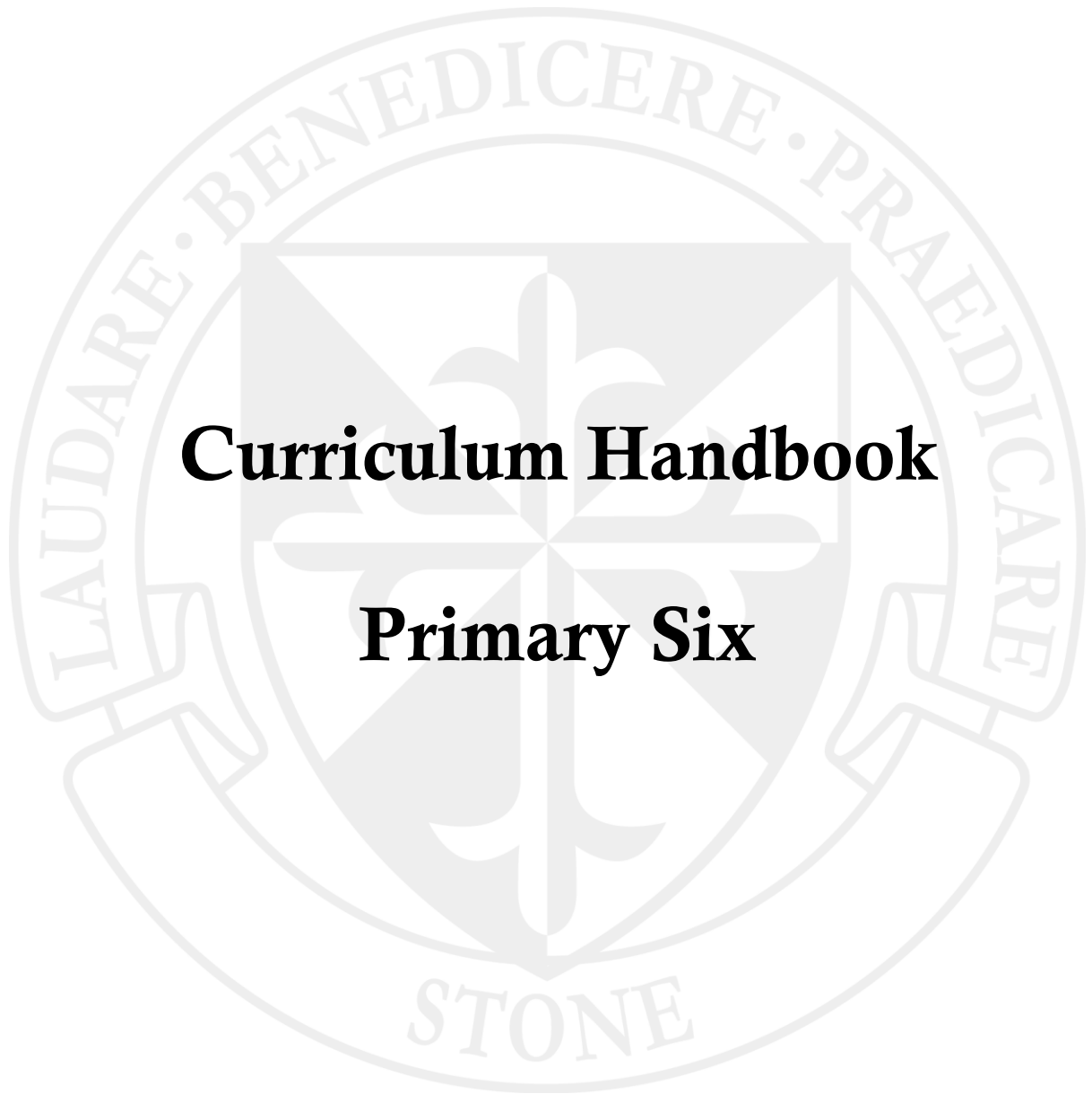


ST. DOMINIC'S PRIORY SCHOOL

Curriculum Handbook

Primary Six



PRIMARY 6

ART AND DESIGN CURRICULUM

Three 1 hour lessons per fortnight

The main areas of focus are: AT1 Investigation and Making
AT2 Knowledge and Understanding

Programme Themes

Autumn Term	Creative Creatures An investigation of 2D media Developing observation and recording techniques Basic print making and mixed media exploration
Spring Term	Exploration of textile techniques Creative Creature construction
Summer Term	Working on the theme of Still Life 20 th and 21 st Century artists Summer exam

Sketchbook homework will be set on occasions as an integral part of the students learning.

