|--------|--------|
|        |                     |        |  |           |  |        |                                 | Week 4 and 5: Assessment Window                    |   |        |                       |   |                               |        |        |
| Autumn | Number: Place Value |        | Number: Four Operations<br><i>Take One Picture (13.10 and 14.10)</i> |           |  |        |                                 | Number: Four Operations                            | Number: Fractions (A)   |        | Number: Fractions (B) |   | Measurement: Converting Units | Ratio  |        |
|        | Week 1              | Week 2 | Week 3   | Week 4    | Week 5   | Week 6 |                                 | Week 1   | Week 2  | Week 3 |                       | Week 4                                  | Week 5                        |        |        |
|        |                     |        |  |           |  |        |                                 | Week 2 and 3: Assessment Window                    |   |        |                       |   |                               |        |        |
| Spring | Number: Algebra     |        | Number: Decimals   |           | Number: Fractions, Decimals and Percentages        |        |                                 | Geometry: Position and Direction                   | Statistics<br><i>Through lesson starters and 4 a day – ensure children are revisiting bar charts, pictograms, tables and timetables</i> |        |                       | Measurement: Perimeter, Area and Volume |                               |        |        |
|        | Week 1              | Week 2 | Week 3   | Week 4    | Week 5   | Week 6 | Week 1                          | Week 2   | Week 3  | Week 4 | Week 5                | Week 6                                  | Week 7                        |        |        |
|        |                     |        |  |           |  |        | Week 2 and 3: Assessment Window |  |   |        |                       |   |                               |        |        |
| Summer | Measurement: Shape  |        | Time   | SATs Week | Themed projects, consolidation and problem solving |        |                                 | Themed projects, consolidation and problem solving |   |        |                       |   |                               |        |        |



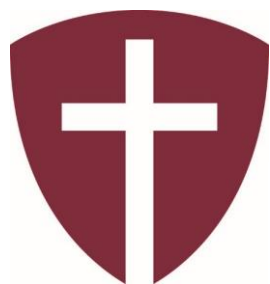
# Y6 Curriculum: English

| Long Term Plan      | Nursery                                     | Reception   | Year 1   | Year 2  | Year 3  | Year 4   | Year 5  | Year 6   |
|---------------------|---|---|--|---|---|--|---|--|
| Autumn 1<br>7 weeks | Fiction<br>Picture Books                    | <a href="#">Non-Fiction</a><br>Names and Labels     | Non-Fiction<br>Labels Lists and captions               | Poetry<br>Pirate Poems  | Poetry<br>Haiku and Cinquain  | Poetry Kennings  | Poetry Poetic Style   | Poetry Power of imagery  |
|                     | Fiction<br>A story by a well-loved author   | Fiction Descriptions                                | Fiction<br>A Journey story                             | Fiction<br>A Journey story                                    | Fiction<br>A story from a well-loved author                             | <a href="#">Non-Fiction</a><br>Non-chronological reports | <a href="#">Non-Fiction</a><br>Persuasive Writing                       | Fiction<br>A story with a flashback                            |
|                     | Poetry Nursery Rhymes                       | Poetry Rhyme in books                               | <a href="#">Non-Fiction</a><br>Instructions Directions | <a href="#">Non-Fiction</a><br>Letter Writing and Invitations | <a href="#">Non-Fiction</a><br>Persuasive adverts                       | Fiction<br>A story from our Literary Heritage            | Fiction A Fantasy Story   | <a href="#">Non-Fiction</a><br>Persuasive Formal Letter        |
|                     |   |   |  | <a href="#">Non-Fiction</a><br>Instructional Writing          | <a href="#">Non-Fiction</a><br>Instructions                             | <a href="#">Non-Fiction</a><br>Instructional Writing     | <a href="#">Non-Fiction</a><br>Recount                                  | <a href="#">Non-Fiction</a><br>Diary                           |
| Autumn 2<br>8 weeks | <a href="#">Fiction Journeys</a>            | <a href="#">Non-Fiction</a> Labels and Lists        | Poetry<br>Using the Senses                             | Fiction Traditional Tales                                     | <a href="#">Non-Fiction</a><br>Journalistic Writing                     | <a href="#">Non-Fiction</a><br>Persuasive Writing        | <a href="#">Non-Fiction</a><br><a href="#">Non-Chronological</a> Report | Poetry<br>Nonsense Poems: Literary Heritage                    |
|                     | <a href="#">Non-Fiction</a><br>Instructions | Fiction Picture Books                               | Fiction A tale of fear                                 | <a href="#">Non-Fiction</a><br>Persuasive Writing             | Fiction<br>A science fiction story                                      | Fiction Imaginary World Story                            | Fiction Myths   | <a href="#">Non-Fiction</a><br>Biographies and Autobiographies |
|                     | Fiction<br>Picture Books                    | <a href="#">Non-Fiction</a><br>Instructions Recipes | Fiction<br>Descriptive Writing                         | Fiction<br>Alternative Traditional Tales                      | <a href="#">Non-Fiction</a><br><a href="#">Non-chronological</a> report | <a href="#">Non-Fiction</a> Diary                        | <a href="#">Non-Fiction</a><br>Biography                                | Fiction<br>A story with a shift in viewpoint                   |
|                     |   | Fiction<br>A story by a well-loved author           | <a href="#">Non-Fiction</a> Letter Writing             | Poetry Wild Things  | <a href="#">Poetry Acrostic</a>   | Poetry Creating Imagery                                  | <a href="#">Non-Fiction</a><br>Instructions                             | <a href="#">Non-Fiction</a> Informal Letter                    |
|                     |   | <a href="#">Non-Fiction</a> Labels Descriptions     |  |   |   |  |   |  |

