

# CATSHILL MIDDLE SCHOOL

ACHIEVEMENT : CHALLENGE : OPPORTUNITY

## CURRICULUM INFORMATION FOR PARENTS/CARERS OF YEAR 6 PUPILS



# Y6

2017-2018

## Curriculum Information for Parents/Carers of Year 6 Pupils

Here at Catshill Middle School, we are keen to involve our parents/carers in every aspect of their child's school life, including the curriculum that we follow.

We believe that curriculum should sit at the heart of our school and that it should reflect our values and ethos.

This booklet sets out the curriculum that is planned for the academic year 2017-2018.

Our team of specialist teachers and subject leaders have planned a vibrant *Enquiry and Discovery* curriculum to engage and challenge all learners. Our *Enquiry and Discovery* curriculum is designed to support learners in gaining knowledge and developing the skills that are required for both lifelong learning and for leading happy, safe and successful lives.

Subject by subject, we have set out the learning that is planned for each term and have incorporated sections on how parents/carers might support their child.

Our curriculum is flexible, however, and there will be times throughout the year when additional opportunities will present themselves and be incorporated into our planned programme.

Please feel free to contact me if you have any questions regarding the contents of this booklet and may I thank you, in advance, for the support and encouragement that I am sure you will offer your child throughout the year.

Mrs J. Lodge

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# English

## Curriculum – what we're doing

### Autumn:

#### **Can stories help understand difficult issues? What is the difference between a Myth, a Legend and a Fable?**

Year 6 begin with a look at a familiar genre – Myth – in a slightly different way. They read Pandora's box and argue the question 'What evil is the worst?' Following this, they study Creation Myths through the Just So Stories and How the Whale Became, studying the text structure and writing their own narrative text. Pupils finish the half term with imaginative poetry in the form of Kit Wright's Magic Box.

In Autumn 2, Year 6 study several genres to consolidate past learning. They look at autobiography/ biography, studying the difference between the two; create reports and eye witness accounts based on the book Tuesday and, finally, read, act and complete tasks based around a Treasure Island play script.

### Spring:

This half term's novel is Kensuke's Kingdom. Writing is based around islands and shipwrecks and genre include instructions, message in a bottle, explanation text, letters and photo captions.

Year 6 also study a picture book. Picture books allow children freedom for independent writing which is essential in Year 6. There is also an opportunity for a week of storytelling where each day reveals new surprises for the children to discover and fire their imagination.

### Summer:

As pupils move towards their SATs, they have a text based topic to revise and consolidate reading skills. Stormbreaker is studied and children learn to use textual evidence. Genres covered are: explanation text, description - villain and setting, diary and children are taught how to write a character study including evidence and explanation to prove points.

The second part of term concentrates on perfecting writing skills. Pupils write from the heart. They begin with letters of complaint and then continue with a choice of genre based around the emotive story of the Titanic.

This busy year finishes with an enterprise challenge where pupils design, write, cost and produce magazines with the aim of making the most profit after costs.

Spelling and grammar booklets are given and used through Year 5 and into Year 6. These are issued in accordance with ability and requirement.

## **How you can help**

Listen to your child read and discuss books with them. Ensure they are doing their homework. A grammar glossary is available on our website.

### **Useful Websites:**

<http://www.primaryhomeworkhelp.co.uk>  
[www.bbc.co.uk/education/levels/zbr9wmn](http://www.bbc.co.uk/education/levels/zbr9wmn)  
[www.bbc.co.uk/skillswise/english](http://www.bbc.co.uk/skillswise/english)

# Mathematics

## Curriculum – what we're doing

### Autumn:

Pupils continue their work on number and calculations including reading, writing and ordering increasingly large numbers. They will also work with decimals up to three decimal places and negative numbers. They will develop their work on mental calculations and become more fluent with the formal methods of long multiplication and short and long division. Pupils will consider the properties of geometrical shapes including finding missing angles. They will begin constructing two dimensional shapes and recognise and describe three dimensional shapes.

