

ST AMBROSE BARLOW CATHOLIC PRIMARY SCHOOL

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Dear Parents,

For further information follow this link:

<https://www.gov.uk/government/collections/national-curriculum>

We are a Rights Respecting School. Whenever and wherever possible, cross-curricular links will be made to the *Global Goals* and the UNICEF convention in teaching and learning.

Year 6 Curriculum Overview Autumn Term

R.E

Children will follow the Archdiocese of Birmingham Curriculum Strategy for R.E. Units will include:

The Followers of Christ

Baptism and Confirmation Celebrations

Advent and Christmas

Children will also be following the Liturgical Calendar, understanding and actively promoting the half termly values and virtues, further embed their knowledge of vocations, preparing for Confirmation, as well as preparing for and leading Collective Worship.

Mathematics

Throughout the year the children will continue to develop their fluency, problem solving and reasoning skills. MathsNoProblem will be an integral part of the Concrete, Pictorial and Abstract approach to teaching and Learning. They will:

multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication

divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context

further embedding the 'bar method' when working out calculations

divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context

perform mental calculations, including with mixed operations and large numbers

identify common factors, common multiples and prime numbers
use their knowledge of the order of operations to carry out calculations involving the four operations
solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
solve problems involving addition, subtraction, multiplication and division
use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Understanding Shape

Pupils will be taught to:

draw 2-D shapes using given dimensions and angles
recognise, describe and build simple 3-D shapes, including making nets
compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Handling Data/ Statistics Pupils will be taught to:

Pupils should be taught to:

interpret and construct pie charts and line graphs and use these to solve problems •
calculate and interpret the mean as an average.

Measure

Pupils will be taught to:

solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
convert between miles and kilometres
recognise that shapes with the same areas can have different perimeters and vice versa
recognise when it is possible to use formulae for area and volume of shapes
calculate the area of parallelograms and triangles
calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].

Literacy

Throughout the year the children will experience all aspects of literacy through literacy lessons, guided reading sessions, other subjects and regular home reading. They will experience a wide range of genres and use a variety of source materials, including written, audio and visual literacy resources. Literacy skills taught will be applied in all subjects to the same standards expected in the literacy lessons.

In reading the children will:

Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet.

They will be encouraged to maintain positive attitudes to reading and an understanding of what they read by:

Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Reading books that are structured in different ways and reading for a range of purposes .

Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

Recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books.

Learning a wider range of poetry by heart.

Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Understand what they read by:

Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

Asking questions to improve their understanding.

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and predicting what might happen from details stated and implied, summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.

Identifying how language, structure and presentation contribute to meaning.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Distinguish between statements of fact and opinion.

Retrieve, record and present information from non-fiction.

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Provide reasoned justifications for their views.

The children will be taught to develop their transcription, composition, spelling, grammar and punctuation skills and understanding. In spelling they will learn an extended vocabulary that will include words specific to their studies in other subjects.

They will be taught to:

Use further prefixes and suffixes and understand the guidance for adding them
spell some words with 'silent' letters [for example, knight, psalm, solemn].

Continue to distinguish between homophones and other words which are often confused.

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1.

Use dictionaries to check the spelling and meaning of words.

Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.

Use a thesaurus.

They will be taught to develop their writing composition by:

Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Noting and developing initial ideas, drawing on reading and research where necessary.

In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

They will be taught to improve their drafting and writing by:

Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.

Précising longer passages.

Using a wide range of devices to build cohesion within and across paragraphs.

Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].

They will continue to develop evaluation and editing skills by:

Assessing the effectiveness of their own and others' writing.

Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Ensuring the consistent and correct use of tense throughout a piece of writing.

Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

Proofread for spelling and punctuation errors.

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

The children will be taught to develop their spoken language, so that they will be able to:

Listen and respond appropriately to adults and their peers.

Ask relevant questions to extend their understanding and knowledge.

Use relevant strategies to build their vocabulary.

Articulate and justify answers, arguments and opinions.

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Speak audibly and fluently with an increasing command of Standard English.

Participate in discussions, presentations, performances, role play/improvisations and debates gain, maintain and monitor the interest of the listener(s).

Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Select and use appropriate registers for effective communication.

Science

During this year, we will revise all units building on knowledge and skills already acquired. Units will include:

Autumn:

Animals including humans - the circulatory system

Light - how light travels and reflections

Electricity - scientific advances in electricity, circuit symbols and battery voltage

Living things and their habitats - classification, including the Linnaean system

Evolution and inheritance - Inheritance and adaptation

History

During this term we will consider aspects of World War 2.

The children will gain a contextual perspective of events leading to the Second World War.

They will explore how the aftermath of the First World War and the demands of the Treaty of Versailles may have paved the way for the rise of extremism in Germany.

The children will examine the geographical context of events, including the reasons for and the outcome of the Battle of Britain.

Throughout this unit the children will also explore local aspects of this period of history, They will discover how Birmingham's industrial heritage led to it being a strategically vital element in the production of transport, weapons and aircraft for the war effort and how this, in turn led to it being a target for the Luftwaffe.

Links will be made to modern life (recycling, re-using and reducing, refugees and evacuees, working together for the common good and helping others, ethical considering the consequences of one's actions).

Geography

This term children will study climate zones, biomes and vegetation belts. They will consider the impact humans have made on the environment and how changes can be minimized. They will

also consider how latitude and longitude are a human invention that aids navigation and the setting of standard time. The reasons and uses of these developments will be considered.

Computing

This year Computing will be linked to all areas of the curriculum. Children will be taught how to design multimedia pages, set up PPT presentation, insert and format pictures and WordArt. In addition, the children will learn how to insert graphics, customise animations, insert sound files, change background and add hyperlinks to documents. Both independently and within a group, children will link work covered in R.E. and History and learn to design multimedia pages, edit work to suit audience and present and evaluate their work to others.

French

This subject will be taught through four strands, namely:

Listening

Speaking

Reading

Writing

These strands will cover areas telling the time using the am and pm, including conjugating regular verbs, reading information charts and timetables in French, learning names of objects and places around school and our local environment, particularly when going shopping. Children will be expected to take part in role play, speaking in French within a shopping environment and learning how to answer questions of different items found in shops.

P.H.S.E. & R.S.E.

Children's learning will cover the following objectives:

To understand the need for a set of rules to which we all agree.

To know that racism exists in our society and to understand the effects.

To identify the need for competition in sport. (Sponsored walk.)

To understand the reasons why we have laws. To be able to know the difference between right and wrong in law.

To know that people around the world live in different circumstances.

To understand the need for peer mediation and respect for all.

To know that we all need to set achievable targets.

During the Autumn term, there will be a class trip to the Houses of Parliament, followed by a British Democracy Workshop. Through our learning, we will promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Children will learn about the need for rules and the importance of adhering to Rules, drafting a set of class rules for the academic year ahead. They will also study the democratic process and put this into practice by voting for class councillors to represent them on the school council.

We will teach relationships and health education through the prism of Catholic RSE. The framework of our programme is taken from the Model Catholic RSE Programme by the

Catholic Education Service, which has been highlighted by the Department of Education as a work of good practice.

Taught with a spiral approach to learning, in which pupils will revisit the same topics at an age-appropriate stage through their school life, the RSE programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world. The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God - created chosen and loved by God. The programme is fully inclusive of all pupils and their families.

Music

Children will learn how to play and perform in solo and ensemble contexts, laying musical instruments of their choice with increasing accuracy, fluency, control and expression. Children will be given the opportunity to play independently and in pairs or groups. We will also listen and appraise different genres of music, paying particular attention to 'Happy' by Pharrell Williams and the genre of jazz, which is focused around two tunes and improvising Bacharach Anorak and Meet The Blues.

Art & Design Technology

The children will explore the topic of wildlife birds through different media. They will develop their pencil drawing and shading skills to create observational drawings. They will also experience different printing techniques and will create their own 3d models of wildlife birds.

P.E.

Through the year the children will work in small groups to develop their tennis skills with a tennis coach.

