

**St Anne's Catholic Primary School**  
**Year Six/Five Curriculum Letter**  
**Autumn 1 -September – October 2017**

Subjects	Themes
<b>Religious Education</b>	<p><b>Loving</b> In this topic, the children will explore different types of love within both a family and community. Children will also reveal the biblical messages about love for families based upon the letters of St. Paul. Children will also respond to the love that God has for each one of them.</p> <p><b>Vocation and Commitment</b>            The children will learn about the reasons why there is a calling to the priesthood and religious orders. Children will also explore their own commitments to clubs and have the opportunity to interview a priest about their calling.</p>
<b>Mathematics</b>	<p>Children will be developing their fluency, problem solving skills in:</p> <ul style="list-style-type: none"> <li>• Number</li> </ul> <p>Place Value - read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. Round any whole number to a required degree of accuracy.            Use negative numbers in context, and calculate intervals across zero.            Solve number and practical problems that involve all of the above.</p> <ul style="list-style-type: none"> <li>• Addition, subtraction, multiplication + division</li> </ul> <p>Solve addition and subtraction multi step problems in contexts, deciding which operations and methods and why.            Multiply multi-digit number up to 4 digits by a 2 digit number using the formal written method of long multiplication.            Divide numbers up to 4 digits by a 2 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.            Divide numbers up to 4 digits by a 2 digit number using the formal written method of short division, interpreting remainders according to context.            Perform mental calculations, including with mixed operations and large numbers.</p> <ul style="list-style-type: none"> <li>• Identify common factors, common multiples and prime numbers.</li> <li>• Use their knowledge of the order of operations to carry out calculations involving the four operations.</li> <li>• Solve problems involving addition, subtraction, multiplication and division.</li> <li>• Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.</li> </ul> <p>Basic Skills Homework – 10 minutes each day</p>
<b>English</b>	<p><b>Poems by well known authors</b>  <b>The Charge of the Light Brigade- Tennyson</b></p> <ul style="list-style-type: none"> <li>• How writers use imagery?</li> <li>• Understand and use a range of poetic conventions.</li> </ul> <p><b>Well- loved Narrative</b>  <b>When Hitler Stole Pink Rabbit</b>  <b>Judith Kerr</b></p> <ul style="list-style-type: none"> <li>• Nouns – collective and abstract</li> <li>• Noun phrases</li> <li>• Expanded noun phrases</li> <li>• Vocabulary</li> <li>• Verbs</li> <li>• Commas</li> <li>• Tenses</li> <li>• Commas to avoid ambiguity</li> <li>• Colons</li> <li>• Semi Colons</li> <li>• Degrees of possibility – modal verbs and adverbs of possibility</li> <li>• Synonyms and Antonyms</li> </ul> <p>Writing Opportunities will include;</p> <ul style="list-style-type: none"> <li>• Diary Writing</li> <li>• Letters</li> <li>• Extended Narrative</li> <li>• Character Study</li> </ul>