# Y6 Curriculum: English

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# Y6 Curriculum: English

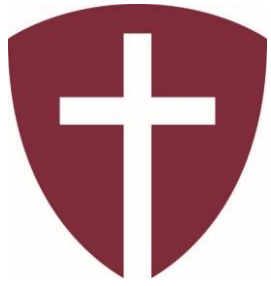
| Long Term Plan      | Nursery                                    | Reception                             | Year 1   | Year 2  | Year 3   | Year 4  | Year 5   | Year 6                                 |
|---------------------|--|---------------------------------------|--|---|--|---|--|--|
| Summer 1<br>6 weeks | Fiction<br>Traditional Tales               | Fiction<br>Traditional Tales          | <a href="#">Non Fiction Instructions</a>       | <a href="#">Non Fiction Non chronological reports</a> | <a href="#">Non Fiction Information - Leaflets</a> | <a href="#">Non Fiction Non Chronological reports</a> | Poetry Literary Heritage poems                   | SATs Boosters                          |
|                     | Fiction<br>Alternative Traditional Tales   | Non-Fiction Facts Instructions        | <a href="#">Fiction A</a> fantasy story        | Fiction A fantasy story                               | Fiction A Story with a Moral                       | Fiction Play Script                                   | Fiction A Mystery Story                          | SATs Week                              |
|                     | <a href="#">Non Fiction Labels</a>         | Non-Fiction Letter Writing            | Poetry Transport Poems                         | Poetry Classic Poetry                                 | Poetry Tanka                                       | <a href="#">Non Fiction Discussion</a>                | Fiction A story from another culture             | Fiction Narrative point of view        |
| Summer 2<br>7 weeks | Poetry Action Poetry                       | Poetry Modern Poetry                  | Non-Fiction Information Advert                 | <a href="#">Non Fiction Persuasive letter</a>         | Fiction Play Scripts                               | <a href="#">Non Fiction Adverts</a>                   | <a href="#">Non Fiction Journalistic Writing</a> | Fiction Classic Shakespeare            |
|                     | Fiction A story from our Literary Heritage | Fiction Alternative Traditional Tales | Fiction A story with a familiar setting        | Fiction A dilemma story                               | Fiction A Fantasy Story                            | Fiction A Mystery Story                               | Fiction Stories from well-loved authors          | <a href="#">Non Fiction Debate</a>     |
|                     | <a href="#">Non Fiction Labels</a>         | Fiction Descriptive Writing           | <a href="#">Non Fiction Persuasive Writing</a> | Poetry Patterns on a Page                             | <a href="#">Non Fiction Recount</a>                | <a href="#">Non Fiction Recounts Letters</a>          | Fiction Play Scripts                             | <a href="#">Fiction A Warning Tale</a> |
|                     |  |                                       | Poetry Pattern                                 |   | Poetry Animal Poems                                | Poetry  |  |  |



