

**St James the Great RC Primary and Nursery School Curriculum Overview – YEAR 6**

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<i>Faith</i>	<i>Respect</i>	<i>Self- Belief</i>	<i>Love</i>	<i>Determination</i>	<i>Resilience</i>
<b>Real life experience</b>	Natural History Evolution Workshop				
<b>Events, Celebrations &amp; Fundraising:</b> Values week, PGL residential, Halloween, Bonfire Night, Anti-bullying Week/ Online safety, Children in Need, Advent & Christmas, Christmas Jumper Day,		World Book Day, Easter, Judaism week, Multi-faith week		Sports day, Leavers’ mass, Leavers’ celebrations, Transition workshops, Secondary school handovers <b>SATS</b>	
<b>Stories:</b>  Mrs Szymaniak Maths class: Between Worlds	<b>Stories:</b>  What Mr Darwin Saw Mick Manning & Brita Granstrom Picture book  Dick Turpin - Legends and Lies Deary	<b>Stories</b>  Swimming Against The Storm	<b>Stories</b>  Tales from China Illustrated stories from China Shang Dynasty China NF		
<b>Guided Reading</b>  Lit Shed comprehensions Oranges in no mans land  Variety of texts from Lit Shed plus linked to Geography (migration) and Science (Light)	<b>Guided Reading</b> Evolution and Classification (Science Skills Sorted!) Hardcover – by Anna Claybourne (Author)  A Christmas Carol (Dickens)  Outlaw - Michael Morpurgo (Lit SHed)	<b>Guided Reading</b>  Swimming Against the Storm Jess  Lit Shed - Ice Planet (Shackleton)	<b>Guided Reading</b> Lit Shed - Ice Planet (Shackleton)  Willow Pattern Tales from China Illustrated stories from China Shang Dynasty China NF  SCIENCE: Illumanatomy Ms. Kate Davies & Carnovsk For info	<b>Guided Reading</b>  Twisted Tales Hansel and Gretal - Neil Gaiman	<b>Guided Reading</b>
	<b>History Focus:</b> Crime and Punishment  KQ:Has the way we catch and punish criminals improved that much since medieval times?  How were criminals punished 800 years ago and how do we know? What does the legend of Robin Hood tell us about medieval justice? How did the crimes and punishments change between 1500 and 1750? Why did punishments become so bloody in the 18th century? Why did so much change happen in the 19th century?		<b>History Focus:</b> Shang Dynasty  KQ: What were the achievements of the Shang Dynasty? What made the Maya an advanced civilisation? A place in time Living in the Shang Dynasty Gods and Kings Dragon Bones Shang Artefacts Fu Hao: Who was he?  1. When and where did the Shang live? 2. What was found in Fu Hao’s tomb? 3. What does this tell us about life in Shang times? 4. What do we still need to know and where might we find the answers to our questions? 5. How important was Fu Hao?	History Focus: Mayans KQ: What are the similarities and differences between points of British History and the Maya Civilisation?  1. Where and when did the Maya live? 2. What was Maya food like? How did it differ from our own? 3. What was Maya writing like? 4. Did the Maya play football like us? 5. How do we know about the Maya?	History Focus:
<b>Geography Focus:</b>  Why does population change?  Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.					<b>Geography Focus:</b>  Where does our energy come from?  Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.

