

St Luke's CE Primary – Curriculum Overview



Year 6 Summer 2



Curriculum Aims

The purpose of our curriculum is to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens for the 21st century.

Curriculum Approach

- Learning reviewed daily (retrieval practice);
- New content taught in small chunks;
- Effective teacher questioning;
- Lots of teacher modelling;
- Regular opportunities for children to think, apply and practise key skills and knowledge;
- Support for difficult tasks;
- Develop long term memory, whilst respecting the limitations of the working memory.

Discrete Learning Subjects

Main Learning Focus in English:

Speaking and listening.

Reading

Letters from the Lighthouse; The Arrival.

Writing

Diary; Setting description; dialogue to advance the action; Short narrative; holiday brochure; information text.

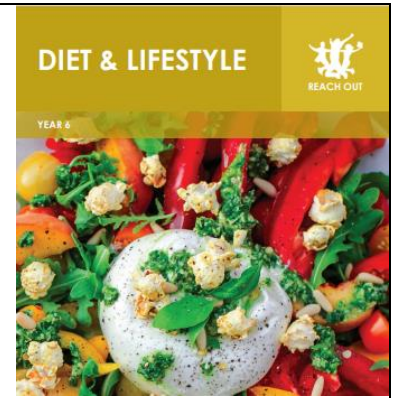
- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list, * and use a dictionary to check the spelling of uncommon or more ambitious vocabulary

Main Learning Focus in Mathematics:

- Problem solving
- Barclays Lifeskills

Main Learning Focus in Science: Diet and Lifestyle

- Why do people with different lifestyles need different diets?
- What effects do different diets have on the environment?
- What happens to the body during exercise?
- What are medicinal drugs?
- What are nicotine and alcohol?
- How has scientific knowledge improved human health over time?
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Main Learning Focus in Geography: Globalisation

- What is globalisation?
- How has globalisation changed the way we communicate?
- How does globalisation affect trade?
- What does globalisation have to do with fashion?
- What does globalisation have to do with food?
- Where will globalisation lead us?



Main Learning Focus in Computing:

- To examine how whole numbers are used as the basis for representing all types of data in digital systems.
- To recognise that digital systems represent all types of data using number codes that ultimately are patterns of 1s and 0s (called binary digits, which is why they are called digital systems).
- To understand that binary represents numbers using 1s and 0s and these represent the on and off electrical states respectively in hardware and robotics.



Main Learning Focus in Religious Education: What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?

- What can we learn from the game 'Everyone's Committed'? What does it mean for Hindus, Muslims and Christians to commit to key beliefs?
- How do Muslim people build their community, the Ummah, by following their Prophet?
- How does it feel to be a part of the Muslim Ummah? What difference does it make?
- What does harmlessness mean in the Hindu religion? The example of the ways Gandhi stood up for his beliefs and commitments?
- How do Hindus show their commitment to ahimsa through acts of service or sewa?
- What did Jesus teach about God's grace and forgiveness?
- Why did Jesus share bread & wine with his disciples, the night of his arrest? How did Jesus show the meaning of grace?
- How can the life of a great Christian person show us the meaning of grace?

Main Learning Focus in PSHE: Rights and respect



- Does someone's social media profile give a true view of them?
- Why do people show only certain aspects of themselves?
- Does social media affect how a person feels about themselves?
- Does using social media create pressures on people? How?
- How can someone keep healthy when using social media?
- Caring: Communities and the Environment What things have an impact on the environment?
- What is 'sustainable' living? How can we change to live more sustainably? What can someone do to help the environment?
- Earning and Saving Money What different ways are there to save money? Are there advantages or disadvantages to the different ways to save money, including long-term saving? What is 'interest' when money is saved?

Main Learning Focus in Physical Education: Athletics and cricket

- Use running, jumping throwing and catching in isolation and in combination
- Play competitive games
- Develop techniques, strength and flexibility
- Develop and apply basic skills suitable for attacking and defending



Main Learning Focus in DT: Electrical systems: steady hand game.

- Explain simply what is meant by 'form' (the shape of a product) and 'function' (how a product works).
- State what they like or dislike about an existing children's toy and why.
- Learn about skills developed through play and apply this knowledge in a survey of one or more children's toys.
- Identify the components of a steady hand game.
- Design a steady hand game of their own according to their design criteria, using four different perspective drawings.
- Create a secure base for their game, with neat edges, that relates to their design.
- Make and test a functioning circuit and assemble it within a case.

Main Learning Focus in French:

- I will learn how to decode unfamiliar and more complex language using my knowledge of cognates and history.
- I will learn how to describe myself and others physically in terms of height using the verb 'être' (to be).
- I will learn how to describe myself and others physically in terms of hair colour and type using the verb 'avoir' (to have).
- I will learn how to describe myself by eye colour using the verb 'avoir' (to have).
- I will learn how to describe a Viking's typical daily routine using time phrases.