This term the main topics will be invasion games and team building. The children will work with a games coach and the class teacher to develop skills in football and High fives Netball. They will work in teams to solve problems requiring teamwork. They will also study and practise warm up / warm down and yoga techniques.

Year 6 Curriculum Overview Spring Term

R.E

Children will follow the Archdiocese of Birmingham Curriculum Strategy for R.E. Units will include:

Preparation for Confirmation

The Followers of Christ

Baptism and Confirmation Celebrations

Lent

Other Liturgical Feasts and Seasons

Introduction to Islam.

Children will also be following the Liturgical Calendar, understanding the half termly values and virtues, preparing for Confirmation, as well as preparing for and leading Collective Worship.

Mathematics

Throughout the year the children will continue to develop their fluency, problem solving and reasoning skills. MathsNoProblem will be an integral part of the Concrete, Pictorial and Abstract approach to teaching and Learning. They will:

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further embedding the 'bar method' when working out calculations

divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context

perform mental calculations, including with mixed operations and large numbers

identify common factors, common multiples and prime numbers

use their knowledge of the order of operations to carry out calculations involving the four operations

solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

solve problems involving addition, subtraction, multiplication and division

use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Understanding Shape

Pupils will be taught to:

draw 2-D shapes using given dimensions and angles

recognise, describe and build simple 3-D shapes, including making nets

compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons

illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius

recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Handling Data/ Statistics Pupils will be taught to:

Pupils should be taught to:

interpret and construct pie charts and line graphs and use these to solve problems •

calculate and interpret the mean as an average.

Measure

Pupils will be taught to:

solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places
convert between miles and kilometres
recognise that shapes with the same areas can have different perimeters and vice versa
recognise when it is possible to use formulae for area and volume of shapes
calculate the area of parallelograms and triangles
calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].

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They will be encouraged to maintain positive attitudes to reading and an understanding of what they read by:

Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Reading books that are structured in different ways and reading for a range of purposes .

Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

Recommending books that they have read to their peers, giving reasons for their choices
identifying and discussing themes and conventions in and across a wide range of writing
making comparisons within and across books.

Learning a wider range of poetry by heart.

Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Understand what they read by:

Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

Asking questions to improve their understanding.

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and predicting what might happen from details stated and implied, summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.

Identifying how language, structure and presentation contribute to meaning.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Distinguish between statements of fact and opinion.

Retrieve, record and present information from non-fiction.

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Provide reasoned justifications for their views.

The children will be taught to develop their transcription, composition, spelling, grammar and punctuation skills and understanding. In spelling they will learn an extended vocabulary that will include words specific to their studies in other subjects.

They will be taught to:

Use further prefixes and suffixes and understand the guidance for adding them
spell some words with 'silent' letters [for example, knight, psalm, solemn].

Continue to distinguish between homophones and other words which are often confused.

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1.

Use dictionaries to check the spelling and meaning of words.

Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.

Use a thesaurus.

They will be taught to develop their writing composition by:

Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Noting and developing initial ideas, drawing on reading and research where necessary.

In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

They will be taught to improve their drafting and writing by:

Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.

Précising longer passages.

Using a wide range of devices to build cohesion within and across paragraphs.

Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].

They will continue to develop evaluation and editing skills by:

Assessing the effectiveness of their own and others' writing.

Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Ensuring the consistent and correct use of tense throughout a piece of writing.

Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

Proofread for spelling and punctuation errors.

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

The children will be taught to develop their spoken language, so that they will be able to:

Listen and respond appropriately to adults and their peers.

Ask relevant questions to extend their understanding and knowledge.

Use relevant strategies to build their vocabulary.

Articulate and justify answers, arguments and opinions.

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Speak audibly and fluently with an increasing command of Standard English.

Participate in discussions, presentations, performances, role play/improvisations and debates gain, maintain and monitor the interest of the listener(s).

Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Select and use appropriate registers for effective communication.

Science

Spring:

Animals including humans - transport of water in the body and healthy lifestyles

Light - refraction and the visible light spectrum

Living things and their habitats - classifying organisms in the local area, and classifying unusual animals.

Evolution and inheritance - The theory of evolution, fossils, human evolution and the impact of human intervention on adaptation.

