

St



Alban & St Stephen Catholic Primary School & Nursery

Learning and growing with God by our side
Faith, Friendship, Determination, Respect & Unity



Year 6 Curriculum Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R.E	Branch 1 Creation & Covenant Vocation and covenantal relationship. Human purpose and destiny.	Branch 2 Prophecy & Promise Jesus as fulfilment of prophecy; typology between Old and New Testaments.	Branch 3 From Galilee to Jerusalem Cost of discipleship. Authority, conflict and leadership in the Gospels.	Branch 4 From Desert to Garden Redemption theology. Resurrection and eternal life.	Branch 5 To the Ends of the Earth Church today: evangelisation, ecumenism and the role of the Pope and bishops.	Branch 6 Dialogue & Encounter Interfaith dialogue. Theological comparison of beliefs and ethical teachings across religions.
English	Unit 1: Writing Outcome: Biographies Stimulus Text: Resist <i>Tom Palmer</i> (Literacy Tree Unit) (3 weeks) Unit 2: Writing Outcome: Writing Outcome: Poetry Stimulus Text: Night Mail <i>W.H. Auden</i> (Literacy Tree Unit) Link to National Poetry Day (2 weeks) One week residential trip Oracy Focus: Assembly Performance (1 week) Guided Reading Text & Class Novel: Resist <i>Tom Palmer</i>	Unit 1: Writing Outcome: Balanced arguments Stimulus: Incredible True Stories of Courageous Animals <i>David Long</i> (Link to History- (3 weeks) CHRISTMAS FOCUS Unit 2: Writing Outcome: Narrative: Ghost Story Stimulus Text: A Christmas Carol <i>Charles Dickens</i> (3 weeks) Guided Reading Text & Class Novel: A Christmas Carol <i>Charles Dickens</i>	Unit 1: Narrative: Adventure Stimulus Text: Cogheart <i>Peter Bunzl</i> (3 weeks) Unit 2: SAS SHORT STORY COMPETITION Writing outcome: Narrative (3 weeks) Guided Reading Text & Class Novel: Cogheart <i>Peter Bunzl</i>	Unit 1: Non-Chronological reports Stimulus Text: Arthur Spiderwick’s Field Guide (HFL Unit-3 weeks) Unit 2: WHOLE SCHOOL BOOK PROJECT Writing Outcome: TBA (Link to Science/STEM Week) (2 weeks) Guided Reading Text & Class Novel: Cogheart <i>Peter Bunzl</i>		Unit 1: Take One Book project: Diaries; informal and persuasive formal letters; persuasive adverts Stimulus Text: Holes <i>Louis Sachar</i> (4 weeks) Unit 2: Secondary Transition: Writing Outcome: Reviewing and Publishing my best work of the year (2 weeks) SATS Assessments- 1 week Guided Reading Text & Class Novel: Holes <i>Louis Sachar</i>
Maths	Place value Multiply & divide by 10, 100, 1000 Solve problems with 4 operations Equivalent fractions, compare & order fractions Add & subtract fractions	Fractions & decimal equivalents Calculate percentages Formal written method multiplication Area of triangles & parallelograms Formal written method short division Properties of shape	Order of operations & algebra Formal written method long division Relationship between perimeter & area Recognise angles Reflection & translation Multiplying & dividing fractions	Ratio and proportion Volume Measures Statistics – interpret line graphs & pie charts Algebra & sequences	Statistics – calculate & interpret mean average Apply known facts and calculation strategies. Revision for SATs.	Constructing pie charts Statistical representation Algebra Financial maths & enterprise

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Science	<u>Living things and their habitats</u> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics	<u>Electricity</u> 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. Use recognised symbols when representing a simple circuit in a diagram.	<u>Animals including humans</u> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.	<u>Light</u> Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	<u>Evolution and Inheritance</u> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Inspirational Leaders: Study of the lives of Charles Darwin and Rosalind Franklin	
Computing	<u>Programming 1: Intro to Python –</u> Using the programming language 'Python' to create designs and art. Learning how to create loops and nested loops to make their code more efficient. Move to spring 1	<u>Data Handling: Big Data 1 -</u> Identifying how barcodes and QR codes work. Learning how infrared waves are used for the transmission of data while recognising the uses of RFID. E Safety	<u>Data Handling: Big Data 2 -</u> Further developing understanding of how networks and the Internet are able to share information. Learning how big data can be used to design smart buildings. E Safety	<u>Computing systems and networks 1: Bletchley Park 1 -</u> Discovering the history of Bletchley and learning about code breaking and password hacking. Demonstrating digital literacy skills by creating presentations. E Safety	<u>Creating Media: Bletchley Park 2 History Of Computers -</u> Writing, recording and editing radio plays set during WWII, learning about how computers have evolved.	<u>Skills Showcase: Inventing A Product -</u> Designing a product, pupils: evaluate, adapt and debug code to make it suitable for their needs and designing products in CAD and creating a website and video.
PSHE	CIRCLE TIME Getting to know you Zones of Regulation Class rules and expectations Behaviour focus related to assembly NSPCC PANTS	Behaviour lesson linked to assembly. TENTEN MODULE 1 UNIT 1 1. Calming the storm MODULE 1 UNIT 3 1. Body image 2. Peculiar feelings 3. Emotional changes	CIRCLE TIME Anti-bullying Mental Health & Wellbeing Neurodiversity Behaviour focus related to assembly E-safety awareness TENTEN MODULE 2 UNIT 2 1. Build others up	Behaviour lesson linked to assembly. MODULE 2 UNIT 4 2. Impacted lifestyles 3. Making good choices 4. Giving assistance	Behaviour lesson linked to assembly. ALLERGY LESSON TENTEN MODULE 1 UNIT 2 1. Gifts and talents 2. Girls' bodies 3. Boys' bodies 4. Spots and sleep MODULE 1 UNIT 3 2. Seeing stuff on line – can be withdrawn	Behaviour lesson linked to assembly. MODULE 2 UNIT 4 1. Types of abuse- version 2. Children can be withdrawn MODULE 1 UNIT 4 1. Making babies part 1 2. Making babies part 2 - can be withdrawn 3. Menstruation MODULE 3 UNIT 1 1. The Holy Trinity 2. Catholic Social Teaching MODULE 3 UNIT 2 1. Reaching out

