



St Ippolyts CE (Aided) Primary School

A copy of this curriculum overview and the current homework plan is available on the school website www.stipps.herts.sch.uk (under the 'For parents' tab)

CURRICULUM INFORMATION Summer 2018

Class 6

Mrs G Stewart

ENGLISH – Texts we will be dipping into over the term: Visual Texts:- The lion hunt by Peter Paul Rubens, Tiger in a tropical storm / Surprised! by Henri Rousseau Reading - Eye of the Wolf – Daniel Pennac. From these texts we will be covering the following forms of writing - recount, poem, precis (summary), diary entry (description focus). By reading both visual and written text we will look to draw inferences, justifying these with evidence from the text; predict what might happen from details stated and implied and discuss and evaluate authorial choices, considering impact on the reader. As the term progresses we will be looking at also non-fiction, in particular – ‘In Search of Safety’ Children and The Refugee Crisis in Europe’. This will take on a more cross curricular outlook using resources from UNICEF. **Reading** – Retrieve and summarise information from non-fiction texts about the plight of refugees in order to inform discussion writing. **Writing** – Short autobiography, Argument, Diary. We will look to identify stock characters in particular genres and looks for evidence of characters that challenge stereotypes and surprise the reader. Write effectively for the above range of purposes and audiences making precise vocabulary, sentence length, sentence complexity and punctuation choices.

MATHS – Pupils will learn how to calculate and interpret mean average. To understand and identify common factors and multiples to assist with understanding of fractions. We shall also recap on skills such as multiplying decimals by whole numbers and dividing numbers to give decimals. Converting between miles and kilometres, which will move onto solving conversion problems with line graphs. The remaining time before SATs will be used to consolidate key learning from all the previous terms. Learning will be driven from children’s needs and areas of learning that they are still unsure of. Opportunities to broaden and deepen pupil understanding of bar modelling, as a problem-solving tool, as a way to draw a model to represent the problem is proving to be a technique that children are using more of; therefore we shall be looking at this further.

SCIENCE Evolution and Inheritance.

Children to finish of this unit. To identify characteristics which help an organism to be well suited to its environment and understand why. Explore fossil records.

Working Scientifically-uses their scientific experiences to explore ideas and raise different types of questions. Talk about how scientific ideas have developed over time.

Light Looking at how light travels, how shadows are formed and how they behave, as well as taking a closer look at the eye and how it works

RELIGIOUS EDUCATION –

Understanding Christianity- What kind of King is Jesus?

Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from. Make clear connections between what people believe about God and the impact of this belief on how they live.

Islam - Does belief in the Akhirah (life after death) help Muslims lead good lives? A study into Islam.

COMPUTING – Information Models

(Spreadsheets to be continued)

Sound works - To understand that digital sound has an important role to play in building atmosphere, presenting ideas and influencing audience mood. To consider how sound files can be organised into podcasts and shared over the internet. Look at the advantages and disadvantages of this approach, considering e-Safety, copyright and ownership. To understand that sound-editing and music creation software enables us to create, record and adapt sounds.

HUMANITIES (History/Geography)

History - Crime and Punishment through the ages (to be continued) To introduce the broad trends of crime and punishment from the Romans to the 21st century.

Achievements from Ancient Times – Learning about and locating the seven Ancient Wonders of the World.

Geography – ‘Water World’ Children will look in more detail at the water cycle and energy uses. They will investigate water use in the UK and compare with contrasting region. Research a range of energy sources, debating advantages and disadvantages.

ART / DESIGN

Use sketchbooks to collect, record, review, revisit & evaluate ideas. Children will have the chance to explore colour, composition, control, form and style as they study a variety of different still life paintings. Throughout the module, children will have the chance to develop their control over a variety of tools and techniques as they delve into different areas of still life art. **Design technology – Cooking.** They will explore some sweet and savoury national dishes of England, Scotland and Wales, before moving on to developing an understanding of how cuisines from other countries have influenced what is eaten in Britain today. Finally, children will practise the important life skill of how to plan and shop for a meal!

PHYSICAL EDUCATION –

Games – Tennis – Understand importance of having good agility, balance and co-ordination in tennis. To be able to play a forehand shot. To understand what shots can be used in attacking play. **Striking and Fielding** – children will learn how to catch, throw and bat across different distances with accuracy. They will develop their fielding skills by learning how to ‘attack the ball’.

Athletics – Three Jump Challenge

Children select and perform three consecutive jumps with the aim of travelling as far as possible. Children work in groups of three: one child jumps; another marks, measures and records the distance jumped; and the third observes and comments on the jumper’s technique.

MUSIC – Who know’s

Use and understand staff and other musical notations. Within this topic we shall be exploring musical processes. Discuss different starting points which inspire composition. We shall be looking into composing music to represent cartoon strips. Explore a range of instrumental sounds to accompany the silent movie.

History of Music - Dvorak ‘Symphony No 9 in E minor’ From the New World’

Listen and reflect on a piece of orchestral music then create their own piece of music using instruments and voice. Perform as an ensemble learn musical language appropriate to the task.

PSHE&C (Personal, social, health education, and citizenship)

Me and my feelings - To learn to talk about situations/issues where people might have conflicting feelings and suggest strategies for managing these feelings. Demonstrate, through role play, strategies for telling how someone is feeling. Identify a range of feelings about moving to secondary school and have strategies to manage starting secondary school. **Growing and changing /healthy lifestyles** Look at the ways that people and they may change in appearance, personality and relationships, as they grow and grow up and ways that they may stay the same. Gather a range of vocabulary of feelings associated with change. To deepen their understanding of what it means to be responsible and to take on responsibilities.

Additional information - Teaching Assistant: Mrs Allen

If your child has concerns about school or lessons always encourage them to speak to me. This term we further develop independence in preparation for secondary school transition. PE kits should remain in school for throughout the week and taken home to be washed on a regular basis. Reading records to be filled in weekly.

Key Dates

23 rd April	Clubs Start	14-18 th May	SATs Week/SATs Breakfast
27 th April	School PTA Disco	22 nd May	PGL meeting for parents
7 th May	Bank Holiday	8 th – 11 th June	PGL – Osmington Bay
11 th May	Non uniform Day	16 th July	Leavers v Staff rounders match
	PTA Quiz Night	18 th July	Leavers Service