<p><b>Art Focus:</b> Using light to create shadows</p> <p>Using chalks and pastels to create a triptych depicting the 'Trauma, journey and refuge' of refugees</p>	<p><b>Art Focus:</b> <b>Using the Origin of Species – chn to create texture using line and shade.</b> <b>Chn to create a collage using a variety of mediums</b></p>	<p>Art Focus</p> <p>Printing - Using printing methods to repeat images</p> <p>Social Conscience Art (Placards to provoke discussion)</p>	<p><b>Art Focus:</b> <b>Mother Earth is Dying - Poster</b></p> <p>Create an Oracle Bone from clay</p>	<p>Mary Our Mother depictions</p> <p>Graffiti art workshop - School of Rock</p>	
<p><b>Technology Focus:</b></p>	<p><b>Technology Focus:</b></p> <p>Create a fact file for Darwin using sliders, tags, levers etc.</p>	<p><b>Mother's Day Gift - Candle Holder and card</b></p>	<p><b>Create a circulatory system</b></p>	<p><b>Technology Focus:</b> Cooking Design and create a gingerbread house</p> <p>LINK: INSTRUCTIONS IN ENGLISH</p>	
<p><b>Science Focus:</b> <b>Light</b></p> <p>How we see Reflecting light Refraction Spectrums Seeing colours Shadows</p>	<p><b>Science Focus:</b> <b>Evolution and Inheritance</b></p> <p>Inherited characteristics Adaptation Inheritance Darwin – Theory of Evolution Fossils – Evidence of Evolution (Humans) (Mary Anning) Evolution and Human intervention: Selective Breeding (Genetic Modification)</p>	<p><b>Science Focus:</b> <b>Living things and their Habitats</b></p> <p>Links to: Adaptation &amp; Evolution (focus Polar regions)</p> <p>Classification &amp; Linnaeus Animal groups Micro organisms</p>	<p><b>Science Focus:</b> <b>Animals including Humans</b></p> <p>Circulatory system: The heart Blood Investigating heart rate Benefits of exercise Diet and exercise Drugs and alcohol</p>		<p><b>Science Focus:</b> <b>Electricity</b></p> <p>Electricity Circuits and symbols Volts Electrifying Investigation</p> <p>RSE - Science focus to link with PSHE</p>
<p><b>English Focus:</b></p> <p>Journeys</p> <p>The Arrival</p> <p>Extended own version narratives Letters, lists of rules, character descriptions, diaries, short playscripts, short reports, guides</p> <p>Windrush Child</p> <p>Extended own version narratives Letters, lists of rules, character descriptions, diaries, short playscripts, short reports, guides</p>	<p><b>English Focus:</b></p> <p>Text – <b>Text: The Origin of Species Non-Chronological Report (Adaptation) - The Write Stuff (19)</b></p> <p><b>Text – Moth (Evolution) Poetry Unit – The Write Stuff (19)</b></p> <p><b>A Christmas Carol - Setting and character description</b></p>	<p><b>English Focus:</b></p> <p><b>Greta Speech – The Write Stuff (18) Links to Planet / Habitats</b></p> <p><b>Shackleton</b> <b>Sea pollutionNON-FICTION: Fact File about Antarctica Letter to Shackleton Diary Newspaper Letter home</b></p>	<p><b>English Focus:</b></p> <p><u>Shackleton</u> Diary Newspaper Letter home</p> <p>Text – <b>The Firework Makers Daughter – Narrative - The Write Stuff</b></p> <p>Firework poem</p>	<p><b>English Focus:</b></p> <p><b>Text -The Lost Words (Poetry) (5)</b></p> <p><b>Hansel &amp; Gretel – Narrative (Traditional Tale) The Write Stuff Unit (10)</b></p> <p><b>Goldilocks – Postcard from Prison (9)</b></p> <p><b>Fairytale characters in prison – Newspaper report (14)</b></p>	<p><b>English Focus:</b></p> <p>Text – <b>The Graveyard Narrative (18)</b></p>
<p><b>Maths Focus:</b> <b>Place value</b> <b>4 Operations</b> <b>Fractions</b></p>	<p><b>Maths Focus:</b> <b>Fractions</b> <b>Measurment (Imperial and metric)</b></p>	<p><b>Maths Focus:</b> <b>Ratio and Proportion</b> <b>Algebra</b> <b>Decimals</b></p>	<p><b>Maths Focus:</b> <b>Percentages</b> <b>Measure</b> <b>Statistics</b> <b>Geometry of shape</b> <b>Geometry - Position and direction</b> <b>SATS Practise and gap analysis</b></p>	<p><b>Maths Focus:</b> <b>SATS PAPERS</b> <b>Post SATS problem solving</b></p>	<p><b>Maths Focus:</b> <b>Problem Solving</b></p>
<p><b>PSHE Focus:</b> <b>YMPSHE:</b> <b>Identity, society and equality:</b> <b>Human rights</b></p>	<p><b>PSHE Focus:</b> <b>YMPSHE:</b> <b>Mental health and emotional wellbeing: Healthy minds</b></p>	<p><b>PSHE Focus:</b> <b>YMPSHE:</b> <b>Keeping safe and managing risk:</b></p>	<p><b>PSHE Focus:</b> <b>YMPSHE:</b> <b>Drug, alcohol and tobacco education: Weighing up risk</b></p>	<p><b>PSHE Focus:</b></p>	<p><b>PSHE Focus:</b> <b>YMPSHE:</b></p>