# Y6 Curriculum: History

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| Year 4   | Year 5  | Year 6  |
|--|---|---|
| <u>The Roman Empire</u><br>What impact has the Roman Empire had on Britain?        | <u>The Anglo-Saxons and the Scots</u><br>What was life like in Anglo-Saxon and Viking Britain?                    | <u>Crime and Punishment</u><br>How and why has crime and punishment changed over time?                      |
| <u>Local Study (Roman Wall)</u>  | <u>Vikings</u>  | <u>Conflict through time</u><br>How has conflict changed over time?<br>What impact has this had?            |
| <u>Ancient Greece</u><br>What impact did the Greek Empire have on the wider world? | <u>The Islamic Civilisation</u><br>Why was the Early Islamic Civilisation a significant turning point in history? | <u>Local Study</u><br><u>Mining in the North East</u><br><br>What was the impact of mining on our locality? |



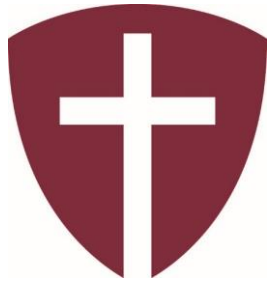
# Y6 Curriculum: Geography

| Year 3   | Year 4  | Year 5   | Year 6   |
|--|---|--|--|
| <u>Where I live</u><br>Where is our place in the world?                            | <u>European Study</u><br>In what ways is Newcastle different/similar to ...? (contrasting place in the world) | <u>Climates around the World</u><br>Why do climates differ in different countries? | <u>Ecosystems</u><br>What are the roles of the water and food cycles in an ecosystem?        |
| <u>Water and the Water Cycle</u><br>Where does water come from?                    | <u>Rivers and Mountains</u><br>What makes a mountain?   | <u>Energy</u><br>How is energy used and what are the different types of energy?    | <u>Hazardous World</u><br>What are the natural dangers of the world and how are they formed? |
| <u>Changing Jobs</u><br>Why is there a different demand for jobs across the world? | <u>Resources and Trade</u><br>What are the advantages and disadvantages of global trade?                      | <u>Coasts</u><br>How do coastlines differ across the world?                        | <u>Local Fieldwork</u><br>What can field work and digital mapping tell us about Gosforth?    |



# Y6 Curriculum: Science

| Year 3  | Year 4   | Year 5   | Year 6   |
|---|--|--|--|
| <u>Animals, including Humans</u><br><i>How do living things work?</i>                   | <u>Living Things and their Habitats</u><br><i>What is the same and what is different?<br/>Are living things in danger?</i> | <u>Living Things and their Habitats</u><br><i>Do all life cycles look the same?</i>                                | <u>Evolution and Inheritance</u><br><i>How do living things change over time and place?</i>                                |
| <u>Forces and Magnets</u><br><i>What can magnets do?</i>                                | <u>States of Matter</u><br><i>Is water always wet?</i>   | <u>Properties &amp; Changes of Materials</u><br><i>What are things made from and why? Can we change materials?</i> | <u>Light</u><br><i>How do we see?</i>  |
| <u>Rocks</u><br><i>Are all rocks the same?</i>  | <u>Sound</u><br><i>How do we hear different sounds?</i>  | <u>Animals, including Humans</u><br><i>How do our bodies change as we get older?</i>                               | <u>Living things and their habitats</u><br><i>What is the same and what is different?<br/>Are living things in danger?</i> |
| <u>Plants</u><br><i>Can living things live forever?</i>                                 | <u>Animals, including Humans</u><br><i>What do our bodies do with the food we eat?</i>                                     | <u>Earth and Space</u><br><i>What is moving?</i>   | <u>Working Scientifically</u><br><i>Assessment and Consolidation of prior knowledge</i>                                    |
| <u>Light</u><br><i>What is the dark?</i>  | <u>Electricity</u><br><i>Can we control electricity?</i>   | <u>Forces</u><br><i>How do things move?</i>  | <u>Animals including Humans</u><br><i>How do our choices affect how our bodies work?</i>                                   |
| <u>Working Scientifically</u><br><i>Assessment and Consolidation of prior knowledge</i> |  |  | <u>Electricity</u><br><i>Can we vary the effects of electricity?</i>   |



