



*To love  
and serve  
as Jesus  
shows us*

# **St Vincent's Catholic Primary School**

## **Curriculum Newsletter: Summer 1**

**Year 6**

**Class Teacher: Mrs Long/Mrs  
Millington**

**2018 – 2019**

### **English**

SATs preparation and revision.

#### **Reading:**

Retrieval, inference, author's choices, synonyms, antonyms, prove answers and support with evidence from the text.

#### **Writing:**

Text: Broken Clip

Lost Happy Endings

Features of a persuasive letter.

Features of a news.

Writing poems.

#### **SPaG:**

- i. recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- ii. using passive verbs to affect the presentation of information in a sentence
- iii. using the perfect form of verbs to mark relationships of time and cause
- iv. using expanded noun phrases to convey complicated information concisely
- v. using modal verbs or adverbs to indicate degrees of possibility
- vi. using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
- vii. learning the grammar for years 5 and 6 in [Appendix 2](#)
- viii.
- ix. indicate grammatical and other features by:
  - i. using commas to clarify meaning or avoid ambiguity in writing
  - ii. using hyphens to avoid ambiguity
  - iii. using brackets, dashes or commas to indicate parenthesis
  - iv. using semicolons, colons or dashes to mark boundaries between independent clauses
  - v. using a colon to introduce a list
  - vi. punctuating bullet points consistently

### **Come and See (RE)**

Topics: **Pentecost – Serving:  
Transformation and Reconciliation –  
Inter-Relating: Freedom &  
Responsibility**

### **Spanish**

Learning outcomes:

- To say and recognise family words
- To apply previously learned gender rules to family words and adjectives
- To adapt the language they learn and use it to create something new
- To retell the story of El Rábano Gigante with correct pronunciation and intonation and using actions to emphasise the repetitive nature of the story

Write a penpal letter in response to a second letter from the ISM, a British-based school situated in Madrid.

### **Maths**

SATs preparation and revision.

Investigations using:

- Order of operations.
- Square numbers.
- Binary numbers.
- Converting units of time.
- Number sequences.
- Area of a polygon.

Problem Solving:

- A variety of problem solving tasks and challenges as part of transition preparation for Year 7.

### Science

Topic: **Growing Up & Growing Old**

Learning outcomes:

- To describe some of the changes that happen as humans develop.
- To compare and analyse the gestation periods of different animals.
- To look at the changes that happen as we get older, including puberty/adolescence.
- To collect and compare data on average heights as we grow up.
- To describe the changes that happen to us as we enter old age.
- To consider the impact of living longer.

### Music

Topic: **'Dancing In The Street' by Martha & The Vandellas**

Learning outcomes:

Recognise styles, find the pulse, recognise instruments, listen, discuss all dimensions of music  
Internalise, understand, feel, know how the dimensions of music work together.  
Pulse, rhythm, pitch, tempo, dynamics.  
Explore the link between sound and symbol.  
Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.  
Playing - play a classroom/band instrument in a group/band/ensemble.  
Explore the link between sound and symbol.

### Computing

Topic: **We Are Website Designers (cont.)**

Learning outcomes:

- Plan content and theme for their website.
- Creating and source content.
- Build website part one
- Build website part two
- Test and make amendments to site
- Group presentations

### Geography

**How will our world look in the future? (Local Geography)**

Learning outcomes:

- To plan and carry out fieldwork to answer a given enquiry question.
- To understand how and why housing needs to change over time.
- To understand the importance of local work opportunities to the community.
- To understand that communities need a range of accessible amenities and public services.
- To understand how the geography of communities affects community spirit.
- To plan for a sustainable future for our area.

### PE

#### **Indoor – Unit**

I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event.

I can plan and follow my own basic fitness programme.

I can self-select and perform appropriate warm-up and cool down activities.

I can identify possible dangers when planning an activity.

I can describe the basic fitness components.

I can explain how often and how long I should exercise to be healthy.

I can record and monitor how hard I am working

#### **Outdoor – Nimble Nets**

To identify and apply techniques for hitting a tennis ball.

To develop the techniques for ground strokes and volleys.

To develop a backhand technique and use it in a game.

To practise techniques for all strokes.

To play a tennis game using an overhead serve and the correct selections of shots.

Dance sequences for Year 6 production

### DT

Topic: **DT – Global Food Cooking**

**Learning Outcomes:**

- I can say where in the world ingredients come from.
- I can explain that diets around the world are based on similar food groups.
- I can cook rice and explain why it is a good staple food.
- I can demonstrate a range of food skills and techniques.
- I can demonstrate a range of basic and advanced food skills and cooking techniques.
- I can accurately and mainly independently follow a recipe demonstrating a range of cooking techniques.