

## Our Lady of Lourdes – Year 6 Yearly Plan

A dynamic, inclusive school; rooted in its Catholic values and respect for all people;  
a safe place of successful, enjoyable and challenging learning.

### INTENT

1. We look to keep our curriculum inclusive, yet challenging, developing children who are ready for their journey into secondary school.
2. We seek to have the reading of high quality, diverse texts at the core of our curriculum.
3. We look to build the knowledge, confidence, resilience, creativity and adaptability of our children through a curriculum that is balanced and broad, giving all the chance to excel.
4. We keep religious education as a cornerstone of our curriculum as we use the opportunities every day to develop our understanding and love of God.

### Key Drivers of our Curriculum at Our Lady of Lourdes

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| <b>Life Skills-</b><br>These broaden a child's possibilities and opportunities. High quality, diverse books and stories will be the main driver for the topics and curriculum. Children will acquire rich vocabulary through a love of books that will enable them to express themselves confidently. The basic skills of <b>reading, writing and mathematics</b> entwined with our curriculum will ensure pupils acquire secure building blocks, which will equip them with essential life skills. | <b>Diversity and Spirituality-</b><br>These help pupils to be tolerant, respectful and value the difference in others. This will help them understand their role, rights and responsibilities as a citizen in the local and global community. | <b>Aspirations-</b><br>which encourage pupils to have dreams and aspirations for the future that are inspired by inspiring role models and enriching opportunities. | <b>Growth and Well-Being-</b><br>which help pupils develop confidence, motivation, self-belief and a strong sense of self-worth. They develop socially and emotionally and are being equipped to become independent thinkers, leaders and to lead by example. |
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### Year 6 Curriculum Overview

|  | Autumn Term (7 weeks)  | Autumn Term (7 weeks)  | Spring Term (6 weeks)  | Spring Term (7 weeks)   | Summer Term (5 weeks)   | Summer Term (7 weeks)   |
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| <b>Key Texts</b>   | <br>Shackleton's Journey by William Grill  | <br>The Titanic Detective Agency by Lindsey Littleton   | <br>Letters from the Lighthouse by Emma Carroll  | <br>The Arrival by Shaun Tan  | <br>Thornhill by Pam Smy  | <br>Can You See Me? By Libby Scott  |
| <b>Why Did we Choose to Teach this Text / Topic Now?</b>                           | This inspiring text tells the story of Ernest Shackleton's expedition to the Antarctic and his perseverance through hardship. Children are exposed to a unique non-fiction text that visually explores the tale through informative illustrations and exploded diagrams. | This thoroughly researched and suspenseful adventure story describes life on board the Titanic from the point of view of two young passengers. Children will explore issues of class inequality and gender roles through the characters of Bertha (a first-class girl passenger) and Johan (a 3 <sup>rd</sup> class immigrant and stowaway). | Learning about World War 2 will give the children an understanding of a significant period of British and world history which has shaped the society they live in today. The text Letters from the Lighthouse explores the experience of WW2 from the point of view of a Jewish evacuee. The children will discuss issues of diversity and tolerance, as well as gaining empathy towards others, when being displaced. | The children will explore the theme of journeys, particularly focused around the experience of refugees, through the wordless graphic novel The Arrival. This text further builds on the theme of being displaced and showing empathy and tolerance from the previous text. This will also facilitate discussion of current events of people being displaced (such as from in Afghanistan in 2021). | This ghostly novel features dual narratives set in different times, one told in prose and one in pictures, which converge as a girl unravels the mystery of the abandoned Thornhill Institute next door.<br><br>This builds upon the children's exposure to parallel narrative in The Titanic Detective Agency and on the mystery/horror and graphic novel genres from Year 5's <i>The Watertower</i> . | This text is written from the point of view of Tally, an 11-year-old girl with autism who is preparing to move to secondary school. The story will allow children to discuss their hopes and anxieties about starting Year 7, as well as developing their understanding of difference and disability. |
| <b>Where are the examples of vivid experiences and memory making in this unit?</b> | The themes of endurance and resilience are important for the children to discuss as they begin to take on the challenges of Year 6.  | A famous real-life disaster told through the eyes of children of different classes, allowing us to empathise with the real-life character  |  | Context for real life displacement (current events)   | Visit in Rottingdean village as basis of setting for ghost stories.   |   |