# Y6 Curriculum: RE

| Autumn | <b>Domestic Church</b><br><i>05.09.22 – 30.09.22</i><br><i>(4 weeks)</i>   | <b>Judaism</b><br><i>03.10.22 – 14.10.22</i><br><i>(2 weeks)</i>   | <b>Baptism/Confirmation</b><br><i>17.10.22 – 18.11.22</i><br><i>(4 weeks)</i>  | <b>Advent/Christmas</b><br><i>21.11.22 – 16.12.22</i><br><i>(4 weeks)</i>  |
|--------|--|--|--|--|
|        | <b>Early Years – MYSELF:</b><br>God knows and loves each one<br><b>Year 1 – FAMILIES:</b><br>God's love and care for every family<br><b>Year 2 – BEGINNINGS:</b><br>God is present in every beginning<br><b>Year 3 – HOMES:</b><br>God's vision for every family<br><b>Year 4 – PEOPLE:</b><br>The family of God in Scripture<br><b>Year 5 – OURSELVES:</b><br>Created in the image and likeness of God<br><b>Year 6 – LOVING:</b><br>God who never stops loving | <b>Early Years: Hannukkah</b><br><b>Year 1:</b> Abraham and Moses<br><b>Year 2:</b> - Shabbat<br><b>Year 3:</b> - Synagogue<br><b>Year 4:</b> - Torah<br><b>Year 5:</b> - Passover<br><b>Year 6:</b> - Rosh Hashanah, Yom Kippur<br><br>Year 3 Synagogue visits/visitors TBC<br><br>United Hebrew Congregation, Gosforth<br>or<br>Newcastle Reform Synagogue, Kenton | <b>Early Years – WELCOME:</b><br>Baptism: a welcome to God's family<br><b>Year 1 – BELONGING:</b><br>Baptism: an invitation to belong to God's family<br><b>Year 2 - SIGNS AND SYMBOLS:</b><br>Signs and symbols in Baptism<br><b>Year 3 – PROMISES:</b><br>Promises made at Baptism<br><b>Year 4 – BUILDING BRIDGES</b><br><b>** SEE BELOW</b><br>Admitting wrong, being reconciled with God and each other.<br><b>Year 5 - LIFE CHOICES:</b><br>Marriage, commitment and service<br><b>Year 6 - VOCATION AND COMMITMENT:</b> The vocation of priesthood and religious life<br><br><b>NB:</b> Topic straddles half term holiday | <b>Early Years – BIRTHDAY:</b><br>Looking forward to Jesus' birthday<br><b>Year 1 – WAITING:</b><br>Advent: a time to look forward to Christmas<br><b>Year 2 – PREPARATIONS:</b><br>Advent: preparing to celebrate Christmas<br><b>Year 3 – VISITORS:</b><br>Waiting for the coming of Jesus<br><b>Year 4 – GIFT:</b><br>God's gift of love and friendship in Jesus<br><b>Year 5 – HOPE:</b><br>Advent: waiting in the joyful hope for Jesus, the promised one<br><b>Year 6 – EXPECTATIONS:</b><br>Jesus born to show God to the world<br><br><b>NB:</b> One extra week leeway 19.12.22 – 22.12.22 |