	<ul style="list-style-type: none"> <li>• Personal response</li> </ul> <p>It will provide your children with a wide range of writing opportunities whilst engaging them through an inspiring text.</p> <p><b>Key Terminology children must know by the end of UKS2;</b>  <b>Y5</b> -modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity  <b>Y6</b> -semi- colon, subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, bullet points.</p>
<b>Science</b>	<p><b>Electricity</b></p> <p>At the end of this unit most children will:</p> <ul style="list-style-type: none"> <li>• Suggest ways of changing the brightness of a bulb in a circuit</li> <li>• Draw circuit diagrams and construct circuits from diagrams using conventional symbols.</li> <li>• Set up a circuit which can be used to investigate an idea and use knowledge about electrical conductors and insulators to answer questions about circuits.</li> </ul>
<b>PE</b>	<p><b>Striking and Fielding –Cricket</b></p> <p>In this unit children will:</p> <ul style="list-style-type: none"> <li>• Play shots that allow the ball to be hit to different areas of the field into spaces. <ul style="list-style-type: none"> <li>• Work as part of a team that covers the area to make it hard for the batter to score runs.</li> <li>• Choose skills that meet the needs of the situation.</li> <li>• Use skills and tactics to outwit opponents when fielding, batting and bowling.</li> <li>• Watch and evaluate the success of games.</li> <li>• Begin to vary the speed and length of deliveries when bowling.</li> <li>• Identify spaces and understand the tactic of hitting into gaps.</li> </ul> </li> </ul> <p><b>Netball</b></p> <ul style="list-style-type: none"> <li>• Pass with accuracy, control and confidence.</li> <li>• Use a variety of tactics to keep the ball.</li> <li>• Understand how the muscles work.</li> <li>• Shoot with accuracy.</li> <li>• Mark an opponent</li> <li>• Know how to mark and defend their goal</li> <li>• Find and use space to help their team.</li> <li>• Watch and evaluate the success of games.</li> </ul>
<b>History</b>	<p><b>How did WW2 affect our local area?</b></p> <ul style="list-style-type: none"> <li>• Be equipped to ask perceptive questions, think critically and weigh evidence.</li> <li>• Complete a local history study.</li> <li>• Study an aspect or theme in British history that extends our chronological knowledge beyond 1066.</li> <li>• Research, select, organise and communicate our findings.</li> <li>• Develop a chronological understanding of World War Two.</li> <li>• Devise historically valid questions about World War Two.</li> <li>• Understand how knowledge of the past is constructed from a range of sources.</li> <li>• Recognise the strengths and limitations of local history as a way of telling the story of World War Two.</li> </ul>
<b>Design Technology</b>	<p><b>Shelters</b></p> <p>In this unit children will learn:</p> <ul style="list-style-type: none"> <li>• To compare different materials using a variety of different tests.</li> <li>• To evaluate the material and to consider ways of reinforcement.</li> <li>• To explore, develop, plan and communicate aspects of their design in a variety of ways.</li> <li>• To develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if first attempts fail.</li> <li>• * To evaluate their constructions, identifying strengths and areas for development, carrying out appropriate tests.</li> </ul>
<b>Music</b>	<p><b>I'll be there.</b></p> <ul style="list-style-type: none"> <li>• A Unit of Work about Michael Jackson, his music and how he contributed to the development of Pop music.</li> <li>• Listen and Appraise the song I'll Be There and other songs sung by Michael Jackson.</li> <li>• Musical Activities - learn and/or build on knowledge and understanding about the interrelated dimensions of music.</li> <li>• Perform the Song.</li> </ul>

<b>Computing</b>	<b>Digital Citizenship and Technology</b> A unit of work to support children's understanding of themselves as a Digital Citizen. <ul style="list-style-type: none"> <li>• 5 P's for a positive Digital Footprint;</li> <li>• Profile</li> <li>• Permission</li> <li>• Privacy</li> <li>• Protect</li> <li>• Positive.</li> </ul>
<b>French</b>	<ul style="list-style-type: none"> <li>• Recap and refresh;</li> <li>• Numbers beyond 50.</li> <li>• Colours</li> <li>• Days of Week/Months</li> <li>• Weather</li> </ul>

**Additional Information:**

**PE:** PE will take place on **Wednesday and Friday**. PE kits need to be kept in school to help avoid children missing lessons due to a lack of kit. Children need both pumps and trainers.

**Homework:** Homework for both English and Maths is given out on a **Friday** and needs to be returned by **Tuesday** of the following week. Learning Logs will be given out EVERY OTHER **Friday** to be returned the following **Friday**. Mathletics is a fantastic way to practice basic skills and your child's activity will be monitored by the class teacher.

**Spelling Tests:** Spelling tests will take place on **Fridays** and spellings will be set on **Monday** to be learnt for the test.

**Reading:** Children will be expected to read for half an hour either independently or with an adult or older brother or sister. Children should keep a record of their reading in their school diary.

**SeeSaw** **Your child has their own portfolio of work on SeeSaw.** You can access this by joining SeeSaw (see separate letter) and receive regular updates and notifications about your child's work and progress.

Thank you for your co-operation and support.

Miss Howarth

Class Teacher