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| In English Lessons we will focus on:   | <ul style="list-style-type: none"> <li>Poetry-Haikus inspired by Antarctica (1 Week)</li> <li>Writing persuasive letters to Ernest Shackleton, applying to become part of his Antarctica expedition (3 weeks)</li> <li>Diary entries (based on Scott of Antarctica) in role as a chosen crew member (3 weeks)</li> </ul> | <ul style="list-style-type: none"> <li>Reading skills focus (1 week)</li> <li>Contrasting narrative from two different points of view (1<sup>st</sup> class passenger vs 3<sup>rd</sup> class) (3 weeks)</li> <li>News report script about a disaster (3 weeks)</li> </ul> | <ul style="list-style-type: none"> <li>Non-fiction recount of being an evacuee, based on Letters to the Lighthouse (3 weeks)</li> <li>Biography writing. Inspirational people of WW2. (3 weeks)</li> </ul>                   | <ul style="list-style-type: none"> <li>Flashback narratives based on The Piano (Literacy Shed film). Independent write-Flashback narrative as character from The Arrival (3 weeks)</li> <li>Speech about a societal issue, based on refugees. (3 weeks)</li> </ul> | <ul style="list-style-type: none"> <li>Ghost story (3 weeks)</li> <li>Poetry-The Visitor</li> <li>SATS- 1 week</li> </ul>  | <ul style="list-style-type: none"> <li>Formal letters to their new form tutor</li> <li>Non-chronological report on new secondary school</li> <li>Rap poem based on their time at Our Lady of Lourdes for leavers assembly</li> </ul> |
| In reading sessions                    | Predicting, summarising and whole class reading  | Inferring, author's use of words and whole class reading   | and whole class reading  | And whole class reading  | And whole class reading  | And whole class reading  |
| In GPS sessions                        | Revisiting prior grammar:<br>-Co-ordinating and subordinating conjunctions<br>-Relative clauses<br>-Parenthesis<br>-Subordinate clauses<br>-Modal verbs  | Introduce Year 6 grammar<br>-Semi-Colons<br>-Colons<br>-Formal and informal English  | Passive/Active voice<br>Subjunctive mood   | Revision of Grammar  | Revision of Grammar  | Revision of Grammar  |
| In our Maths lessons we will focus on: | Place Value to 10, 000, 000<br>Addition, Subtraction, Multiplication and Division – factors, multiples, prime/square/cube numbers  | Fractions- equivalence, comparing and ordering, adding and subtracting<br>Fractions– multiplying and dividing, fractions of amounts<br>Converting units – metric and imperial  | Ratio<br>Algebra<br>Decimals   | Fractions, Decimals and Percentages<br>Area, Perimeter and Volume<br>Statistics  | Shape<br>Position and Direction  | <ul style="list-style-type: none"> <li>Consolidation and themed projects (3x2 weeks)</li> </ul>  |
| In Geography..                         | Climates of the World: Polar<br><br>Exploring Shackleton's Antarctica<br>Longitude/latitude<br>Mapping<br>Human geography<br>Key Biomes of the planet<br>Weather   |  |  |  |  |  |
| In History..                           | Life in Edwardian Britain.<br>Why is the Edwardian era seen to be so important to the history of our locality?<br>How did the Edwardian mindset lead to the construction of the Titanic; how was the sinking seen as a metaphor for the fall of the Edwardian mentality?   | Titanic (experience days in English sessions)  | World War Two (6 weeks)<br>What were the key events that led to war?<br>How was The Battle of Britain a turning point in the war?<br>Why did Britain go to war in 1939?  |  | Ancient Greeks (6 weeks)<br>Contrast and ancient civilisation with current life.<br><br>What did the Greeks do for us?   |  |
| In Science..                           | <b>Living things and their habitats</b> <ul style="list-style-type: none"> <li>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-</li> </ul>   | <b>Evolution and Inheritance</b> <ul style="list-style-type: none"> <li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> </ul>                             | <b>Electricity</b> <ul style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>compare and give reasons</li> </ul> | <b>Animals including humans</b> <ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> </ul>   | <b>Light</b> <ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines</li> <li>use the idea that light travels in straight lines to explain that objects are</li> </ul> |  |