# Y6 Curriculum: RE

| Spring | <b>Local Church</b><br><i>09.01.23- 03.02.23</i><br><i>(4 weeks)</i>   | <b>Islam</b><br><i>06.02.23 – 17.02.23</i><br><i>(2 Weeks)</i>   | <b>Eucharist</b><br><i>27.02.23 – 24.03.23</i><br><i>(4 weeks)</i>   | <b>Lent/Easter</b><br><i>27.03.23 – 05.05.23</i><br><i>(4 Weeks)</i>  |
|--------|--|--|--|---|
|        | <b>Early Years – CELEBRATING:</b><br>People celebrate in Church<br><b>Year 1 - SPECIAL PEOPLE:</b><br>People in the parish family<br><b>Year 2 – BOOKS:</b><br>The books used in Church<br><b>Year 3 – JOURNEYS:</b><br>Christian family's journey with Christ<br><b>Year 4 – COMMUNITY:</b><br>Life in the local Christian community and ministries in the parish<br><b>Year 5 – MISSION:</b><br>Continuing Jesus' mission in diocese (ecumenism)<br><b>Year 6 – SOURCES:</b><br>The Bible, the special book for the Church | <b>Early Years:</b> - Special days/ Ritual objects<br><b>Year 1:</b> – Stories<br><b>Year 2:</b> - Prayer/home<br><b>Year 3:</b> - Places for worship<br><b>Year 4:</b> - Holy Books<br><b>Year 5:</b> - Beliefs and festivals<br><b>Year 6:</b> - Belonging & Values<br><br>Newcastle University Mosque visits/visitors TBC | <b>Early Years – GATHERING:</b><br>Parish family gathers to celebrate Eucharist<br><b>Year 1 – MEALS:</b><br>Mass, Jesus' special meal<br><b>Year 2 – THANKSGIVING:</b><br>Mass, a special time to thank God<br><b>Year 3 - LISTENING &amp; SHARING:</b><br>Jesus gives himself to us<br><b>Year 4 - ** SEE BELOW</b><br><b>Year 5 - MEMORIAL SACRIFICE:</b><br>Eucharist as the living memorial of Christ's sacrifice<br><b>Year 6 – UNITY:</b><br>Eucharist enabling people to live in communion<br><br><b>NB:</b> Topic straddles half term holiday | <b>Early Year – GROWING:</b><br>Looking forward to Easter<br><b>Year 1 – CHANGE:</b><br>Lent: a time for change<br><b>Year 2 – OPPORTUNITIES:</b><br>Lent: an opportunity to start anew<br><b>Year 3 - GIVING ALL:</b><br>Lent: remembering Jesus' total giving<br><b>Year 4 - SELF DISCIPLINE:</b><br>Celebrating growth to new life<br><b>Year 5 – SACRIFICE:</b><br>Lent: aligning with the sacrifice made by Jesus<br><b>Year 6 - DEATH &amp; NEW LIFE:</b><br>Celebrating Jesus' death & resurrection<br><br><i>NB: This topic crosses over the Easter holiday</i> |



# Y6 Curriculum: RE

| Summer | <b>Pentecost</b><br><i>08.05.23 – 26.05.23</i><br><i>(3 weeks)</i>   | <b>Reconciliation/Anointing of the sick</b><br><i>05.06.23 - 30.06.23</i><br><i>(4 weeks)</i>  | <b>Universal Church</b><br><i>03.07.23 - 21.07.23</i><br><i>(3 weeks)</i>   |
|--------|--|--|---|
|        | <b>Early Years - GOOD NEWS:</b><br>Passing on the Good News of Jesus<br><b>Year 1 - HOLIDAYS AND HOLYDAYS:</b><br>Pentecost: feast of the Holy Spirit<br><b>Year 2 - SPREAD THE WORD:</b><br>Pentecost: a time to spread the Good News<br><b>Year 3 – ENERGY:</b><br>Gifts of the Holy Spirit<br><b>Year 4 - NEW LIFE:</b><br>To hear and live the Easter message<br><b>Year 5 – TRANSFORMATION:</b><br>Celebration of the Spirit's transforming power<br><b>Year 6 – WITNESSES:</b><br>The Holy Spirit enables people to become witnesses | <b>Early Years – FRIENDS:</b><br>Friends of Jesus<br><b>Year 1 - BEING SORRY:</b><br>God helps us choose well<br><b>Year 2 – RULES:</b><br>Reasons for rules in the Christian family<br><b>Year 3 – CHOICES:</b><br>Importance of examination of conscience<br><b>Year 4 - CALLED:</b><br>Confirmation: a call to witness<br><b>Year 5 – FREEDOM &amp; RESPONSIBILITY:</b><br>Commandments enable Christians to be free & responsible<br><b>Year 5 – Teach Year 4 CALLED</b><br>Confirmation: a call to witness<br><b>Year 6 – HEALING:</b><br>Sacrament of the Sick | <b>Early Years - OUR WORLD:</b><br>God's wonderful world<br><b>Year 1 – NEIGHBOURS:</b><br>Neighbours share God's world<br><b>Year 2 – TREASURES:</b><br>God's treasure; the world<br><b>Year 3 - SPECIAL PLACES:</b><br>Holy places for Jesus and the Christian community<br><b>Year 4 - GOD'S PEOPLE:</b><br>Different saints show people what God is like<br><b>Year 5 – STEWARDSHIP:</b><br>The Church is called to the stewardship of Creation<br><b>Year 6 - COMMON GOOD:</b><br>Work of the worldwide Christian family |



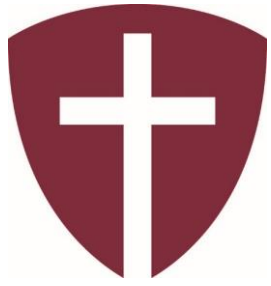
# Y6 Curriculum: PE

Y6 PE days are on a Tuesday and Wednesday.