History

The children will continue to develop chronologically secure knowledge of history, establish clear narratives within and across periods studied, note connections, contrasts and trends over time.

This term they will learn all about the ancient Maya civilisation. The children will discover who the ancient Maya people were and where and when they lived. They will use maps and atlases to locate Maya cities and identify countries in Mesoamerica.

In addition to this they will learn about the religious beliefs and rituals of the ancient Maya people and find out more about some of the many gods they worshipped. The children will also learn about the Maya number system and have the opportunity to read and write Maya numbers and solve number problems. They will learn about the Maya writing system too and practise writing words using logograms and syllabograms in the hieroglyphic style of the ancient Maya people.

The role of archaeologists and explorers in the gathering of knowledge about this civilisation will be considered. The children will also study the impact of Spanish exploration on the Mayan culture.

Throughout this unit the children will link their learning to modern aspects of society and consider how that modern geographical region is shaped by events of the past.

Geography

In Geography the children will consider the coasts around the British Isles and the impact this has on our climate. They will examine the influence and effect of global weather patterns and how factors such as ocean flow can affect our climate.

Computing

The children will develop their coding skills, using 'Scratch'. They will learn to create a sequence of story scenes with added audio, structure and sequences. They will animate the characters in each scene, use the repeat command to create animation effects and make a character visible or invisible at the correct times. They will then develop these characters further to create their own games. They will also learn to evaluate and debug their work, making improvement to the coding.

French

This subject will be taught through four strands, namely:

Listening

Speaking - attempting to engage in conversations; ask and answer questions about the time and writing sentences to express quarter to, half past and quarter past; express opinions and respond to those of others; seek clarification and help where necessary. Children will attempt to speak in sentences, using familiar vocabulary, phrases and basic language structures. They will begin to use the 24 hour clock, using 5 minute intervals. The children will continue to

develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

Reading & Writing

These strands will cover areas learning how to give directions in a French town and becoming accustomed of the use of past, present and future tenses in the written and spoken word. Children will identify locations found on a map and a compass, working out directions and giving verbal and written instructions. Touching on French culture, children will learn and identify famous sites found in Paris.

P.H.S.E. & R.S.E.

Children's learning will cover the following objectives:

To know how to make a long term plan and then make it onto achievable goals in my personal life and behaviour.

To know that I need to take the first step and to keep trying until I am successful.

To find a solution to a problem.

To consider the consequences of possible solutions on myself and others.

Further promotion of fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

We will teach relationships and health education through the prism of Catholic RSE. The framework of our programme is taken from the Model Catholic RSE Programme by the Catholic Education Service, which has been highlighted by the Department of Education as a work of good practice.

Taught with a spiral approach to learning, in which pupils will revisit the same topics at an age-appropriate stage through their school life, the RSE programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world. The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God - created chosen and loved by God. The programme is fully inclusive of all pupils and their families.

Music

Learning will cover the following objectives:

Continuing to improvise and compose music for a range of purposes using the inter-related dimensions of music and listen with attention to detail and recall sounds with increasing aural memory. Specifically, they will appreciate and listen to 'A New Year Carol' by Benjamin Britten and 'You've got a friend' by Carole King. An integrated approach is promoted to music where games, the dimensions of music (pulse, rhythm, pitch etc) and playing instruments are all linked.

Art & Design Technology

Children will:

Consider North American artists and photographers. They will consider techniques and styles used and explore the approaches taken by the artists. They will create their own artworks in a variety of media, in the style of one of these artists.

P.E.

Through the year the children will work in small groups to develop their tennis skills with a tennis coach.

This term the children will study striking and fielding games. They will work with a games coach and the class teacher to develop skills in cricket and rounders. They will also study the topic of dance; creating and performing set dance pieces.

Year 6 Curriculum Overview Summer Term

R.E

Children will follow the Archdiocese of Birmingham Curriculum Strategy for R.E. Units will include:

Easter

Belonging to the Church Community

Celebrating the Life of Mary and the Saints

Other Liturgical Feasts and Seasons.