Students will be encouraged to:

- Work individually and in groups
- Record from direct observation, in a variety of media
- Do homework, relating to class work in a sketch book
- Express ideas and feelings
- Design and make images and artefacts
- Work in connection to artists, designers, crafts people (past and present)
- Research, experiment, interpret and develop ideas.
- Use materials, tools and techniques
- Evaluate work of their own and that created by peers.

Students work will be displayed and exhibited around school.

PRIMARY 6

DANCE

1 hour lesson per fortnight

The focus of the dance curriculum is on developing the students' ability to compose, perform and appreciate dance as well as to further their knowledge and understanding of health and fitness.

During the course of the year students will learn new skills in a variety of dance styles such as: musical theatre, African dance and modern/contemporary dance. Within these styles, students will learn new terminology and technique to help them with their understanding of how dance is performed. They will develop their knowledge further by learning about the history and origins of the styles and their importance within certain cultures.

Students will explore techniques and devices within choreography. A set theme or stimulus will be provided and students will work in pairs or small groups to produce short movement phrases, which will be developed in a variety of ways.

At the end of each term students will present their work, where they will be assessed either on their performance, choreography or appreciation skills. Students continually learn new skills in appreciation, when they have the chance to observe and give feedback to other pairs and groups in their class. The use of ICT in dance helps students to evaluate their own and others dance work in order for them to improve and achieve individual targets set for them.

Students are provided with extra curricular activities, workshops and performance opportunities throughout the year where they can develop their technique and skills further in various styles of dance, these include:

- Junior Dance club
- Holiday workshops
- Musical Production
- Performing Arts Evening
- Junior Dance Curriculum Performance

PRIMARY 6

FRENCH

Two 1 hour lessons per fortnight

Course: La Jolie Ronde – Mon Tour de France for 9-11 year olds.

With this course familiar structures are developed further. Pupils are encouraged to see how, by word substitution, they can generate more sentences of their own. Each lesson offers new vocabulary, games, reading and writing activities and extended listening opportunities. The creative use of language is emphasised.

The aims are:

- To develop the ability to listen attentively
- To revise previous and introduce further vocabulary
- To encourage more complex language strategies
- To encourage a more creative use of language
- To build their confidence
- To promote cultural awareness
- To develop language learning skills

Throughout the year they will learn to use phrases covered by the following topics:

The time, dates, the weather, the seasons, clothes, personal belongings, toiletries, family, food, shopping, descriptions, holidays, directions, the house, mealtimes, places in town.

Understand negatives
Understand du/de/a/des
Understand use of 'rien'
Use verbs être and aller

You can help by encouraging your child to practise what they have learnt at school and to take an interest in French culture.

PRIMARY 6

HUMANITIES – GEOGRAPHY/HISTORY

In key stage 2, pupils will learn about significant people, events and places from both the recent and distant past and from near and far. The studies will encourage the development of geography and history skills, vocabulary, knowledge and understanding about people, places and environments.

They will learn about changes and continuity in their own local area, in Britain and in other parts of the world, looking for evidence from political, economic, technological and scientific, social, religious, cultural and aesthetic perspectives.

Skills will include:

- Observing, questioning, collecting and recording evidence; analysing and communicating results
- Using geographical and historical vocabulary
- Using atlases and aerial photographs to develop fieldwork and map-reading skills
- Reading and making maps and plans
- Using secondary sources and ICT to research and record work, resources on the Interactive Whiteboard and the Internet
- Understanding that the past can be represented and interpreted in different ways, including pictures, plays, films, reconstructions, visits, video/DVD, museum displays, fictional and non-fictional accounts

The school adopts a skills topic based delivery of geography and history.
The topics in Primary 6 are as follows;

Autumn Term: Crime and Punishment

Spring Term: Invaders and Settlers

Summer Term: Amazing Americas

PRIMARY 6

COMPUTING

1 one hour lesson per fortnight, plus lessons in the computer room which will be linked to other areas of the curriculum in which they will develop their ICT skills.