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History & Geography	The Isle of Wight Big Question: How and why are our coasts changing? (Eco-theme: Respect for God's Creation-environmental issues affecting our coasts) Understand differences and similarities through a study of human and physical geography of an area of the U.K. (Isle of Wight) Coastlines and land use e.g. holiday resorts, tourism. Describe and understand physical features of coast and human geography of coasts including land use. Use compasses, 4 and 6 figure grid references, signs and symbols on OS maps. Changing coastlines. rising sea levels Inspirational Leaders: National Trust protecting our coasts	The Empire of Benin Big Question: How do empires rise and fall? A non-European study contrasting with British History What is an empire and how are empires created? What empires do you know? Why should we study Benin? What sort of place was Benin 500-1000 years ago? How do we know? How and why did the Empire of Benin end? What changes took place when the European settlers started trading? Why did the Victorians get involved in Benin and what were the effects on the Benin people? Should the Benin bronzes be returned?	Extreme Earth: Extreme Issues Big Question: What is environmental activism and why does it matter? Fieldwork: observing, measuring, record, present human and physical features in the local area. (Eco-theme: Respect for God's Creation-environmental activism) https://www.changethestory.eu/uk/ Global environmental issues-mapping / environmental issues Impact of global warming on climate & weather; flood, drought. Changing weather oceans, Arctic circle, Northern and Southern Hemisphere, Poles-melting of polar ice caps, deserts, rivers, climate zones, Tropics, countries, cities. Inspirational Leaders: – Greta Thunberg, David Attenborough	World War II Big Question: How do ordinary people become extraordinary heroes? WW2 Evacuation / local history focus- a study of an aspect of history that is significant in the locality. Why did World War 2 begin? What was evacuation? Why were children evacuated to St Albans? What was life like for evacuees in St Albans? How did the war affect life in St Albans? What else happened in St Albans during WW2 (secret operations work)? What was the Kindertransport and why should we remember it? What was the contribution of colonial soldiers from across the British Empire? Why has it been forgotten? Inspirational Leaders: (courageous advocacy): - Lord Alfred Dubs - White Rose opposition movement - Ida and Louise Cook - Noor Inayat Khan	Year 6 Performance Combined skills unit: - Oracy - English - Art and DT (scenery and prop-making) - PE (dances) - Music - PSHE	
Art & Design	Drawing, Painting CROSS-CURRICULAR ART Isle of Wight inspired landscapes	Sculpture 3D Form CROSS-CURRICULAR ART Paper mache animal masks inspired by animals in Benin art.	Painting, Printing KEY ART UNIT- 5 Lessons KAPOW - Make my voice heard Exploring the impact and effect of a powerful image, using the drawing technique chiaroscuro. https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/drawing/	Drawing, Painting, ART Silhouette WW2 art	Drawing, Collage, Digital Media KEY ART UNIT- 7 Lessons KAPOW - Craft and Design: Architecture Observational drawing of St Albans buildings. Charcoal, ink and graphite sketching Use different media -line, texture, tone, colour, shape and pattern. Design briefs. Compare work of architects. Design own war monument for St Albans. https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/craft-and-design/ Focus Architect: Hundertwasser	
Design & Technology	Textiles KAPOW DT (mixed) Stuffed toys	Electrical systems KAPOW DT steady hand-game toys		Food and Nutrition KAPOW DT Come Dine with Me 3 ingredients - 3 courses. Prepare a starter, main and a dessert using wartime rationing ingredients.		

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P.E Teacher-led P.E. Coach	OAA Leadership Invasion: Tag Rugby	Health, Wellbeing, & Fitness: Drumba Invasion: Basketball	Gymnastics: Matching & Mirroring Invasion: Football	Dance: Class Topic (Lindy hop) Striking & Fielding: Rapid-fire Cricket	Health-related Exercise Athletics	Striking & Fielding: Rounders Gymnastics: Creating sequences
Music	Rhythm and Pulse Stomp - Combine and organise musical ideas using ternary form and perform with control and rhythmic accuracy. (And Kaboom) To learn songs of different styles to perform as an ensemble in parts and in unison.	Young Voices To sing with increasing control and confidence with accurate breathing and pitch control	History of Music / Elements Compare and evaluate pieces of music using a wide range of musical vocabulary. To appreciate recorded music from a different tradition, time and culture.	Composition To use IT to create and manipulate sounds to create a desired effect.	Performance Work together to perform the end of year show with confidence, expression and an understanding of what makes a successful performance.	
MFL	School: Learn school subjects, time and opinions. To be able to create a timetable and be able to describe it in detail using connectives and negatives.	History Cross-curricular WW2: To learn about WW2 including evacuees, Occupation of France, DDay and bombing of London. To use our knowledge and cognates to translate facts into English.	R.E. Cross-curricular Celebrations: To learn about the Festival of the Kings celebration and the origins and meaning. Food: To understand healthy and unhealthy food choices and say what you eat and don't eat.			
Trips / Workshops	Isle of Wight – Residential Trip		TBC Crucial Crew workshop-PSHE Local field-trips	History: Imperial War Museum / Hendon RAF Museum (travel by train)	Theatre- Musical	