

Pope Paul Catholic Primary School Long-Term Curriculum Overview 2021-2022 Summer Term 2022 – Year 6

Subject	Summer 1	Summer 2
RE	<p style="text-align: center;">Easter to Pentecost</p> <ul style="list-style-type: none"> • How does Luke record the events from the Resurrection to Pentecost? • How is Our Lady portrayed in the Catholic Church? 	<p style="text-align: center;">A Virtuous Life</p> <ul style="list-style-type: none"> • Focus on the symbols of Pentecost • What does the story of the Good Samaritan teach us? • Where do I see the virtues being lived by people of faith?
Maths	<ul style="list-style-type: none"> • Algebra and Sequences <ul style="list-style-type: none"> • Volume • Measures • Ratio and Proportion • Consolidation of key skills in preparation for SATs 	<ul style="list-style-type: none"> • Constructing Pie Charts • Statistical Representations <ul style="list-style-type: none"> • Further Algebra • Financial Maths and Enterprise
English	<ul style="list-style-type: none"> • Narrative based on <i>Alma</i> • Recount based on <i>Hermelin</i> (SPaG: sentence constructions, precise vocabulary, cohesive devices) • Consolidation of key reading and SPaG skills in preparation for SATs 	<ul style="list-style-type: none"> • Discussion based on Refugee Crisis (SPaG: precise vocabulary, relative clauses, modal verbs, cohesive devices)
Science	<ul style="list-style-type: none"> • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit; • 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. 	<p style="text-align: center;">Living Things and their Habitats</p> <ul style="list-style-type: none"> • Describe how living things are classified into broad groups according to characteristics and based on similarities and differences, including micro-organisms, plants and animals; • Give reasons for classifying plants and animals based on specific characteristics.
Computing	<p style="text-align: center;">Spreadsheets</p> <ul style="list-style-type: none"> • Use appropriate software and other tools effectively to write a film script; • Locate and check appropriate digital content, and provide accurate crediting of sources; • Use digital recording devices to film and import into video editing software. 	<ul style="list-style-type: none"> • Plan, conduct and import video interviews as part of a short film; <ul style="list-style-type: none"> • Use video editing software to create a short film; • Use video editing software to turn a film project into a finished movie and present it.
History	<p style="text-align: center;">Maya Civilisation</p> <ul style="list-style-type: none"> • Discover facts about the Maya civilisation and explain who the Maya people were and when and where in the world they lived; • Explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people; <ul style="list-style-type: none"> • Understand how the Maya number system works. 	<ul style="list-style-type: none"> • Identify and use a range of evidence sources to help me understand more about the Maya civilisation; • Explain what the Mayan writing system consists of, how words are constructed and what codices are; • Describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant.
Geography	—	
Art	<p style="text-align: center;">Collage</p> <ul style="list-style-type: none"> • Develop a range of coloured and textured papers to use for collage; <ul style="list-style-type: none"> • Create an effective collage using printed images; • Continue to develop a range of collage techniques to show colour and tone. 	—
D&T	—	<p style="text-align: center;">Freestanding Structures</p> <ul style="list-style-type: none"> • Investigate freestanding structures; • Develop a range of practical skills to create bends; • Select from and use materials and components to make a marble run.
Music	<p style="text-align: center;">Growth</p> <p>'The street' is the setting for this unit of buskers and flash mobs. The children explore Ravel's <i>Bolero</i> through rhythmical mine, learn songs with instrumental accompaniments, and create</p>	<p style="text-align: center;">Year 6 Musical Production</p> <ul style="list-style-type: none"> • Singing • Listening

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	a dance to build into a thrilling street performance.	<ul style="list-style-type: none"> • Performing
French	<p style="text-align: center;">All in a Day</p> <ul style="list-style-type: none"> • Say and write a sentence to tell the time; • Tell the time using French phrases to describe a.m. and p.m. times. 	<ul style="list-style-type: none"> • Follow a pattern to conjugate verbs; • Read and interpret information charts written in French; • Read and interpret a school's weekly timetable.
P.E.	<p style="text-align: center;">Athletics</p> <ul style="list-style-type: none"> • Sustain pace over long distances; • Throw with accuracy and power; • Perform the correct techniques for triple jump, high jump and standing vertical jump; • Combine sprinting with hurdling; • Transfer a relay baton efficiently as part of a team 	<p style="text-align: center;">Striking and Fielding</p> <ul style="list-style-type: none"> • Bowl accurately at a consistent height; • Catch and throw quickly from backstop; • Communicate with fellow batsmen when between bases; • Throw with real accuracy under pressure; • Take on different roles within a team in a game of rounders.
Residential Trip to PGL	<ul style="list-style-type: none"> • Overcome new challenges to develop character, resilience, self-confidence and independence; • Develop leadership, teamwork, communication and problem-solving skills; • Appreciate the benefits of health physical fitness. 	
Platinum Jubilee Learning	See class blog	
R.S.E.	<p style="text-align: center;">Life to the Full R.S.E. Programme by TenTen</p> <ul style="list-style-type: none"> • Know that the Holy Spirit works through us to bring God's love and goodness to others. <ul style="list-style-type: none"> • Understand the principles of Catholic Social Teaching. • Know that God formed us out of love, to know and share His love with others. • Learn to apply the principles of Catholic Social Teaching to current issues. 	<ul style="list-style-type: none"> • Changes in boys' and girls' bodies <ul style="list-style-type: none"> • Menstruation • Body image • Emotional changes <ul style="list-style-type: none"> • Making babies • Peer pressure
Transition	<p style="text-align: center;">Positive Minds Wellbeing and Transition Programme by Watford FC</p> <ul style="list-style-type: none"> • Understand what mental health is; • Identify what a support network is and who is in our support network; • Understand what resilience is and the importance of being resilient; 	<ul style="list-style-type: none"> • Identify our own stresses and how we manage them; • Understand the importance of asking for help when it is needed and identify warning signs of mental health; • Promote a growth mindset to provide better future opportunities.