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| Year 4                                      | Year 5                                    | Year 6                                    |
|---|---|---|
| Fundamental Movement Skills Through Games   | Fundamental Movement Skills Through Games | Fundamental Movement Skills Through Games |
| Outdoor Adventurous Activity                | Invasion Games Hockey                     | Invasion Games Hockey                     |
| Gymnastics                                  | Net and Wall Tennis                       | Net and Wall Badminton                    |
| Invasion Games Benchball                    | Invasion Games Tag Rugby                  | Invasion Games Tag Rugby                  |
| Dance DDMIX                                 | Gymnastics                                | Gymnastics                                |
| Skiping Festival Preparation and Sequencing | Dance DDMIX                               | Dance DDMIX                               |
| Invasion Games Hockey                       | Outdoor Adventurous Activity              | Outdoor Adventurous Activity              |
| Net and Wall Tennis                         | Striking and Fielding Rounders            | Striking and Fielding Cricket             |
| Net and Wall Badminton                      | Striking and Fielding Cricket             | Striking and Fielding Rounders            |
| Teamwork Games                              | British Cycling                           | British Cycling                           |
| Striking and Fielding Cricket               | Athletics Sports Day Preparation          | Athletics Sports Day Preparation          |
| Athletics Sports Day Preparation            | Invasion Games Netball                    | Invasion Games Netball                    |





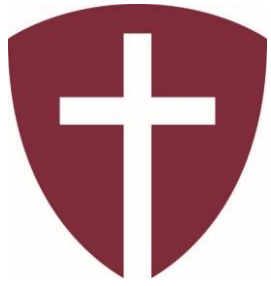
# Y6 Curriculum: Music

| Year 4   | Year 5  | Year 6   |
|--|---|--|
| Charanga:<br>Interesting Time<br>Signatures                                  | Charanga:<br>Getting Started<br>with Music Tech                         | Charanga:<br>Developing<br>Melodic Phrases                                   |
| Charanga:<br>Combining Elements<br>to Make Music<br>Christmas<br>Performance | Charanga:<br>Emotions and<br>Musical Styles<br>Christmas<br>Performance | Charanga:<br>Understanding<br>Structure and Form<br>Christmas<br>Performance |
| Charanga:<br>Developing Pulse and<br>Groove through<br>Improvisation         | Charanga:<br>Exploring Time and<br>Key Signatures                       | Charanga:<br>Exploring Notation<br>Further                                   |
| Charanga:<br>Creating Simple Melodies<br>Together<br><i>Samba Drumming</i>   | Charanga:<br>Introducing Chords   | Charanga:<br>Using Chords and<br>Structures                                  |
| Charanga:<br>Connecting Notes and<br>Feelings                                | Charanga:<br>Words, Meaning and<br>Expression                           | Charanga:<br>Gaining confidence<br>through performance                       |
| Charanga:<br>Purpose, Identity and<br>Expression in Music                    | Charanga:<br>Identifying Important<br>Musical Elements                  | End of Year Performance  |



# Y6 Curriculum: Computing

| Year 4   | Year 5   | Year 6  |
|--|--|---|
| Digital Literacy:<br>(2weeks)<br>E-Safety  | Digital Literacy:<br>(2weeks)<br>E-Safety  | Digital Literacy:<br>(2weeks)<br>E-Safety   |
| Information<br>Technology:<br>(5weeks)<br>Microsoft Word                                     | Information<br>Technology:<br>(5weeks)<br>Microsoft Word                           | Information<br>Technology:<br>(5weeks)<br>Microsoft Word  |
| Information<br>Technology:<br>Video & Animation<br><i>Keynote</i><br><i>Toontastic/Clips</i> | Information<br>Technology:<br>Video & Animation<br><i>Keynote</i><br><i>iMovie</i> | Information<br>Technology:<br>Video & Animation<br><i>Adobe Spark Page</i><br><i>Adobe Spark Video</i><br><i>iMovie</i> |
| Computer Science:<br>Computational<br>Thinking   | Computer Science:<br>Computational<br>Thinking                                     | Computer Science:<br>Computational<br>Thinking  |
| Information<br>Technology:<br>Excel and PowerPoint   | Information<br>Technology:<br>Excel and PowerPoint                                 | Information<br>Technology:<br>Excel and PowerPoint  |
| Computer Science:<br>Coding  | Computer Science:<br><i>Scratch</i>  | Computer Science:<br><i>Scratch</i>   |
| Computer Science:<br>Physical Computing<br><i>Micro:Bit</i>                                  | Computer Science:<br>Physical Computing<br><i>Micro:Bit</i>                        | Computer Science:<br>Physical Computing<br><i>Micro:Bit</i>   |


























