

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.

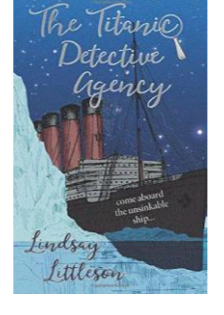
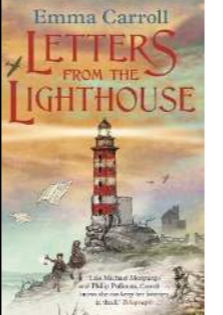
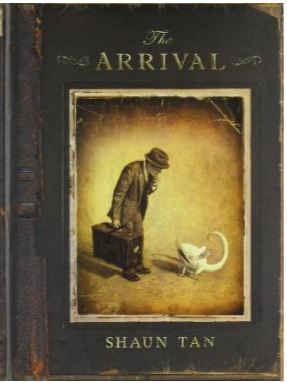
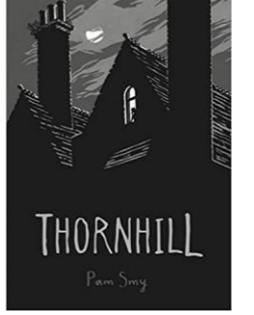
INTENT

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

<p>Life Skills- 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 reading, writing and mathematics entwined with our curriculum will ensure pupils acquire secure building blocks, which will equip them with essential life skills.</p>	<p>Diversity and Spirituality- 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.</p>	<p>Aspirations- which encourage pupils to have dreams and aspirations for the future that are inspired by inspiring role models and enriching opportunities.</p>	<p>Growth and Well-Being- 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.</p>
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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)
Key Texts	 Shackleton’s Journey by William Grill	 The Titanic Detective Agency by Lindsey Littleton	 Letters from the Lighthouse by Emma Carroll	 The Arrival by Shaun Tan	 Thornhill by Pam Smy	 Can You See Me? By Libby Scott
Why Did we Choose to Teach this Text / Topic Now?	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 rd 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 part graphic 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. 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.
Where are the examples of vivid experiences and memory making in this unit?	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	A way into being able to understand the turbulence caused by being displaced through war.	Context for real life displacement (current events)	Visit in Rottingdean village as basis of setting for ghost stories.	

<p>In English Lessons we will focus on:</p>	<p>Poetry-Haikus inspired by Antarctica (1 Week) Writing persuasive letters to Ernest Shackleton, applying to become part of his Antarctica expedition (3 weeks) Diary entries (based on Scott of Antarctica) in role as a chosen member (3 weeks)</p>	<p>Reading skills focus (1 week) Contrasting narrative from two different points of view (1st class passenger vs 3rd class) (3 weeks) Newspaper report. Who is to blame for the Titanic sinking? (3 weeks)</p>	<p>Flashback narrative based on The Piano Recount of a child's experience in WW2 based on Letters to the Lighthouse (3 weeks)</p>	<p>Narrative of an immigrant's experience, based on The Arrival (3 weeks) Persuasive advert encourage people to emigrate to a different country (3 weeks)</p>	<p>Ghost story based on Thornhill SATS- 1 week</p>	<p>Formal letters to their new form tutor Non-chronological report on new secondary school poem based on their time at Our Lady of Lourdes for leavers assembly</p>
<p>In our Maths lessons we will focus on:</p>	<p>Place Value to 10, 000, 000 Addition, Subtraction, Multiplication and Division – factors, multiples, prime/square/cube numbers</p>	<p>Fractions- equivalence, comparing and ordering, adding and subtracting Fractions– multiplying and dividing, fractions of amounts Converting units – metric and imperial</p>	<p>Ratio Algebra Decimals</p>	<p>Fractions, Decimals and Percentages Area, Perimeter and Volume Statistics</p>	<p>Shape Position and Direction</p>	<ul style="list-style-type: none"> Consolidation and themed projects (3x2 weeks)
<p>In Geography..</p>	<p>Climates of the World: Polar Longitude/latitude Mapping Human geography Key Biomes of the planet Weather</p>					
<p>In History..</p>	<p>Shackleton's Antarctic expedition</p>	<p>Life in Edwardian Britain and the Titanic How did the Edwardian mindset lead to Shackleton's exploration and the construction of the Titanic?</p>	<p>World War Two (6 weeks) Why did Britain go to war in 1939? How was The Battle of Britain a turning point in the war? Life in wartime Britain</p>		<p>Ancient Greeks What did the Greeks do for us?</p>	
<p>In Science..</p>	<p>Living things and their habitats describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Animals including humans 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.</p>	<p>Electricity 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.</p>	<p>Evolution and Inheritance 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.</p>	<p>Light 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.</p>	

In DT..		ROAR Competition linked with 8 Billion ideas	Mechanisms: Making a lighthouse, linking with Science-Electricity.			Nutrition and cooking: fruit crumble
In PE..	Netball Play competitive games and apply basic principles suitable for attacking and defending.	Gymnastics Develop flexibility, strength, technique, control and balance.	Dance Perform dances using a range of movement patterns.	Invasion Games Handball Play competitive games and apply basic principles suitable for attacking and defending.	Athletics Develop flexibility, strength, technique, control and balance.	OAA Take part in outdoor and adventurous activity challenges both individually and within a team.
In Art..	Key Focus: Painting Frances Hatch inspired Antarctica watercolour painting.			Key focus: Drawing One point perspective sketches in the style of Shaun Tan	Key focus: Printing Design a spooky print for a book jacket illustration	
In Music. 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 Big Question: Do you have to earn love? Vocation and Commitment - The vocation of priesthood and religious life Big Question: What is commitment in life? Judaism – Yom Kippur Expectations - Jesus, born to show God to the world Big Question: Should we have expectations in life?		Sources - The Bible, the special book for the Church Big Question: Are books enriching? Unity: Eucharist enables people to live in communion Big Question: Why are we happiest when we are united? Death and New Life - Celebrating Jesus' death and resurrection Big Question: Can any good come out of loss and death?		Witnesses - The Holy Spirit enables people to become witnesses Big Question: What do I want to witness to in my life? Healing - Sacrament of the Anointing of the Sick Big Question: Who needs healing? Islam – Guidance for Muslims Common Good - Work of Christians for the good of all Big Question: How can we work together to build a just and fair world?	
In Computing. Our Computing Curriculum is Supported by external subject support: The Digital School House. Please check their progression doc for more information.	3D modelling	Webpages	Programming A		Computer systems and networks	Spreadsheets
In Active Citizenship	UKS2 Module 1, Unit 1 <i>Religious understanding</i>	UKS2 Module 1, Unit 2 <i>Me, my body, my health</i>	UKS2 Module 1, Unit 3 <i>Emotional wellbeing</i>	UKS2 Module 1, Unit 4 <i>Life Cycles</i>	UKS2 Module 3, Unit 1 <i>Religious understanding</i>	
In French	Weather	Where in the world? Senegal	Four seasons	Places in town Directions	Clothing What am I wearing?	Out and about Past and present