During Key Stage 2 pupils use a wider range of tools and information sources to support their work in other subjects. They develop their research skills and decide what information is appropriate to their work. They begin to question the plausibility and quality of information. They learn how to amend their work and present it in a way that suits its audience.

Pupils will focus on extending their skills in Microsoft Word and using the Internet for both research and communications in school this year. They will be reminded on how to behave when using the ICT facilities, in order to ensure their own health and safety and that of those around them. They will have basic instruction on how to file their work in an organised way using the software, a very important skill and they will build up a file of work during the year in line with the items below.

Internet safety is a vital part of the computing curriculum. We provide children with the knowledge of how to behave responsibly when using the internet, both at home and at school across a range of devices.

We believe that sound basic ICT skills are essential in the world of work today and good practice should start as young as possible. The ICT lessons are aimed to accomplish this by enabling pupils to use industry standard software packages in an effective way. The pupils will also have the opportunity to apply their knowledge and skills in other areas of the curriculum throughout the academic year.

During the course of the year Primary 6 will study;

- Prezi v's PowerPoint presentation media
- Using spreadsheets
- Animation
- Scratch programming
- Web research
- Outlook
- Designing own websites

Each half term the children revisit internet safety.

PRIMARY 6

LITERACY

Primary 6 will be following the National Curriculum guidelines using the Schofield and Sims Grammar scheme throughout this academic year.

Autumn Term

Main Text: War Horse by Michael Morpurgo

Poetry analysis

Fiction writing task: Diary entry

Non-fiction writing task: Non-chronological report

Spring Term

Main Texts: The Hobbit by JRR Tolkien, The Firework Maker's Daughter by Philip Pullman, Arabian Nights stories.

Letter Writing

Fiction writing task: Story with a different cultural setting

Non-fiction writing task: Persuasive speech

Summer Term

Main Texts: Harry Potter and the Chamber of Secrets by JK Rowling, Lady Godiva narrative poem.

Fiction writing task: Genres story

Non-fiction writing task: Newspaper report

The children will be covering the following objectives:

- Speaking
- Listening and Responding
- Group Discussion – Interaction
- Word Structure and Spelling
- Understand and Interpret Texts
- Engage with and respond to texts
- Creating and shaping texts
- Text structure and organization
- Sentence structure and organization
- Presentation and handwriting
- PQE text analysis

There will be numerous opportunities for ICT throughout the year including working with word-processing software, web based resources etc.

PRIMARY 6

MUSIC

Three 1 hour lessons per fortnight

In upper key stage 2 pupils sing and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise and develop their own compositions, in response to a variety of different stimuli with increasing independence and creativity.

Singing

- Songs in two parts, rounds and unison with descants.
- Develop a sense of phrase and musical expression.
- Practise, rehearse and present performances with an awareness of the audience.

All pupils are encouraged to join the choir, which meet at lunch time.
All wind players are encouraged to join the Wind Band.

Instruments

- Read music in treble clef with complete fluency
- Produce a good tone and breath control
- Play wide variety of styles
- Try out a variety of instruments
- Play and follow music for two three or more parts
- Read music in the bass clef

Pupils are encouraged to bring their instruments to the music lessons.

Instruments (playing and composing)

- Tuned and untuned instruments are used, pupils are expected to be able to follow percussion music easily, fully understanding time values of both notes and rests.
- Compose using both rhythmic and melodic ideas, working in groups or alone.
- Working together and listening carefully to produce a cohesive sound.
- Recognise how different musical elements are combined and be able to improve own work.
- Learn to use musical vocabulary

The music department has a wide range of percussion instruments both tuned and untuned.

Learning and Listening

- Recognition of instruments
- Introduction to the History of Music.
- Explore the context of musical genres and styles
- Compare and evaluate how music reflects the contexts in which it is created

We use CDs DVDs, videos and recording equipment. ICT Link

Performing

There are many opportunities during the school year for performance. These include religious celebrations (Harvest, Christmas and Easter), end of year concerts and concerts during the school year, assemblies and school productions. Informal performance is part of all music lessons, when pupils are expected to perform to each other, working in small groups and sometimes on their own. Solo work is encouraged.