<p>*pupils learn about people who have moved to Islington from other places, (including the experience of refugees) *pupils learn about human rights and the UN Convention on the Rights of the Child *pupils learn about homelessness.</p> <p><b>TEN TEN:</b> Module 3, Unit 1, session 1: The Trinity Module 3 Unit 1, Session 2: Catholic Social Teaching Module 3, Unit 2 Session 1: Reaching Out</p>	<p>*pupils learn what mental health is. *pupils learn about what can affect mental health and some ways of dealing with this. *pupils learn about some everyday ways to look after mental health.*pupils learn about the stigma and discrimination that can surround mental health.</p> <p><b>TEN TEN:</b> - Module 1, Unit 1, Story sessions: Calming the storm -Module 1, unit 3 Session1: Body Image - Module 1, Unit 3, Session 2: Funny feelings - Module 1, Unit 3, Session 3: Emotional changes -Module 1, Unit 3 Session 4: Seeing Stuff online</p>	<p>Keeping safe - out and about Pupils learn: about feelings of being out and about in the local area with increasing independence about recognising and responding to peer pressure about the consequences of anti-social behaviour (including gangs and gang related behaviour)</p>	<p>*pupils learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs. *pupils learn about assessing the level of risk in different situations involving drug use. *pupils learn about ways to manage risk in situations involving drug use.</p>		<p><b>Relationships and health education:</b> <b>Healthy relationships</b> <b>Pupils learn:</b> about the changes that occur during puberty to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships about human reproduction in the context of the human lifecycle how a baby is made and grows (conception and pregnancy) about roles and responsibilities of parents and carers to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it</p> <p><b>TEN:TEN</b> Module 1, Unit 2, Session 2: Girls' bodies Session 3: Boys' bodies Module 1, Unit 4: Session 3: Menstruation</p> <p><b>TEN:TEN</b> Module 1, Unit 2 <b>Session 4: Spots and Sleep</b></p>
<p><b>RE Focus:</b> <b>The Way, The Truth and The Light</b> 6.1- The Kingdom of God</p>	<p><b>RE Focus:</b> <b>The Way, The Truth and The Light</b> 6.2- Justice</p>	<p><b>RE Focus:</b> <b>The Way, The Truth and The Light</b> 6.3- Exploring the Mass</p>	<p><b>RE Focus:</b> <b>The Way, The Truth and The Light</b> 6.4- Jesus the Messiah</p>	<p><b>RE Focus:</b> <b>The Way, The Truth and The Light</b> 6.5- The Transforming Spirit</p>	<p><b>RE Focus:</b> <b>The Way, The Truth and The Light</b> 6.6- Called to Serve</p>
<p><b>PE Focus:</b> <b>Learning Behaviour:</b> Consistently try to improve (Personal) <b>Fundamental Movement Skills:</b> Ball Skills, Reaction/Response</p>	<p><b>PE Focus:</b> <b>Learning Behaviour:</b> Organise and Guide Others (Social) <b>Fundamental Movement Skills:</b> Dynamic Balance, Counter Balance</p>	<p><b>PE Focus:</b> <b>Learning Behaviour:</b> Make Good Decisions(Cognitive) <b>Fundamental Movement Skills:</b> Stance, Footwork</p>	<p><b>PE Focus:</b> <b>Learning Behaviour:</b> Adapt/Change Activities (Creative) <b>Fundamental Movement Skills:</b> Seated Balance, Floor Work</p>	<p><b>PE Focus:</b> <b>Learning Behaviour:</b> Lik Actions to Flow(Physical) <b>Fundamental Movement Skills:</b> Jumping &amp; Landing, One Leg Balance  <b>COACH lesson - Sports Day Skills</b></p>	<p><b>PE Focus:</b> <b>Learning Behaviour:</b> Monitor Activity (Health and Fitness) <b>Fundamental Movement Skills:</b> Sending &amp; Receiving, Ball Chasing</p>
<p><b>Computing Focus:</b> Purple Mash – Unit 6.1 – Coding</p>	<p><b>Computing Focus:</b> Purple Mash – Unit 6.2 – Online safety Purple Mash – Unit 6.3 – Spreadsheets</p>	<p><b>Computing Focus:</b> Purple Mash – Unit 6.3 – Spreadsheets Purple Mash – Unit 6.4 – Blogging</p>	<p><b>Computing Focus:</b> Purple Mash – Unit 6.5 – Text adventures</p>	<p><b>Computing Focus:</b> Purple Mash – Unit 6.6 – Networks Purple Mash – Unit 6.7 – Quizzing</p>	<p><b>Computing Focus:</b> Purple Mash – Unit 6.7 – Quizzing Purple Mash – Unit 6.8 – Understanding binary or Unit 6.9 - Spreadsheets (Excel)</p>
