



English	CURRICULUM INFORMATION Spring 2025 YEAR 6		Maths
<p>Persuasion: learn about the structural and language devices used when writing to persuade; explore the use of hyperbole; plan and write a persuasive speech before reading and performing it</p> <p>Non-chronological report: write a report on a mythical creature, using the features of this non-fiction style of writing, including the passive voice, sub-headings and bullet points</p> <p>Developing Dialogue: make observations about how authors use dialogue to move the action on; use role play to develop a dialogue with an appropriate degree of formality then add sections of narrative to tell more of the story</p> <p>Balanced Argument: examine a range of balanced arguments and identify a target audience; use the subjunctive form for formality; present the case to the class or a group</p> <p>Grammar within these genres:</p> <ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis The difference between vocabulary and structures typical of informal speech and vocabulary appropriate for formal speech and writing How words are related by meaning as synonyms and antonyms Use of the semi-colon, colon and dash to mark the boundary between independent clauses The use of subjunctive forms such as 'if I were' or 'were they to come' in some very formal writing and speech 	RE		<p>Topics taught this term will include:</p> <ul style="list-style-type: none"> Order of operations and algebra Formal written method for short division (continued from Autumn) Formal written method for long division Exploring relationships between perimeter and area Recognising and finding angles Reflection and translation Multiplying and dividing fractions; problem solving using fractions Ratio and proportion Volume; measures Statistics – interpreting line graphs and pie charts Algebra and sequences <p>There will also be opportunities to revise skills from the Autumn Term and practise arithmetic.</p>
<p>Class book: Stormbreaker by Anthony Horowitz</p> <p>Key texts:</p> <p>Talking History (by Joan Haig & Joan Lennon) Arthur Spiderwick's Field Guide to the Fantastic World Around You (by Holly Black, illus. by Tony DiTerlizzi) Extracts from: The Hobbit, A Christmas Carol, Harry Potter, The Wolves of Willoughby Chase, Wonder</p>	<p>Topic 1: Sources Children will investigate and reflect on The Bible as the story, spread over more than two thousand years, of God's love and how God's people responded to that love. They will consider how the Bible is made up of many books and who the authors of those books are, as well as the role of the Holy Spirit in creating the Bible.</p> <p>Topic 2: Eucharist For Christians, communion has a significant meaning. To receive Communion means being in union with Jesus Christ and with one another. It means breaking and sharing the consecrated Bread which Catholics believe is the Body of Christ. To celebrate Eucharist means community. It challenges believers to ask, 'Can I share this Eucharist if I do nothing to help my brother or sister who is hungry?' 'Can I partake of this communion if I refuse to forgive a wrong?'</p> <p>Topic 3: Giving This topic considers the journey through Lent and the sacrifice of Jesus as well as change brought about through loss and death.</p> <p>World Religion: Hinduism This topic explores the Hindu attitude to caring for creation and their service to others.</p>		
Science	Topic – History	Music	
<p>Electricity Children will learn to compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. They will begin to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Pupils will use recognised symbols when representing a simple circuit in a diagram.</p> <p>Light Pupils will recognise that light appears to travel in straight lines and use this idea to explain that objects are seen because they give out or reflect light into the eye. They will be able to use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>What was the impact of WW2 on the people of Great Britain? In this topic, children will investigate the causes of World War 2 and learn about the Battle of Britain. They will evaluate the effectiveness of primary sources and investigate the impact of the Blitz and evacuation on people's lives.</p>	<ul style="list-style-type: none"> Improve understanding of rhythms and time signatures, including simple (semiquavers and dotted crotchet – quaver rhythms) and compound time. Compose a melody for own choice of instrument and in time signature of choice. Learn about rounds and how they are constructed. Compose and perform a body percussion round OR sung round. Perform a rap with I-pad backing track. Aurally identify rhythm patterns and melodic phrases. Perform melodies on ukulele and chime bars using staff notation. Play C, F and G major and A minor chords on ukulele. Understand the difference between major and minor chords and scales. 	



	<p align="center">Topic – Geography</p> <p><u>Where does our energy come from?</u> In this topic, children have the opportunity to find out about sources of energy, describing its significance. They define and discuss benefits and drawbacks of different energy sources. They will use a range of maps to locate countries and cities and use six figure grid references to identify features on an Ordnance Survey map. They will undertake research in the school grounds, collecting and presenting data.</p>	<ul style="list-style-type: none"> • Perform Twinkle, twinkle little star and other melodies on Chime bars or ukulele. • Listen to music from WWII era and other music.
<p align="center">Computing</p> <p>Blogging Children will explore what is meant by the term 'blog' before working together to create their own blogs. They will learn to comment on a class blog and discuss what an appropriate comment is.</p> <p>Text adventures Children will learn what a text adventure is before planning their own story-based text adventure. They will then create, test and debug it using their plan. Following this, they will explore map-based text adventures and use previous coding knowledge to create their own, debugging any errors.</p>	<p align="center">Topic Launch/Sharing</p> <p><u>Our launch day is: Friday 10th January</u> <u>Our sharing day is: tbc</u></p>	<p align="center">PSHE - Jigsaw</p> <p>Dreams and Goals Through this topic, children will learn to:</p> <ul style="list-style-type: none"> • know their own learning strengths and can set challenging but realistic goals for themselves • work out their own learning steps to reach a goal • identify problems in the world that concern them and discuss these • work with others to describe ways to make the world a better place • recognise their own achievements and accept praise <p>Healthy Me Children will learn:</p> <ul style="list-style-type: none"> • to understand the impact of food on the body and how to make healthy choices • the uses of different drugs and their effects on the body • to evaluate when alcohol is being used responsibly, anti-socially or being mis-used • basic emergency procedures such as the recovery position and how to get help • to explore attitudes to mental health • to recognise when they feel stressed and understand the triggers that cause this
<p align="center">Creative – DT/Art</p> <p>Mechanical systems: Automata toys Children will develop a functional automata window display, to meet the requirements in a design brief. They will explore and create cam, follower and axle mechanisms to mimic different movements.</p> <p>Drawing – Make My Voice Heard Pupils will explore art with a message, looking at the works of Pablo Picasso and Käthe Kollwitz. Through the media of graffiti, drawing, painting and sculpture, they will create art works with a message.</p>	<p align="center">Spanish</p> <p>La fecha (The date) In this unit pupils will learn and consolidate the days of the week, months of the year and numbers 1-31, how to say the date and when their birthday is in Spanish.</p> <p>Tienes una mascota? (Do I have a pet?) In this unit, pupils will learn both orally and in written form the pets they have and/or do not have in Spanish.</p>	<p align="center">PE</p> <p>Gymnastics (Miss Gunn) In this unit, pupils use their knowledge of compositional principles eg. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p>Dodgeball Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently</p>



School Mission Statement
At St. Joseph's we live, love and learn by the example of Jesus



Our School Values

Respect – Self-belief – Faith – Friendship – Resilience – Self-control – Perseverance – Aspiration

		<p>and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.</p> <p>OAA Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.</p>
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Our PE days are: Wednesday (indoor) and Friday (outdoor)
Homework – weekly Thursday to Tuesday
Spellings
Reading
TTRockstars