Instrumental lessons are available (extra cost – bills sent by individual visiting teachers). These lessons are arranged to be before the school day, during break times, lunchtimes and after school if possible. However, due to the large number of pupils playing instruments, some lessons do occur during the academic timetable. Where this happens it is either on a rota system or during Art, Music or PE lessons. Pupils are expected to catch up on any missed work.

How you can help:

By taking an interest in the subject and encourage your child to do their best, and to enjoy all aspects of music, whether at home, at the theatre or concert hall.

Please check on homework and instrumental practice.

PRIMARY 6

NUMERACY

Ten 1 hour lessons per fortnight

Maths in the Prep department is taught using the Abacus scheme. The children will be covering the seven objectives/strands outlined in the following blocks:

- Counting, Partitioning and Calculating – solving multi-step word problems - ordering, partitioning and rounding decimals to 3d.p. - addition, subtraction, multiplication and division (including 'long' multiplication and division), using a calculator - explaining, reasoning and forming mathematical conclusions using words, diagrams and symbols
- Securing Number Facts, Understanding Shape – patterns, relationships and properties of number and shape – mental methods, applying multiplication and division facts to decimals – multiples, factors, primes and prime numbers – visualising and classifying 2D and 3D shapes – making and drawing shapes – representing a problem using calculations, symbols, formulae and diagrams
- Handling Data and Measures – collecting, processing, presenting and interpreting data – constructing frequency tables, bar charts, pie charts and line graphs and finding mean, mode and median – probability and finding the outcome of data – estimating and measuring to a required degree of accuracy, metric units and conversion, reading scales – describing and interpreting results and solutions
- Calculating, Measuring and Understanding Shape - solving multi-step word problem using/without using a calculator, estimating and checking results – metric conversions, reading scales – calculations, mental and written methods with integers and decimals – area and perimeter of rectilinear shapes – co-ordinates, transformations including rotations, reflections and translations – estimating, measuring and drawing angles, angles-sum of a triangle and angles-round a point
- Securing Number Facts, Relationships and Calculating - solving multi-step problems with integers, decimals, fractions, percentages – explaining reasoning, recording solutions using symbols, checking solutions in context – mental methods with decimals – solving direct proportion problems by scaling numbers up /down – fractions; simplifying, ordering, equivalent – equating fractions/decimals/ percentages, fractions and percentages of amounts

There will be numerous opportunities for ICT throughout the year including working with Microsoft Excel software, web-based resources other Maths software.

It is very important that your child is encouraged to practise times tables and number bonds as being able to use these accurately will increase their confidence when tackling more complex mathematical problems.

PRIMARY 6

PHYSICAL EDUCATION

Four lessons per fortnight

GAMES

- To play small-sided and simplified versions of recognised competitive invasion, striking/fielding and net/wall games
- To develop an understanding of defensive strategies and tactics in invasion games
- To demonstrate an ability to move between attack and defence in a variety of games
- To refine the skills associated with each game type
- To evaluate performance and use the information effectively to improve skills and decision-making
- To develop an understanding of how to attack and defend an area, target or opponent in a variety of games.
- To develop an ability to analyse performance simply and use this information effectively.
- To work both competitively and cooperatively.

Invasion

Practices and simplified games up to 7 v 7 building on previous experiences. Using a variety of recognised games (e.g. netball, hockey, lacrosse, revise and consolidate attacking the target to score, creating space in attack, moving forward and drawing the defenders. Practise and refine the skill of sending the ball accurately to avoid defenders, sometimes disguising the pass.

Using different games and goal types, experience and practise defending a target and one or more opponents (e.g. an open goal, a focused ring, skittle or cone; one-on-one marking.

Practise the sudden switch from defence to attack when possession is regained.

Refine related skills, working with others to evaluate and improve performance. As team members, co-operate to improve performance in attack and defence according to the strengths and limitations of the opposition.

Striking/fielding

Practises and games with increasing players per side, building on previous experiences. Play small-sided cricket and rounders-type, recognised games (e.g. kwik cricket, Danish rounders, stoolball according to the rules of play. Refine the related skills of striking and fielding, sending (throwing and bowling) and identify and practise skills associated with positional play, e.g. backstop or wicket keeper; fielding in close or long to strengths and limitations of batters and fielders.