### Spring:

In algebra, pupils describe and generate sequences, express missing number problems algebraically, find pairs of numbers that satisfy an equation and use formulae. In particular they use formulae to calculate volume and area, including the area of parallelograms. Pupils investigate the relationship between area and perimeter. They convert between different units of measure including between miles and kilometres. Pupils develop their work on angles to include recognising angles where they meet at a point, are on a straight line, or are vertically opposite. In number, they continue to develop their work on fractions, decimals and percentages. Pupils will also solve problems involving ratio and proportion and problems involving similar shapes where the scale factor is known or can be found.

### Summer:

Pupils continue their work on number by solving problems involving units of measure and rounding. They use coordinates in all four quadrants and draw and translate shapes using them. Pupils construct pie charts and line graphs and interpret them to solve problems. They calculate the mean of a given set of data.

Throughout the year pupils are provided with opportunities to combine different concepts to solve increasingly complex problems, and apply knowledge to real-life situations. They are also encouraged to explain their reasoning using mathematical language.

## How you can help

- Ask your child what time it is and how many days there are in a week, a month, a year and ensure they know the order of the months
- Ask them to recite their tables up to and including the twelve times table and ask tables questions at random including division questions.
- Support learners to attempt homework tasks.
- Ensure revision tasks and practice papers are completed.

## Useful Websites:

<https://trockstars.com/> - your child will be given a login (for tables practise)

<http://www.transum.org/> (for maths games and tables practise)

<http://www.amblesideprimary.com/ambleweb/mentalmaths/protractor.html?> (For *practising how to use and measure with a protractor*)

<https://www.topmarks.co.uk/maths-games/7-11-years>

<http://www.bbc.co.uk/education> (KS2 Maths)

# Science

## Curriculum – what we're doing

### Autumn:

#### **Evolution and Inheritance**

Learners consider which characteristics are inherited and how organisms, including humans, have evolved. They study the work of Charles Darwin and consider how fossils provide evidence for the theories of evolution.

#### **Seeing Light**

Learners investigate shadows and learn how they are formed and why they can change. They consider why our eyes are able to detect light and study the process of reflection.

### Spring:

#### **Changing Circuits**

Learners use recognised symbols to represent simple circuits. They use a range of components to build their own circuits and investigate how circuits can be affected by changing the number or type of component.

#### **Classifying Organisms**

Learners group organisms depending on their observable characteristics. They learn about accepted scientific classification systems and consider the role of micro-organisms.

### Summer:

#### **Healthy Bodies**

Learners identify the main parts of the human circulatory system and describe the functions of various components. They consider the impact of diet, exercise, drugs and lifestyle on the way that their bodies function.

#### **Working Scientifically**

Learners focus on skill development and embed the skills that are required in order to 'work scientifically' in preparation for their KS3 science curriculum.

## **How you can help**

The Year 6 Science curriculum is one of discovery and exploration. It is highly practical, engaging and exciting. It will make learners more aware of the world around them and the science that may be apparent in the news. Parents and carers can help by encouraging conversations at home about science. For example, if a rainbow is apparent in the sky, you may ask "how do you think a rainbow is formed?" You could make shadow puppets or shapes with your hands and explore how they change size when moved toward or away from a source of light.

### **Useful Websites:**

<http://www.bbc.co.uk/education/subjects/z2pfb9q>

<http://www.bbc.co.uk/bitesize/ks2/science/>

## Art

In Key Stage 2 Art and Design there are four interrelated aims - generating ideas, making, evaluating and knowledge. Learners explore the formal elements of Art throughout the year in a series of lessons that investigate line, tone, pattern, texture, space, form, shape, composition, scale and colour. Most often these lessons involve the work of art, craft and design practitioners, practices and cultural context. Alongside these discrete Art lessons, the following projects complement the curriculum in other subjects:

### Curriculum – what we're doing

#### Autumn:

##### **Migration**

This topic is in-line with Humanities in Year 6. It focusses on human emotions through expressions and the plight of the Irish during the potato famine. Pupils explore the work of Anthony Gormley and Alberto Giacometti by creating sculptures.