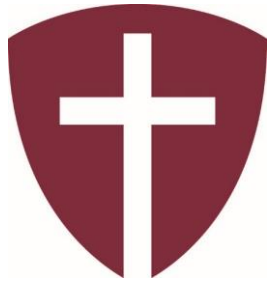
# Y6 Curriculum: Art

| Unit Progression |  |  |   |   |  |  |
|------------------|--|--|---|---|--|--|
| Unit Coverage    | Year 1   | Year 2   | Year 3                                      | Year 4  | Year 5   | Year 6   |
|                  | Formal Elements of Art<br><u>Beatriz Milhaze</u>         | Formal Elements of art<br><u>Max Ernst</u>           | Formal Elements of art<br><u>Cath Riley</u> | Formal Elements of art<br><u>Pablo Picasso</u>  | Formal Elements: Architecture<br><u>Antony Gormley</u> | Formal elements & Sculpture<br><u>Käthe Kollwitz</u> |
|                  | Art and design skills<br><u>Wassily Kandinsky</u>        | Art and design skills<br><u>Clarice Cliff</u>        | Art and design skills<br><u>Carl Giles</u>  | Art and design skills<br><u>Luz Perez Ojeda</u> | Art and design skills<br><u>Paul Klee</u>              | Photography<br><u>Hannah Höch</u>                    |
|                  | Landscapes using different media<br><u>David Hockney</u> | Sculpture and mixed media<br><u>Roy Lichtenstein</u> | Craft<br><u>Annie Albers</u>                | Sculpture<br><u>Sokari Douglas Camp</u>         | Design for a purpose<br><u>Morag Myerscough</u>        | Still Life<br><u>Paul Cezanne</u>                    |



# Y6 Curriculum: DT

| Long Term Plan  | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   | Year 6  |
|-----------------|--|--|--|--|--|---|
| <b>Autumn 2</b> |  <b>Structures</b><br>Freestanding structures – <u>Windmill</u>     |  <b>Mechanisms</b><br>Wheels and axles – <u>Fairground Wheel</u>          |  <b>Mechanical Systems</b><br>Levers and linkages – <u>Pneumatic toys</u>   |  <b>Electrical Systems</b> <br>Simple circuits and switches (including programming and control) – <u>Torches</u> |  <b>Mechanical Systems</b><br>Structures, levers, sliders, layers and spacers– <u>Pop-up book</u>   |  <b>Electrical Systems</b> <br>Using more complex switches and circuits – <u>Steady Hand Game</u> |
| <b>Spring 2</b> |  <b>Mechanisms</b><br>Sliders and Levers– <u>Moving Storybook</u>   |  <b>Textiles</b><br>Templates and joining techniques – <u>Pouch purse</u> |  <b>Food</b><br>Healthy and varied diet – <u>Eating Seasonally</u>  |  <b>Food</b><br>Healthy and varied diet – <u>Adapting a recipe</u>  |  <b>Structures</b> <br>Frame structures – <u>Bridges</u> |  <b>Textiles</b> <br>Combining different fabric shapes – <u>End of Year Costume</u>               |
| <b>Summer 2</b> |  <b>Food</b><br>Preparing fruit and vegetables – <u>Smoothies</u> |  <b>Food</b><br>Preparing fruit and vegetables <u>A Balanced Diet</u>    |  <b>Structures</b> <br>Shell structures (including computer-aided design) – <u>Boxes for a purpose (SH)</u> |  <b>Textiles</b><br>2D shape to 3D product – <u>Fastenings – Book Cover</u>   |  <b>Food</b><br>Celebrating culture and seasonality – <u>Farm to Fork – What could be healthier?</u>                                       |  <b>Food</b><br>Celebrating culture and seasonality – <u>Come dine with me</u>  |