Net/Wall

1 v 1 ; 2 v 2 Develop according to skill level and previous experiences. Refine the racket skills in isolation (e.g. in twos or against a wall individually) and consolidate stroke selection and application within a 1 v 1 game. Use the rules of tennis and develop into a 2 v 2 game when appropriate. Players identify the strengths and limitations of opponents and begin to exploit perceived weaknesses (e.g. lack of mobility; use of one rather than both sides of the body; a weak stroke, hitting short; hanging back, etc).

Cardio tennis

Table tennis

ATHLETICS

- To develop and improve the broader physical attributes which include precision, speed, power and stamina. To give opportunities for pupils to work both co-operatively and competitively
- To time, measure and record self-improvement in performance
- To gain a sense of personal achievement
- To encourage healthy competition against self and others
- To design challenges and competitions
- To demonstrate increasing agility and skill in running short distances and stamina over longer distances
- To recognise and follow relevant rules, laws, etiquette and safety procedures for different activities or events, in practice and during competition

Running:

Short distances - sprints

Longer distances

Hurdling

Shuttles

Relays – short and long

Jumping:

Standing long jumps

High jump activities

Co-ordinated jumps using variations

Step and run

Short run and jump

Throwing: for accuracy

Large target

Small target

Throwing close to the target

Throwing from further away

Throwing: for distance

One-handed

Throwing underarm

Throwing overarm

Run up step

Two handed

Throwing overhead

Pushing from chest

Slinging

GYMNASTICS

- To combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas
- To develop their own gym sequences by understanding, choosing and applying a range of compositional principles
- To understand why warming up and cooling down are important
- To evaluate their own and others' work
- To suggest ways of making improvements
- To perform fluently and with control, even when performing difficult combinations
- To work well with a partner or a small group to practise and refine their work
- Make up longer sequences and perform them with fluency and clarity of movement
- To vary direction, levels and pathways, to improve the look of a sequence
- To use planned variations and contrasts in actions and speed in their sequences

Develop more variety in performing skills and actions

Extend the range of actions, shapes and balances used for a particular theme

Move fluently into and out of balances, using movement as a transition from one place to another

Practise and refine their actions, shapes and balances, so that they become more fluent and controlled

Adapting actions from floor to apparatus, and from apparatus to floor

Vary distance travelled or the length of time they spend in a balance or shape

Make up sequence and adapt to different apparatus

Planning a sequence and adapting to a limited number of mats and other apparatus

Work as a group and share out roles evenly

Different ways of working with a partner or a small group

Use compositional devices

Devise an effective warm up for gymnastic activity that warms muscles and mobilises the joints

Watch sequences and judge the quality of the performance against technical and compositional criteria.
Children to give feedback effectively.

OUTDOOR AND ADVENTUROUS ACTIVITIES

- To develop and refine orienteering skills when working in groups and on their own
- To decide what approach to use to meet the challenge set
- To adapt their skills and understanding as they move from familiar to unfamiliar environments
- To understand how the challenge of outdoor and adventurous activities can help their fitness, health and well-being
- To see the importance of a group or team plan, and the value of pooling ideas
- To improve their performance by changing or adapting their approaches as needed
- To read a variety of maps and plans accurately, recognising symbols and features
- Use physical and teamwork skills well in a variety of different challenges
- Successfully apply their skills and understanding to new challenges and environments
- Simple co-operative group activities
- Orientate themselves and move with increasing confidence and accuracy when following trails and simple orienteering courses

Follow simple routes in the school grounds using basic maps

How to recognise symbols and features on the maps used for orienteering tasks

How to orientate the maps

Help the children to understand the conditions, rules and regulations for a task

Practice and discuss strategies with others. Use their experience of similar challenges

Teach the children how to plan their strategies and approaches carefully, considering a range of factors, e.g. the route, time constraints and fitness of group members

How to work co-operatively and allocate and share roles and responsibilities

Review their performance as they work through a task

How do they make sure everyone gets a chance to contribute, plan and lead

Identify strategies and skills that have worked well. Recognise different approaches to solving a problem

Recognise when how strong or tired they are feeling at a particular time has changed the way they approach a challenge

Blindfold activities with partners or groups.

