

# CURRICULUM OVERVIEW

Sharing our learning



## Y6 INFORMATION

- YEAR: 2023-24
- TERM: 3
- CONTACT: [year6@st-johnfisher.org](mailto:year6@st-johnfisher.org)

## Y6 TEACHING & LEARNING TEAM

- Mr R MacInnes
- Miss T Birch
- Mr C Murphy
- Mrs H Ahmed
- Miss N Flynn

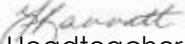
Dear Parents and Carers,

Happy new year! This is our third curriculum overview of the academic year. Its purpose is to keep you informed about the things the children will be learning and share ideas for supporting and encouraging them at home. Our approach will continue to be about affirming and encouraging the children as we challenge and support them to go further and further.

At home, children should be encouraged to attempt all homework tasks, which are designed to help them practise skills and embed new knowledge. Sometimes children can find some aspects more difficult, so we ask that if they do struggle with anything simply offer reassurance and encourage them to do as much as they can *on their own*. Sometimes this is all they will need in order to realise that they **do remember more** and can **do more**. This can also boost your children's self-confidence and be a positive life-lesson. If they do continue to struggle and you feel that they have done their best, please ask them to stop, and reassure them that everything will be ok. Then, let us know via a note or email, so we are clear what the issue is. Staff will then follow everything up. They will affirm and encourage the children as they support them to address the difficulty.

We understand completely, that ways of teaching and learning can change over time and so we are always happy to talk about this with parents/carers either individually or as group so that they understand and can feel confident when offering support at home. We are here to help, so please call or email if you need to. A reminder that the next Curriculum Showcase takes place on **Thursday 8th February 2024** in the school hall from 8.50am until 9.45am and again after school from 3.30pm until 4.15pm. All welcome, thank you.

Yours sincerely,

  
Headteacher

## TERM 3 LEARNING VALUE

Our Term 3 Learning Value is 'Respect'. Having respect for ourselves and others is very important.

- ✓ it helps us to be more self-confident
- ✓ our growing self-confidence encourages others to be more confident
- ✓ it helps us to see ourselves (and others) through *kind* eyes
- ✓ it teaches us to be proud of our achievements without ever being arrogant
- ✓ it encourages us to celebrate others' qualities and achievements
- ✓ it enables us to build the resilience to face and overcome challenges
- ✓ it is vital in teams and keeps communities strong and united
- ✓ it opens our minds to new ideas and possibilities
- ✓ it helps us to learn more about our own lives and those of others respectfully
- ✓ it teaches us to be more open and unafraid of difference
- ✓ it helps us to grow as people, as children of God, and fulfil our potential gradually and over time
- ✓ it teaches us that we also have a part to play in helping others to grow and achieve their potential too



## RE & CATHOLIC LIFE

Click [here](#) for information about our Term 3 RE curriculum. Details of liturgies, Masses and services are shared via our online calendar, our website and in our newsletters (click [here](#)). Recordings can be viewed via this [link](#).

In Term 3 we focus on the virtues of 'Faith' and 'Simplicity'.



ST CLARE  
Catholic Multi Academy Trust





**HOMEWORK**

Homework, which is shared each Friday and expected back in by the following Friday, will consist of:

- a mix of 'MyMaths' online homework ([www.mymaths.co.uk](http://www.mymaths.co.uk)) and other Mathematics homework
- a hard copy consisting of Mathematics and English learnt that week
- 'Bug Club' for reading homework
- spellings for a weekly spelling quiz each week (please work hard on these to meet new standards)
- cross-curricular theme-related homework at various other times

**ENGLISH**

**Spelling, Punctuation, Grammar & Handwriting**

All children will benefit from having daily handwriting and spelling practise, and regular grammar and punctuation sessions focused on meeting their individual needs. Children all have individual targets for writing, and these will remain a focus in all writing.

**You can support your child's learning at home by:**

- ✓ practising how to punctuate pieces of text using full stops, commas, quotation marks and apostrophes
- ✓ testing your child on their weekly spelling list

**Reciprocal reading**

All children will have daily access to reading resources and three times each week will be completing reciprocal reading which will help to improve their confidence, enjoyment and develop comprehension skills.