#### Spring:

##### **South America**

Within this topic the work of Beatriz Milhazes is researched and pupils are encouraged to develop sketches through pattern and the use of a viewfinder. Images of Amazonian animals are studied and a large watercolour painting is then created.

##### **A Sense of Place**

In this unit children explore landscapes as a starting point for 2 dimensional work. They will use shape, form, colour, space, texture and pattern to develop and communicate their ideas in painting. They consider the ideas, methods and approaches of other artists who have responded to landscapes in different ways. They will study the style of a European artist and apply that style to their own landscapes.

#### Summer:

##### **Canals and Op Art**

Again to work alongside their studies in Humanities, pupils look at Birmingham canals, old and new and consider the differences both in appearance and use.

Images of canals are woven together from which images are chosen which lead to printed pattern work. From the positive and negative images looked at within this subject, pupils then investigate Op Art through the work of Bridget Riley.

### How you can help

We would like to encourage additional research to be done at home. E.g. what can they find out about related artists? Visit one of our galleries such as the Birmingham Art Gallery or the Ikon Gallery. Weekly support can be given by checking planners to ensure your child's homework are completed and that they are properly equipped for lessons as this would greatly benefit their learning.

#### **Useful Websites:**

<http://www.bbc.co.uk/education/subjects/z6f3cdm>

[www.tate.org.uk](http://www.tate.org.uk)

## Computing

In Year 6, pupils continue to follow the Computing programme of study and will undertake a number of activities and challenges, which enable them to progress through the 3 different strands of Computing – Computer Science, Information Technology and Digital Literacy.

### Curriculum – what we're doing

#### **Autumn:**

##### **How can we use technology safely and responsibly?**

Learners will be able to consider the main principles of E-Safety and the need to use technology responsibly; they will also develop an awareness of their digital footprint. Learners will review the school's Acceptable Use policy, and consider how their online actions impact other people.

##### **How can I present information to different audiences?**

Learners will be able to demonstrate and develop their current skills and abilities by producing an 'interactive' presentation about the school aimed at 2 different audiences – parents and children. They will also be given an opportunity to develop their use of peer and self-assessment to identify what has worked well, and areas to improve on.

#### **Spring:**

##### **What is programming and how can we use it to develop a simple interactive game?**

Learners will build on their knowledge of simple algorithms and will look at how algorithms are used in the real world; they will then design programs with specific goals.

Learners will then be given the opportunity to use Kodu and the game controllers to create their own game. They will create programs for the different objects and work through the whole process from initial design to implementation. Learners will also carry out testing, debugging (finding and fixing errors), and sharing their games to a wider audience.

#### **Summer:**

##### **How can I use multiple applications to solve a problem?**

Learners will be working on a project, which will involve them in selecting and using a number of different applications to complete a challenge. Learners will be expected to keep a diary/blog as they work through the different activities and show the computational thinking behind the decisions they have made.

### How you can help

Engage in discussion about the computing activities and challenges your child will be experiencing. Encourage an interest in this area of the curriculum which can make a big difference to children's futures. There are many programmes on television and YouTube which can help to develop computational thinking, which is central to the Computing curriculum.

#### **Useful Websites:**

<http://www.thinkuknow.co.uk>

<http://www.bbc.co.uk/education/subjects>

[www.kodugamelab.com](http://www.kodugamelab.com)

## Design and Technology

Our Year 6 learners are taught knowledge, skills and understanding through a variety of creative and practical activities. They confidently experience working with food, resistant materials, textiles and electronics.

