



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 | <p>Loving – God who never stops loving <i>Big Question: Do you have to earn love?</i></p> <p>Vocation and Commitment- The vocation of priesthood and religious life. <i>Big Question: What is commitment in life?</i></p> | <p>Vocation and Commitment- Continued</p> <p>Judaism- Rosh Hashanah & Yom Kippur</p> <p>Expectations- Jesus born to show God to the world <i>Big Question: Should we have expectations in life?</i></p> | <p>Sources- The Bible, the special book for the Church <i>Big Question: Why are books enriching?</i></p> <p>Unity – Eucharist enabling people to live in communion <i>Big Question: Why are we happiest when we are united?</i></p> | <p>Unity- Continued</p> <p>Death & New life – Celebrating Jesus’ death and resurrection <i>Big Question: Can any good come out of loss and death?</i></p> | <p>Witnesses- The Holy Spirit enables people to become witnesses <i>Big Question: What can I witness to in my life?</i></p> <p>Islam – The five pillars of Islam</p> <p>Healing – Sacrament of the sick <i>Big Question: Who needs healing?</i></p> | <p>Healing – Continued</p> <p>Common Good – Work of the worldwide Christian family <i>Big Question: How can we work together to build a just and fair world?</i></p> |
| English | <p>Unit 1: Writing Outcome: Recount: Diary Stimulus Text: Hermelin (Mini Grey) (HfL)</p> <p>Unit 2: Writing Outcome: Narrative: Adventure Stimulus Text: Cogheart (Peter Bunzi)</p> <p>Guided Reading Text & Class Novel: Cogheart (Peter Bunzi)</p> | <p>Unit 1: Non-Chronological reports Stimulus Text: Arthur Spiderwick’s Field Guide (HFL)</p> <p>CHRISTMAS FOCUS Unit 2: Writing Outcome: Narrative: Ghost Story Stimulus Text: A Christmas Carol (Charles Dickens)</p> <p>Guided Reading Text & Class Novel: Children of the Benin Kingdom (Dinah Orji)</p> | <p>Unit 1: Writing Outcome: Persuasive speeches-linked to environmental theme Stimulus Text: Window (Jeannie Baker) or The Last Tree (Emily Haworth-Booth)</p> <p>Unit 2: Writing Outcome: Balanced arguments Stimulus Text: PigHeart Boy (Malorie Blackman)</p> <p>Guided Reading Text & Class Novel: PigHeart Boy</p> | <p>Unit 1: WHOLE SCHOOL BOOK PROJECT Writing Outcome: Narrative</p> <p>Unit 2: Writing Outcome: Recounts: (1st person/ 3rd person) Autobiographies and Biographies of incredible heroes Stimulus Text: Rose Blanche (HfL)</p> <p>Guided Reading Text & Class Novel: Letters from the Lighthouse (Emma Carroll)</p> | <p>Unit 1: Take One Book project: Diaries, informal and formal letters Stimulus Text: Holes (Louis Sachar)</p> <p>Guided Reading Text & Class Novel: Holes (Louis Sachar)</p> | <p>LINK TO REFUGEE WEEK Unit 1: A Story like the wind (Gill Lewis)</p> <p>Unit 2: Poet Focus: Maya Angelou</p> |

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| 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 |
| 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. | |
| 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. | <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. <u>E Safety</u> | <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. <u>E Safety</u> | <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. <u>E Safety</u> | <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 | Being Me in my World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships and Health Education: Life to the Full-TenTen | |

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|--------------------------------|--|---|--|---|---|---|
| History & Geography | <p>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. Great Leadership – National Trust protecting our coasts</p> | <p>The Empire of Benin Big Question: How do empires rise and fall? A non-European study contrasting with British History</p> <p>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? Should the Benin bronzes be returned?</p> | <p>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.changethehistory.eu.uk/ Local Area- mapping / environmental issues Impact of global warming on climate & weather; flood, drought. Local (St Albans), UK and world environmental issues. Great leaders – Greta Thunberg, David Attenborough</p> | <p>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?</p> <p>Great leaders (courageous advocacy):</p> <ul style="list-style-type: none"> • Lord Alfred Dubs • White Rose opposition movement • Ida and Louise Cook • Noor Inayat Khan | | <p>Year 6 Performance</p> <p>Combined skills unit:</p> <ul style="list-style-type: none"> • English • Art and DT (scenery and prop-making) • PE (dances) • Music • PSHE |
| Art & Design | <p>Drawing, Painting, Land and Cityscapes https://www.accessart.org.uk/mixed-media-land-and-city-scapes/ Contrasting landscapes. Coastal sketches and landscape paintings-watercolours. Artist Study –Antonio Davis. (landscapes) Victim of gun crime.</p> | <p>Sculpture 3D Form Art in the Kingdom of Benin Make clay plaques and sculptures inspired by the art of Benin. Develop skills in using clay including, slabs, coil and slips. Paper mache animal masks inspired by animals in Benin art.</p> | <p>Painting, Printing Art as Activism (Access Art) https://www.accessart.org.uk/activism/ Printing – Cut using Lino cutters into rubber and print designs on t-shirt. Paper cut stencil print- Topical global issue. Study Banksy's Artwork – Graffiti or political point making – Clacton Pigeon mural/ Dove in gunshot/ Keep your coins I want change Artist focus: Luba Lukova, Faith Ringgold, Shepard Fairey, Banksy</p> | <p>Drawing, Painting, 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.co.uk/subjects/art-design/upper-key-stage-2/year-5/year-5-craft-and-design/ Focus Architect: Zaha Hadid</p> | <p>Drawing, Collage, Digital Media</p> <p>Portraits-exploring identity https://www.accessart.org.uk/identity/?print=print</p> <p>Research famous self-portraits and artists- compare styles and themes. Create own self-portrait in chosen style.</p> <p>Artist Study – Thandiwe Muriu Famous self-portraits eg Van Eyck, Van Gogh, Escher, Andy Warhol</p> | |
| Design & Technology | | <p>Electrical systems- steady hand-game (Kapow DT)</p> | <p>Structure – playground (Kapow DT) Improving the environment. Design, plan, create and evaluate playground structure designs using a range of materials.</p> | <p>Food and Nutrition Come Dine with Me (Kapow DT) 3 ingredients - 3 courses. Prepare a starter, main and a dessert using wartime rationing ingredients.</p> | <p>Textiles Cut out design and stitch waistcoats. Kapow DT (Making waistcoats)</p> | |

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|--|--|--|---|---|--|---------------------------------|
| P.E | Invasion: Football Invasion: Netball | Invasion: Tag Rugby Health Related Exercise | Gymnastics: Matching & Mirroring Invasion: Basketball Striking & Fielding | Cricket Dance: Class Topic (Lindy hop) | Net / Wall Tennis Striking & Fielding Rounders | Athletics OAA: Communication |
| 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 | Phonics 4 Manger et bouger (see French Curriculum Coverage Map Y2-Y6 for detail) | WWII (see French Curriculum Coverage Map Y2-Y6 for detail) | Quel temps fait-il? and irregular verbs (see French Curriculum Coverage Map Y2-Y6 for detail) | Moi dans le monde (see French Curriculum Coverage Map Y2-Y6 for detail) | | |
| Suggested Trips / Workshops | Isle of Wight – Residential Trip | History: British Museum | Local field-trips | History: Imperial War Museum / Hendon RAF Museum | Theatre- Musical | |