**You can support your child's learning at home by:**

- ✓ reading with your child for a few minutes every day
- ✓ encouraging your child to read a wider range of more challenging books, to widen their experience
- ✓ discussing their personal targets for reading (as shared on their record sheet from parent's meeting)

**MATHEMATICS**

We will focus on the following this term:

- calculating missing angles of triangles and quadrilaterals
- calculating fractions, decimals and percentages
- coordinates and finding missing coordinates
- interpretation of charts and graphs through data handling

**Key words we will be using are:**

- |                |                      |                |               |                |
|----------------|----------------------|----------------|---------------|----------------|
| ✓ percentages  | ✓ fractions          | ✓ factors      | ✓ denominator | ✓ numerator    |
| ✓ decimal      | ✓ common denominator | ✓ whole number | ✓ acute angle | ✓ obtuse angle |
| ✓ reflex angle | ✓ y and x axis       | ✓ interpret    | ✓ data        | ✓ coordinate   |

**You can support your child's learning at home by:**

- ✓ completing weekly homework
- ✓ working out various percentages of amounts e.g. at the shops, 50% off full price...etc
- ✓ using maps to identify objects using coordinates
- ✓ discussing how data can be represented in different sorts of graphs or charts

**HISTORY**

The children will learn about World War II, including major events and impacts for those affected by it. They will explore the causes, linking carefully to prior acquired in Term 1. The children will also visit Beth Shalom, the National Holocaust Museum, Nottinghamshire.

**Key words we will be using are:**

- ✓ kindertransport
- ✓ Holocaust
- ✓ evacuation
- ✓ blitzkrieg

**You can support your child's learning at home by:**

- ✓ researching the Second World War period and finding out what everyday life was like for ordinary people



**PE**

This term the children will develop personal skills with a focus on physical co-ordination, balance and rhythm. They will also be undertaking a unit of PE focusing on the development of dance and gym skills.

**Key words we will be using are:**

- ✓ team
- ✓ teamwork
- ✓ focus
- ✓ rhythm
- ✓ balance

**You can support your child's learning at home by:**

- ✓ devising and then practising various sequences linking various balances in different ways

**SCIENCE**

The children will focus on electricity. The children investigate different types of circuits, considering their purpose(s) and will use their knowledge to build electrical circuits using a range of components. They will also learn how to draw circuit diagrams accurately. The children will also be encouraged to use their understanding of particular scientific methods, processes and skills in order to plan their own scientific enquiries – coming up with hypotheses; making observations; taking measurements; reporting findings and drawing conclusions.

**Key words we will be using are:**

- ✓ electron
- ✓ resistance
- ✓ voltage
- ✓ circuit

**You can support your child's learning at home by:**

- ✓ carrying out independent research about electricity and its properties
- ✓ observing the different types of electrical appliances used about the home
- ✓ making choices about how electricity can be saved

**MUSIC**

In this unit, the children will take part in the creation and performance of incidental music for a scene from a film. The listening focus, forming the basis of learning, will be the main theme from Jaws by John Williams.

**Key words we will be using are:**

- |                                     |   |                               |                            |
|-------------------------------------|---|-------------------------------|----------------------------|
| ✓ rhythmic patterns                 | ✓ ostinato <b>repeating pattern</b>                       | ✓ rhythm                      | ✓ syllables                |
| ✓ quaver <b>half-beat note</b>      | ✓ semi quaver <b>quarter-beat note</b>                    | ✓ crotchet <b>1-beat note</b> | ✓ minim <b>2-beat note</b> |
| ✓ dotted minim <b>3-beat note</b>   | ✓ texture <b>how many instruments are playing at once</b> |                               | ✓ note lengths             |
| ✓ thick <b>lots</b>                 | ✓ Pitch <b>how high or low an instrument or voice is</b>  |                               | ✓ thin <b>few</b>          |
| ✓ high <b>or low</b>                | ✓ major <b>and minor keys</b>                             | ✓ melody <b>or tune</b>       | ✓ drone                    |
| ✓ tempo <b>the speed of a piece</b> | ✓ faster  | ✓ slower                      | ✓ fast                     |
| ✓ slow                              | ✓ dynamics <b>how loud or quiet</b>                       | ✓ louder                      | ✓ pulse                    |
| ✓ quieter                           | ✓ loud  | ✓ quiet                       | ✓ forte                    |
| ✓ piano <b>soft</b>                 | ✓ mezzo forte   | ✓ mezzo piano                 |                            |