Children will also be following the Liturgical Calendar, understanding and actively promoting the half termly values and virtues, preparing for Confirmation, as well as preparing for and leading Collective Worship.

Mathematics

Throughout the year the children will continue to develop their fluency, problem solving and reasoning skills. MathsNoProblem will be an integral part of the Concrete, Pictorial and Abstract approach to teaching and Learning. They will:

multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication

divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context

further embedding the 'bar method' when working out calculations

divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context

perform mental calculations, including with mixed operations and large numbers

identify common factors, common multiples and prime numbers

use their knowledge of the order of operations to carry out calculations involving the four operations

solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

solve problems involving addition, subtraction, multiplication and division

use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Understanding Shape

Pupils will be taught to:

draw 2-D shapes using given dimensions and angles

recognise, describe and build simple 3-D shapes, including making nets

compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons

illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius

recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Handling Data/ Statistics Pupils will be taught to:

Pupils should be taught to:

interpret and construct pie charts and line graphs and use these to solve problems •

calculate and interpret the mean as an average.

Measure

Pupils will be taught to:

solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate

use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places

convert between miles and kilometres

recognise that shapes with the same areas can have different perimeters and vice versa

recognise when it is possible to use formulae for area and volume of shapes

calculate the area of parallelograms and triangles

calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].

Literacy

Throughout the year the children will experience all aspects of literacy through literacy lessons, guided reading sessions, other subjects and regular home reading. They will experience a wide range of genres and use a variety of source materials, including written, audio and visual literacy resources. Literacy skills taught will be applied in all subjects to the same standards expected in the literacy lessons.

In reading the children will:

Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet.

They will be encouraged to maintain positive attitudes to reading and an understanding of what they read by:

Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Reading books that are structured in different ways and reading for a range of purposes .

Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

Recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books.

Learning a wider range of poetry by heart.

Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Understand what they read by:

Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

Asking questions to improve their understanding.

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and predicting what might happen from details stated and implied, summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.

Identifying how language, structure and presentation contribute to meaning.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Distinguish between statements of fact and opinion.

Retrieve, record and present information from non-fiction.

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Provide reasoned justifications for their views.

The children will be taught to develop their transcription, composition, spelling, grammar and punctuation skills and understanding. In spelling they will learn an extended vocabulary that will include words specific to their studies in other subjects.

They will be taught to:

Use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn].

Continue to distinguish between homophones and other words which are often confused.

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1.

Use dictionaries to check the spelling and meaning of words.

Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.

Use a thesaurus.

They will be taught to develop their writing composition by:

Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Noting and developing initial ideas, drawing on reading and research where necessary.

In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

They will be taught to improve their drafting and writing by:

Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.

Précising longer passages.

Using a wide range of devices to build cohesion within and across paragraphs.

Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].

They will continue to develop evaluation and editing skills by:

Assessing the effectiveness of their own and others' writing.

Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Ensuring the consistent and correct use of tense throughout a piece of writing.

Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

Proofread for spelling and punctuation errors.

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

The children will be taught to develop their spoken language, so that they will be able to:

Listen and respond appropriately to adults and their peers.

Ask relevant questions to extend their understanding and knowledge.

Use relevant strategies to build their vocabulary.

Articulate and justify answers, arguments and opinions.

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Speak audibly and fluently with an increasing command of Standard English.

Participate in discussions, presentations, performances, role play/improvisations and debates gain, maintain and monitor the interest of the listener(s).

Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Select and use appropriate registers for effective communication.

Science

The children will study the following topics:

Animals including humans - the effect of exercise, drugs and alcohol on the body

Light - seeing colours and shadow formation

Electricity - practical electricity investigations

Living things and their habitats - microorganisms.

History

The children will consider learning from the Autumn term and evaluate how events of the World Wars has shaped modern society. They will explore events during the period from 1914 to 1945 and understand how some of these events have shaped our world today (communism, independence from the British Empire, immigration and emigration).

Geography

The children will study the coastal environments around the British Isles. They will consider how these coasts are formed and how they can be eroded. They will also explore how humans try to change this natural process and the reasons for wanting to make such changes.

Computing

Children will use a range of sources to check the validity of a website.