### Curriculum – what we're doing

#### Autumn:

##### **Farm to Fork**

##### **Where does food come from? How can we create healthy, delicious food products?**

Taking advantage of a school trip to a local farm our learners harvest the ingredients needed to make a healthy autumn soup. They develop their cooking skills preparing ingredients safely and hygienically understanding the function and nutritional value of the individual foods. They are familiar with the 'Eatwell plate' and consider ways to adapt a menu to achieve a balanced diet. By designing the soup carton our learners understand about the importance of food labelling and the information it provides to the consumer.

#### Spring:

##### **Trophy**

##### **Can we design a trophy for a major sporting event?**

Our inspired learners create a simple design specification then carry out research to guide them as they generate creative ideas for their sports trophy. They measure, mark and cut out components with accuracy, becoming competent using both hand and machine tools. They learn correct technical vocabulary and that material have both functional and aesthetic qualities, as they accurately assemble their trophy. They are actively encouraged to evaluate the quality of their design and manufacture, judging its fitness for purpose against the original specification.

#### Summer:

##### **Bug in a Bag**

##### **How can we combine knowledge of electronics and textiles to create a functional product?**

Working with these two material areas (electronics and textiles), our learners use knowledge from science to aid them when creating a circuit for their jitterbug. Using annotated sketches, they explain and indicate the design features of their product. Practical skills are developed as they learn how to use the electric sewing machine safely and apply these skills to achieve accuracy when making. They are encouraged to consider both the functional and aesthetic qualities of materials and demonstrate resourcefulness when tackling practical problems.

### How you can help

As the focus areas in Year 6 are so varied, we encourage additional research to be done at home. For example, what can they find out about the chosen sporting event? Investigating soup recipes for foods in season. Support in helping your child gain additional knowledge will greatly benefit their learning.

#### **Useful Websites:**

[www.bbc.co.uk/food](http://www.bbc.co.uk/food)  
[www.allrecipes.co.uk](http://www.allrecipes.co.uk)  
[www.mr-dt.com](http://www.mr-dt.com)

## French

In Year 6, pupils have one lesson of French a week. They learn through building a range of vocabulary they can use, considering syntax and grammatical rules and developing many personal and communicational skills. They will be developing their skills in speaking, listening, reading and writing. Pupils will enjoy lessons related to various cultural elements using songs, educational games or video clips.

### Curriculum – what we're doing

#### Autumn:

**When is your birthday?**

**What do you look like?**

During the autumn term, after a review of the classroom language, pupils will be learning how to talk about themselves. They will talk about when their birthday is and describe themselves and others, using a range of adjectives. They will develop their skills in speaking, listening, reading and writing. They will widen the range of vocabulary and syntax they use as well as looking at French celebrations and holidays.

#### Spring:

**What do you like doing?**

**What do you wear?**

During the spring term, pupils will learn how to talk about their hobbies and their clothes. They will learn how to extend their understanding of French descriptions by using adjectival agreement, verbs for likes/dislikes and possessive adjectives.

#### Summer:

**Where do you live?**

**What is it like in your town?**

During the summer term, pupils will learn how to give details about where they live and give their opinion about it. They will also widen the range of words and phrases they use. During the end of term, there will be opportunities to find out about relevant cultural events such as "Le tour de France".

### How you can help

Learning a foreign language provides many skills and advantages in life from reinforcing literacy to enhancing job prospects. Parents can support pupils by helping them gain confidence and by encouraging them to practise at home or on holiday. Learners always appreciate a member of the family to test them on vocabulary or go through speaking test preparations.

#### **Useful Websites:**

<http://www.languagesonline.org.uk/>

<http://www.linguafun.eu/>

<http://www.atantot.com>

Note: Learners can request the log in details from their teacher

## Humanities

In Year 6, pupils undertake a sequence of 'learning journeys' that combine history and geography.

### Curriculum – what we're doing

#### **Autumn:**

##### **What's special about us?**

Learners discover which countries and nations make up the UK. They explore the geographical features of the UK. Learners also learn about weather, climate and population variation.

##### **How has migration changed Britain?**

Learners review historical immigration to the UK from Prehistory to present day and explore the impact this has had on Britain.