Communication variations e.g. clapping

Parachute games

Shuffle pack

Trails

Scavenge hunt

Rescues

Swamps

Photo orienteering

Orienteering activities

PRIMARY 6

PSHE – PERSONAL, SOCIAL, HEALTH EDUCATION

One lesson per fortnight

We follow the PSHE Association guidelines and focuses. These are:

- 1) Health and Wellbeing
- 2) Relationships
- 3) Living in the wider world

The resource has been designed to develop children's social and emotional skills. Primary 5 and Primary 6 pupils will also have lessons on puberty and body changes.

Units vary throughout the year:

Autumn 1st Half Term – Class Community and working together

Autumn 2nd Half Term – Value of money

Spring 1st Half Term – What makes a good relationship. Resolving friendship issues.

Spring 2nd Half Term – Being a global citizen

Summer 1st Half Term – Choices to stay healthy

Summer 2nd Half Term – Changes and transition to Y7

The units address key social and emotional aspects of learning such as:

Empathy,
Self-awareness,
Motivation,
Managing feelings,
Social Skills.

The children will have the chance to work as a whole class, in pairs, in small groups and individually, in discussion and written work.

British Values are also taught through PSHE lessons and assemblies.

PRIMARY 6

RELIGIOUS EDUCATION

Four 1-hour lessons per fortnight

Our Catholic ethos and values are manifest throughout the school and have their origins in the educational work begun by the Dominican Sisters of Stone in 1856. The Catholic faith lies at the heart of our foundation and is essential to the character of the school

RE Lessons

Lessons include:

- prayer, discussion, written work, drama, singing, hymn practice and illustration.
- looking at other world religions celebrations and replica religious artefacts.
- building up our knowledge of the Bible and Bible references.

The work undertaken in Primary 6 uses the **Curriculum Strategy for Religious Education – “Come and See”**

The topics for the year are as follows:

Autumn Term

Domestic Church – Loving God who never stops loving

Baptism/Confirmation – Vocation and commitment Priesthood and religious life

Local Church – Sources The Bible, the special book for the Church

Advent/Christmas – Expectations Jesus born to show God to the world

Spring Term

Eucharist – Unity Eucharist enables people to live in Communion

Reconciliation – Healing Sacrament of the sick

Lent/Easter – Death and new life Celebrating Jesus’ death and resurrection

Summer Term

Pentecost – Witness The Holy Spirit enables people to become witnesses

Universal Church – Common good Work of the world-wide Christian family

Other Religions- Including Judaism, Islam, Hinduism and Sikhism.

PRIMARY 6

SCIENCE

Four 1 hour lessons per fortnight

Primary 6 Science lessons are taught in the purpose-built Prep Science classroom. The programme of study is linked to the National Curriculum and divided into six topics which will each be approximately a half-term in duration:

Forces in Action

What is a force? What can forces do? Gravity and weight on the Earth and Moon, the effects of gravity, using a force meter, multiple forces, size and direction of forces. Weighing things in water.

Plants and Animals in the Environment

Photosynthesis, how plants grow well, food chains and webs, predator and prey, carnivores and herbivores. Identification keys. Habitats and adaptation to the environment.

Micro-Organisms

Definition, types of microbes, useful and harmful microbes, yeast, mould, decay, contagious diseases.

How We See Things

How light travels, sources of light, shadow formation, changing sizes of shadows. Reflection and reflective surfaces.

Reversible and Irreversible Changes

Melting, freezing, evaporating and condensing are reversible changes. Some changes such as burning, baking, corroding and decaying are irreversible because new materials are being made.

Changing Circuits

The brightness of bulbs in a circuit can be changed by different means, and that bulbs can burn out if there is too much power in the circuit; know the conventional symbols for the components in a circuit and be able to draw circuit diagrams; switches and their uses; electrical conductors and insulators.

Cross Curricular Links

Some lessons will take place in the computer room where the children will have opportunity to conduct their own Internet research and to use games and simulations to extend their understanding. Maths skills are put to practical use throughout the year as pupils learn to present and interpret data from a variety of tables and graphs. Science also links to Literacy as pupils learn to communicate their knowledge verbally and in writing.