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|  | organisms, plants and animals<br>▪ give reasons for classifying plants and animals based on specific characteristics.   | ▪ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents<br>▪ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. | for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches<br>▪ use recognised symbols when representing a simple circuit in a diagram.  | ▪ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function<br>▪ describe the ways in which nutrients and water are transported within animals, including humans. | seen because they give out or reflect light into the eye<br>▪ 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<br>▪ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.   |  |
| In DT..  |   | ROAR Competition linked with 8 Billion ideas  | Mechanisms: Making a lighthouse, linking with Science-Electricity.  |  |  | Nutrition and cooking: fruit crumble   |
| In PE..  | Hockey<br><br>Play competitive games and apply basic principles suitable for attacking and defending.   | Gymnastics<br><br>Develop flexibility, strength, technique, control and balance.  | Dance<br><br>Perform dances using a range of movement patterns.   | Invasion Games<br><br>Play competitive games and apply basic principles suitable for attacking and defending.  | Athletics<br><br>Develop flexibility, strength, technique, control and balance.  | OAA<br><br>Take part in outdoor and adventurous activity challenges both individually and within a team. |
| In Art..   | Key Focus: Painting<br>Frances Hatch inspired Antarctica painting.  |   |   | Key focus: Drawing<br>Refugee art sketches   | Key focus: Printing<br>Design a spooky print for a book jacket illustration  |  |
| In Music.<br><br>We offer specialist teaching in Music. For more information on the progression of skills, vocabulary and knowledge, please see Music Curriculum overview. | With Miss Marlow  | With Miss Marlow  | With Miss Marlow  | With Miss Marlow   | With Miss Marlow   | With Miss Marlow   |
| In RE..  | Loving - God who never stops loving<br>Big Question: Do you have to earn love?<br><br>Vocation and Commitment - The vocation of priesthood and religious life<br>Big Question: What is commitment in life?<br><br>Judaism – Yom Kippur<br><br>Expectations - Jesus, born to show God to the world<br>Big Question: Should we have expectations in life? |   | Sources - The Bible, the special book for the Church<br>Big Question: Are books enriching?<br><br>Unity: Eucharist enables people to live in communion<br>Big Question: Why are we happiest when we are united?<br><br>Death and New Life - Celebrating Jesus’ death and resurrection<br>Big Question: Can any good come out of loss and death? |  | Witnesses - The Holy Spirit enables people to become witnesses<br>Big Question: What do I want to witness to in my life?<br><br>Healing - Sacrament of the Anointing of the Sick<br>Big Question: Who needs healing?<br><br>Islam – Guidance for Muslims<br><br>Common Good - Work of Christians for the good of all<br>Big Question: How can we work together to build a just and fair world? |  |
| In Computing.<br><br>Our Computing Curriculum is Supported by external subject support: The Digital School House. Please check their progression doc for more information. | Computer systems and networks   | 3D modelling  | Webpages  | Programming A  | Spreadsheets   | Programming B  |

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| In RSHE and EPR |         | RSE units                      |              |                              |                                | Transition to high school         |
| In French       | Weather | Where in the world?<br>Senegal | Four seasons | Places in town<br>Directions | Clothing<br>What am I wearing? | Out and about<br>Past and present |