They will recognise that different viewpoints can be found on the web. They critically evaluate the information they use and understand some of the potential dangers of not doing so.

They are aware of the issues of plagiarism, copyright and data protection in relation to their work and will consider licensing, such as the Creative Commons License.

Children will select copyright free images and sounds from suitable sources.

E-Safety Communication & Collaboration

Children will:

Decide which online communication tool is the most appropriate to use for a particular purpose, e.g. email, discussion forums, podcast, or multi-user documents on Fronter.

Discuss issues to do with Social Networking. E.g. giving too much information, people using information online, not knowing who is at the other end of the conversation

E-Safety E-Awareness

Be aware of the issues surrounding cyberbullying and understanding the impact on an individual of sending or uploading unkind or inappropriate content.

Know that malicious adults use the Internet and attempt to make contact with children and know how to report abuse.

P.H.S.E. & R.S.E.

Continuing the children's learning in Y5, P.H.S.E. will cover some parts of the 'Individual' and 'Emotional' aspects of growing up, as part of the 'All that I am' programme written by the Archdiocese of Birmingham.

We will teach relationships and health education through the prism of Catholic RSE. The framework of our programme is taken from the Model Catholic RSE Programme by the Catholic Education Service, which has been highlighted by the Department of Education as a work of good practice.

Taught with a spiral approach to learning, in which pupils will revisit the same topics at an age-appropriate stage through their school life, the RSE programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world. The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God - created chosen and loved by God. The programme is fully inclusive of all pupils and their families.

French

This subject will be taught through four strands, namely:

Listening - children will be expected to listen attentively to spoken language and show understanding by joining in and responding and explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of vocabulary.

Speaking, Reading, Writing

These strands will cover areas learning conversational techniques when out and about in public, in shops and around the town, arrival and departure boards, knowing local landmark names and particular food types. They will learn further about the difference between masculine and feminine vocabulary, especially when learning vocabulary concerning location of famous French sites. Children will learn how to describe people, places, things and actions orally and in writing. They will broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary and write phrases from memory, and adapt these to create new sentences placed within context. They will recap and recall vocabulary relating to a shopping experience. Linking Maths, they will undertake calculations with larger numbers, conversing in French, comparing and ordering.

Music

Learning will cover the following objectives:

use and understand staff and other musical notations contained on musical manuscripts.

linking international culture week, children will learn to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Specifically, the unit 'Music and Me' will be studied, focusing on inspirational women working in music, and part of Brighter Sound's pioneering gender equality initiative Both Sides Now.

Throughout this series, children will explore the concept of 'identity' - the various elements that shape us. In this unit, we start with gender, with reference to social and cultural differences. They will be invited to try out different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years. Four British female contemporary artists are featured and interviewed in the unit; all living in the UK, expressing themselves through music and with different cultural backgrounds:
Shiva Feshareki: A turntablist and composer of Iranian descent who works with orchestras.
Eska Mtungwazi: A London-born singer-songwriter and multi-instrumentalist, known professionally as Eska.

Afrodeutsche: A British-born Ghanaian/Russian/German composer, producer and DJ based in Manchester.

Anna Meredith: A composer and performer of electronic and acoustic music.

Recurring themes are discussed by the artists and built into the step-by-step lesson plans provided for discussion and use in your students' compositions if appropriate. Ultimately, children will discover that music offers a perfect way of exploring and expressing our identity, giving us confidence, power and purpose!

We will also complete the unit 'Reflect, Rewind and Replay,' which consolidates the learning that has occurred during the academic year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

Combining Literacy, children will begin to develop an understanding of the history of music, paying particular attention to renowned composers, notably Handel, who is our Y6 class composer.

Art & Design Technology

The children will consider how designers use the properties of materials to create structures. They will design, create and evaluate their own structures, including bridges and marble runs.

P.E.

Throughout this term the children will continue to work in small groups to develop their tennis skills with a tennis coach.

This term the children will also study athletics - improving throwing, jumping and running skills. They will study the topic of dance; creating and performing set dance pieces.

Yours sincerely,

Mrs Kavanagh and Mr Winters.