#### **Spring:**

##### **How different are we?**

Learners study and compare physical and human geographical aspects of the UK and an area of South America. They develop mapping skills and their knowledge of human and physical geography.

##### **How have the ways people in Britain spend their leisure time changed during the 20th and 21st centuries?**

Learners will investigate the changes in Leisure and entertainment from the 20<sup>th</sup> to the 21<sup>st</sup> Century including how people spent their leisure time and how it was affected by different events e.g. the outbreak of the war. Learners will explore the development and influence of different media as well as how holidays have changed over time.

#### **Summer:**

##### **How has travel changed Britain?**

Learners explore how the development of roads, canals and railways has impacted on life in Britain. They study the lives of several significant people and debate the impact of HS2, investigating transport issues in their local area.

### How you can help

In Year 6, encouraging an interest in and love of History and Geography are vital. There are many programmes on television and YouTube which will develop increased awareness and understanding of the past. These include 'Who do You Think You Are', 'Walking through History' and 'Horrible Histories'. Visits to places of historical or geographical interest will also help e.g. Iron Bridge and Coventry Transport Museum. Encouraging your child to read a newspaper or to watch the news will make them aware of key events, including the impact of recent world migration and transport issues.

#### **Useful Websites:**

<http://primaryhomeworkhelp.co.uk>

<http://www.bbc.co.uk/education/subjects/zcw76sg>

<http://www.bbc.co.uk/education/subjects/zbkw2hv>

<http://www.transport-museum.com/>

<https://canalrivertrust.org.uk/about-us/our-regions/west-midlands-waterways>

## Life Skills

### **Curriculum – what we're doing**

At Catshill Middle School, we have designed our curriculum taking into account the best practice advice from the PSHE Association and The Citizenship Foundation. In addition to our planned curriculum, which is summarised below, we have the flexibility to address other issues and events as they arise during the course of the year.

#### **Autumn:**

##### **Unit 6.1 Where do I see myself?**

Learners explore their career ambitions and the wide range of opportunities available to them in their futures. They consider real-life examples and case studies that reflect a range of skills and abilities.

##### **Unit 6.2 How can we build our character?**

Learners explore the positive behaviours that enable a successful life. They consider the importance of values, diversity and inclusion and learn how to build resilience and self-esteem.

#### **Spring:**

##### **Unit 6.3 How does our society work?**

Learners explore the principle of democracy, how Parliament is organised, how the electoral process works and learn how rules are made.

##### **Unit 6.4 How can we manage our finances?**

Learners improve their knowledge and understanding of money function and apply basic financial skills in a variety of relevant contexts.

#### **Summer:**

##### **Unit 6.5 How travel-safe are you?**

Learners explore key aspects of safety when using roads, waterways and rail networks.

##### **Unit 6.6 How should we react in a First Aid crisis?**

Learners acquire basic first aid skills and become equipped with the confidence and willingness to act in a first aid emergency.

### **How you can help**

You can help support the Life Skills programme by encouraging your child to be aware of current affairs and that tolerance and respect are necessary for a safe environment.

#### **Useful Websites:**

<http://www.bbc.co.uk/education/subjects/zqtnvcw>

# Music

The Music curriculum is designed to allow pupils the opportunity to explore a range of music from different countries, time periods and styles in a creative and practical way. Learners develop key skills in performing music, composing their own music as well as listening and responding critically to evaluate the music they hear. All pupils are warmly invited to join one of our choirs, form a band or start/continue instrumental lessons. We have a growing musical tradition within our school which we hope our Year 6 pupils will enjoy and contribute to.

*(Please request a separate letter for instrumental lessons from the Office for details of charges).*

## Curriculum – what we're doing

### **Autumn:**

Year 6 will extend their knowledge of rhythm and pulse as well as embark on a journey to introduce all of the instruments of the orchestra as we study melody and notation.

All pupils will be given the opportunity to play and perform in a range of solo and ensemble contexts using their voice and various instruments and will be expected to demonstrate more advanced musical vocabulary.