**You can support your child's learning at home by:**

- ✓ listening to different styles of music and talking about similarities and differences
- ✓ listening to (and taking careful note of) the music within film and television and considering its impact

**DT**

This term the children will be studying the work of Jackson Pollock, focusing on his use of colour and the techniques employed by Pollock and other abstract artists. The children will then use these techniques in order to produce their own pieces of Pollock-inspired artwork.

**Key words we will be using are:**

- ✓ abstract
- ✓ abstract expressionist
- ✓ Modern Art
- ✓ drip, pour and splatter

**You can support your child's learning at home by:**

- ✓ looking together at different pieces of modern and abstract art



**FRENCH**

Our 'This is France!' unit will encourage the children to learn and use key vocabulary related to France and, specifically, Paris, as well as specific vocabulary to describe France's neighbours and the positions/distances of cities. They will learn the French names of famous landmarks and discuss things that visitors to Paris might do. They will also learn key phrases connected to the themes which run through this unit.

**Key words we will be using are:**

<i>le Royaume-Uni</i> <b>United Kingdom</b>	<i>La France</i> <b>France</b>
<i>l'Italie</i> <b>Italy</b>	<i>la Belgique</i> <b>Belgium</b>
<i>l'Andorre</i> <b>Andorra</b>	<i>l'Allemagne</i> <b>Germany</b>
<i>le Luxembourg</i> <b>Luxembourg</b>	<i>la Suisse</i> <b>Switzerland</b>
<i>l'Espagne</i> <b>Spain</b>	<i>le voisin</i> <b>neighbour</b>
<i>Allez-y!</i> <b>Off You Go!</b>	<i>la distance</i> <b>distance</b>
<i>Quelle est la distance entre...?</i> <b>What is the distance between</b>	<i>C'est...kilomètres</i> <b>It's...kilometres</b>

<i>Zero, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</i>	<i>onze</i> <b>11</b>	<i>douze</i> <b>12</b>	<i>treize</i> <b>13</b>
<i>quatorze</i> <b>14</b>	<i>quinze</i> <b>15</b>	<i>seize</i> <b>16</b>	<i>dix-sept</i> <b>17</b>
<i>vingt</i> <b>20</b>	<i>vingt-et-un</i> <b>21</b>	<i>vingt-deux</i> <b>22</b>	<i>dix-huit</i> <b>18</b>
<i>vingt-six</i> <b>26</b>	<i>vingt-sept</i> <b>27</b>	<i>vingt-huit</i> <b>28</b>	<i>vingt-trois</i> <b>23</b>
<i>cinquante</i> <b>50</b>	<i>soixante</i> <b>60</b>	<i>soixante-dix</i> <b>70</b>	<i>vingt-quatre</i> <b>24</b>
<i>mille</i> <b>1000</b>			<i>vingt-neuf</i> <b>29</b>
			<i>trente</i> <b>30</b>
			<i>quatre-vingts</i> <b>80</b>
			<i>quatre-vingt-dix</i> <b>90</b>
			<i>quarante</i> <b>40</b>
			<i>cent</i> <b>100</b>

**You can support your child's learning at home by:**

- ✓ practising how to say the key words correctly together
- ✓ asking your child to teach you words which they are learning

**COMPUTING**

This term, we will explore web page creation where children will be learning how to create websites for a chosen purpose.

**Key words we will be using are:**

- ✓ webpage
- ✓ address bar
- ✓ web browser
- ✓ code

**You can support your child's learning at home by:**

- ✓ By using <https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/zqx3b9q>

**PSHCE**

This term the children will be learning about how to make safe and sensible decisions about what online content they should and shouldn't share, cyberbullying and how to report inappropriate messages or material.

**Key words we will be using are:**

- ✓ cyberbullying
- ✓ report
- ✓ phishing
- ✓ firewall

**You can support your child's learning at home by:**

- ✓ discussing the risks of online games
- ✓ equipping your child with guidance and rules to help them stay safe while online at home

