

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.

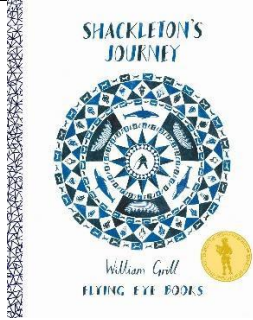
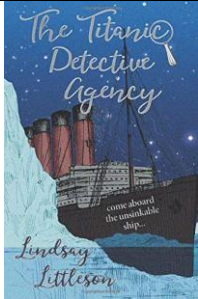
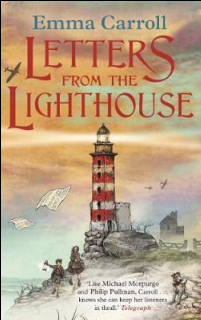
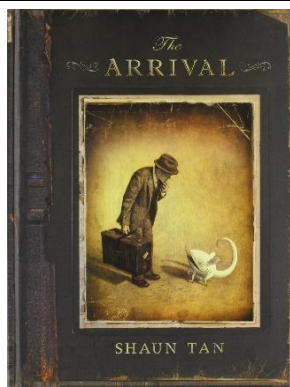
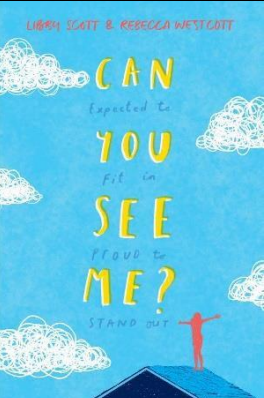
INTENT

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

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.	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.	Aspirations- which encourage pupils to have dreams and aspirations for the future that are inspired by inspiring role models and enriching opportunities.	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.
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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.	

In English Lessons we will focus on:	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 crew member (3 weeks)	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)	Flashback narrative based on The Piano	Narrative of an immigrant's experience, based on The Arrival (3 weeks) Persuasive advert encourage people to emigrate to a different country (3 weeks)	Ghost story based on Thornhill	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
In our Maths lessons we will focus on:	Place Value to 10, 000, 000 Addition, Subtraction, Multiplication and Division – factors, multiples, prime/square/cube numbers Converting units – metric and imperial	Fractions- equivalence, comparing and ordering, adding and subtracting Fractions– multiplying and dividing, fractions of amounts Decimals	Ratio Algebra	Fractions, Decimals and Percentages Area, Perimeter and Volume Statistics	Shape Position and Direction	Consolidation and themed projects
In Geography..	Arctic and Antarctic Circles Time zones Prime meridian Climates 1. Identify Artic and Antarctic Circles and their locations 2. Understand the physical characteristics of the Polar Regions 3. Compare Antarctic climate to Britain and other zones			Human settlements Human geography: types of settlement and land use, economic activity including trade links and distribution of natural resources inc. Energy, food , minerals and water. 1. To understand different types of settlements and land use 2. To examine the role of economic activity including trade in migration contexts. 3. To investigate the distribution and significance of natural resources in migrated areas. 4. To explore the concept of energy sustainability in new settlements formed due to migration.		
In History..	Shackleton's Antarctic expedition	Life in Edwardian Britain and the Titanic How did the Edwardian mindset lead to Shackleton's exploration and the construction of the Titanic?	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			Ancient Greeks What did the Greeks do for us?
In Science..	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.	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.	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.	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.	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.	

In DT..		ROAR Competition linked with 8 Billion ideas	Mechanisms: Making a lighthouse, linking with Science-Electricity.			Nutrition and cooking: fruit crumble
In PE..	Football Play competitive games and apply basic principles suitable for attacking and defending.	Netball Play competitive games and apply basic principles suitable for attacking and defending.	Athletics Develop flexibility, strength, technique, control and balance. Hockey Play competitive games and apply basic principles suitable for attacking and defending.	Rugby Play competitive games and apply basic principles suitable for attacking and defending.	Tennis. Play competitive games and apply basic principles suitable for attacking and defending.	Volleyball Play competitive games and apply basic principles suitable for attacking and defending.
In Art..	Key Focus: Tone 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 Mrs VT	With Mrs VT	With Mrs VT	With Mrs VT	With Mrs VT	With Mrs VT
In RE..	<u>Creation and Covenant</u> - To explain what the poetic forms in the second account of creation teaches us about our relationship with God. - To know the Christian belief in original sin and how Jesus restores this. - To explain some Catholic beliefs about the Sacrament of Baptism. - To know that Laudato Si means to be stewards and what happens when we get this wrong. - To know the Second creation account is compatible with scientific accounts of the beginnings of the Universe. - To know that Science can lead us to a deeper appreciation of God’s love for all creation. <u>Prophecy and Promise</u> - To understand the importance of the Old Testament Women in Salvation History - To know why Miriam is a ‘true protagonist of salvation history - To understand Mary as the fulfilment of Old Testament promises - To know how to use theological language to describe and explain the belief that Mary became the ‘Mother of God - To know how and why the Magnificat prayer forms radical expectations of the Messiah - To know about the lives of women today who are responding to God’s call in their lives		<u>Galilee to Jerusalem</u> - The Gospel of John: - The Prologue and First Miracle - The Gospel of John: - The Second and Third Miracles - The Gospel of John: - The Fourth and Fifth Miracles - The Gospel of John: - The Sixth and Seventh Miracles - The Gospel of John: - The Seven I am Statements - The Seven Sacraments <u>Desert to Garden</u> - To explain The Anointing at Bethany - To show understanding of Jesus washing His Disciples’ feet and saying farewell - To explain the arrest of Jesus - To show an understanding of Jesus before Pilate - To show an understanding of The Crucifixion (Holy Week and Stations of the Cross) - To show understanding of The Crucifixion (Jesus and his mother and the death of Jesus)		<u>To the Ends of the Earth</u> - The Gospel of John: - The Resurrection - The Gospel of John: - Jesus appears to His disciples - Christian Belief in the Resurrection – Reasons for Belief - Christian Belief in the Resurrection – The Trinity and the New Adam - Saints as Witnesses to the Faith - How acts of charity witness to the acts of faith today <u>Dialogue and Encounter</u> - To recognise what it means to be a good neighbour – the dialogue of life - To recognise how people share their spiritual riches – the dialogue of religious experience - To recognise how Christians and others collaborate for justice and freedom for all people – the dialogue of action. - To explore how our worldview can be influenced by our Faith - To encounter people who follow a Dharmic pathway - To recognise examples of creative expressions of faith from a Dharmic pathway	
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