### **Spring:**

Year 6 will use their musical knowledge and skills to focus on improvisation and composition using the instrumental skills they have gained from Autumn term.

In groups, Year 6 will develop their musical ideas drawing on a range of musical structures, styles, genres and traditions.

### **Summer:**

Pupils will develop a deeper understanding of World Music focusing on various countries from around the world. Pupils will then produce their own music based on these cultures and traditions.

Pupils will work towards showcasing their work from the year in an end of year summer performance with other classes.

## How you can help

- Encourage pupils to listen to music.
- Talk about your favourite music.
- Build pupils confidence by encouraging practice/ show things they have learnt in music lessons.

## Useful Websites:

<http://www.philharmonia.co.uk/explore/instruments>

## PE

In Year 6, during Physical Education pupils will further develop competence in a broad range of physical activities. Be physically active for sustained periods of time and engage in competitive sports and activities. Pupils will be encouraged to lead healthy, active lives.

### Curriculum – what we're doing

#### Autumn:

##### **What skills do I need to play competitive games?**

Learners will further develop the core skills of games through football, hockey, netball, rugby, cricket, rounders and basketball. They will learn to apply basic principles suitable for attacking and defending. Games units will run through the whole school year.

#### Spring:

##### **How can Physical Education develop my flexibility, strength, technique, control and balance?**

Learners will explore their body capabilities through dance and gymnastic activity. They will perform dances using a range of movement patterns and develop sequences in gymnastics.

#### Summer:

##### **Can I perform running, jumping and throwing in isolation and in combination?**

Learners will explore through athletics how they can achieve fastest times, heights and distances. They will compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### How you can help

Pupils often need help to remember named P.E. kit on the correct days. This information can be found in their planners on their timetable page. Encourage pupils to participate in extra-curricular clubs both inside and outside school. These activities along with healthy eating will encourage pupils to adopt lifelong healthy lifestyles.

#### **Useful Websites:**

<http://www.bromsgrove.gov.uk/things-to-do/sports-fitness.aspx#>

<http://www.wychavonleisure.co.uk/our-centres/bromsgrove/>

<http://www.rylandcentre.co.uk/>

<https://www.yourschoolgames.com/>

<http://bromsgrovecc.play-cricket.com//>

## Philosophy and Ethics

At Catshill Middle School, the Worcestershire Agreed Syllabus for Religious Education 2015-2020 forms the basis of our curriculum. We aim to engage pupils in systematic enquiry into significant human questions which religion and worldviews address through three main strands: *Believing, Expressing and Living*.

### Curriculum – what we're doing

#### **Autumn:**

##### **If God is everywhere, why go to a place of worship?**

Learners find out some of the key features of places of worship. They investigate how believers feel about places of worship in different traditions and how places of worship support believers in difficult times. They reflect on different ways of worshipping within Christianity and discover alternative forms of Christian communities.

##### **What does it mean to be a Muslim in Britain today?**

Learners explore practice, meaning and significance of the Five Pillars of Islam. They investigate the design and purpose of a mosque and consider how architecture and activities reflect Muslim beliefs.

#### **Spring:**

##### **What matters most to Christians and Humanists?**

Learners compare and contrast the Christian and Humanist 'codes for living'. They consider a range of questions about values and moral concepts such as fairness and honesty.

#### **Summer:**

##### **What difference does it make to believe in Ahimsa (harmlessness), Grace and/or Ummah (community)?**

Learners make connections between beliefs and behaviour in different religions and identify similarities and differences between them.

### How you can help

Religious Education provides rich opportunities for children to learn about the things that matter in the lives of local people and the wider world. Parents can support learning by encouraging their children to have an awareness of current events and to have a thoughtful and questioning approach to life. Understanding people's views can be a first step to recognising and appreciating diversity.

#### **Useful Websites:**

<http://www.bbc.co.uk/education/subjects>

<http://www.bbc.co.uk/religion/religions/>