# Y6 Curriculum: RSHE

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Always taught on a Monday

**Life to the Full** programme by TenTen Resources

You can view the materials used within school on the parent portal using the access information below:

[www.tentenresources.co.uk/parent-portal](http://www.tentenresources.co.uk/parent-portal)

**Ten:Ten**  
Resources



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# Y6 Homework

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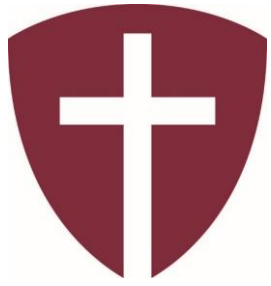
**Spelling homework** for a spelling quiz each Friday

**Reading** – It is important that children read daily at home as this will help develop your child's fluency. Please ask your child questions about what they have read to check their understanding. Class teachers can provide questions examples if you are unsure what to ask. Please make sure that reads are recorded in the reading journals. Reading journals are expected to be in school daily.

**Grammar and Maths** – Sent on a Friday due for the Wednesday

**Mathletics** – Optional. 5 Mathletic tasks will be set each week linked to current or prior learning.

**TT Rockstars** – Times Tables tasks will be set each week for the children to complete.



# KS2 SATs

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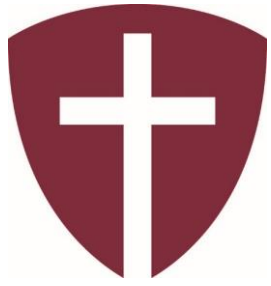
KS2 SATS take place in May 2023 and consist of the following:

- Reading papers
- Maths papers (arithmetic and reasoning)
- A spelling, punctuation and grammar paper.

We will provide further information on the SATS later in the year but you can see past papers and example questions here:

<https://www.gov.uk/government/publications/key-stage-1-tests-2019-mathematics-test-materials>





# Breaktime

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## **Healthy Eating**

Children are welcome to bring in healthy snacks to eat at playtime.

## **Nut Allergies**

Please note we have children with severe allergic reactions to nuts presently attending St Charles'. We therefore ask all parents to ensure no nuts or nut products are included in lunch boxes or as break time snacks.

## **Water**

Please ensure your child brings in a named bottle of water for use in the classroom.



# Attendance

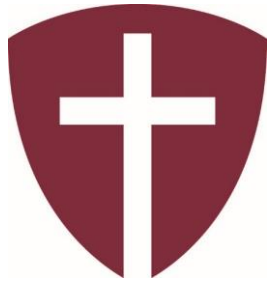
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Regular attendance and punctuality are vital for good progress and we expect all children's attendance to be 97% and above.

Attendance is shown as a percentage figure and we have detailed research below that shows how attendance, even at this early stage of education, affects outcomes for children at GCSE. We hope the tables below illustrate for you the importance of good attendance; this includes avoiding taking holidays during term time.

If your child had less than 97% attendance, we would urge you to ensure their attendance improves this year.

| How Attendance affects GCSE Achievement |                                   |
|---|-----------------------------------|
| % attendance                            | Percentage achieving 5 A*-C GCSEs |
| 100 – 93.5%                             | 74.3%                             |
| 93.4 – 92.5%                            | 60.4%                             |
| 92.4 – 91.5%                            | 53.1%                             |
| 91.4 – 90%                              | 44.6%                             |
| 89.9 – 88%                              | 34.7%                             |
| Less than 88%                           | 26.7%                             |



# Supporting Your Child in Year 6

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Ensure your child has the best possible attendance at school and is at school on time.

Support your child with any homework tasks and hear your child read daily.

Talk to your child about what they have learnt at school and what books they are reading.

Make sure your child has a good sleep each night and a healthy breakfast every morning.



# Online Safety

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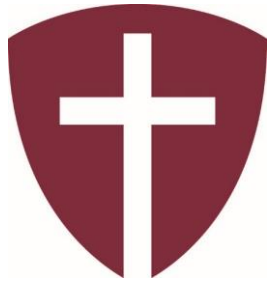
We use Netsweeper to protect children when they use the internet in school.

Use of the schools internet is monitored fortnightly by members of the senior leadership team.

Further information can be found on the school website – Parents – Online Safety.



netsweeper



# Website

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[www.stcharlesprimary.uk](http://www.stcharlesprimary.uk)



# PTA

If you wish to join our PTA, please contact the school office.





# Questions