<p><b>Music Focus:</b> Listen and appraise Happy by Pharrell Williams and other songs in that same musical style Learning Skills : Tempo, tone, major and minor keys Rhythm and Pulse Time signatures</p>	<p><b>Music Focus:</b> Listen and appraise Bacharach Anorak and other pieces of music in the style of Jazz finding out about pioneers in easy listening music like Burt Bacharach Learning Skills : Improvisation in Music Single note identification on the Glockenspiel Playing percussion instruments in a group and solo</p>	<p><b>Music Focus:</b> Listen and appraise Friday Afternoon by Benjamin Britton and other Artists of the same style Learning Skills : identifying musical notes on the piano Finding Middle C and all its Octaves Finding and Playing major chords using 1<sup>st</sup> 3<sup>rd</sup> and 5<sup>th</sup> notes of a set key</p>	<p><b>Music Focus:</b> Listen and appraise You've got a friend by Carole King and other songs of that style Learning skills : Rhythm patterns 4x4 time Clapping patterns On and off beats counting in time Dimensions of music using pitch, Dynamics and Melody</p>	<p><b>Music Focus:</b> Looking at the Women's changing role in music today looking at Artists like Anna Meredith and Yolanda Brown (saxophone player) Learning Skills : Music notation Treble clef and bass clef Coda Duration- Quavers, Crotchets and Minims Staff and its notes Basic history of modern music Music theory how music is written down</p>	<p><b>Music Focus:</b> Listen and appraise L'autrier pastoure Seoit, Traditional melody from France dating 1200 and also looking at other classical composers Learning Skills : Structure of a modern song Intro, verse, chorus, middle eight, outro Solo and duet performance Vocal exercises</p>
<p><b>French Focus:</b> Phonetics 4 &amp; At school</p> <ul style="list-style-type: none"> <li>Repeat and recognise the vocabulary for school subjects.</li> <li>Say what subjects they like and dislike at school.</li> <li>Tell the time in French.</li> <li>Create a French timetable for school.</li> <li>Use the verb aller in French to say what</li> </ul>	<p><b>French Focus:</b> Regular Verbs</p> <ul style="list-style-type: none"> <li>Recognise and understand what a pronoun is in both English and French and be able to say what the key personal pronouns are in French.</li> <li>Understand what a verb is in both English and French and how to then create a stem and</li> </ul>	<p><b>French Focus:</b> The weekend</p> <ul style="list-style-type: none"> <li>Ask what the time is in French.</li> <li>Tell the time accurately in French.</li> <li>Learn how to say what they do at the weekend in French.</li> <li>Learn to integrate connectives into their work.</li> <li>Present an account of what they do and</li> </ul>	<p><b>French Focus:</b> World War II</p> <ul style="list-style-type: none"> <li>Group/order unknown vocabulary to help decode text in French.</li> <li>Improve their listening and reading skills.</li> <li>Name the countries and languages involved in WW2.</li> <li>Say what the differences were in</li> </ul>	<p><b>French Focus:</b> The Planets</p> <ul style="list-style-type: none"> <li>Name and recognise the planets in French on a solar system map.</li> <li>Spell at least five of the planets in French.</li> <li>Say an interesting fact about at least four of the planets.</li> <li>Explain the rules of adjectival agreement clearly in French and apply when using</li> </ul>	<p><b>French Focus:</b> Me in the world</p> <ul style="list-style-type: none"> <li>About the many countries in the Francophone world.</li> <li>About different festivals (religious and non-religious) around the world.</li> <li>That we are different and yet all the same. That we can all help to protect our planet.</li> <li>How to use "à" (when talking about</li> </ul>

time they go to school.	work out the endings for regular –ER, –IR and –RE verbs. <ul style="list-style-type: none"><li>• Conjugate in French a regular –ER verb.</li><li>• Conjugate in French a regular –IR verb.</li><li>• Conjugate in French a regular –RE verb.</li></ul>	at what time at the weekend.	city and country life during the war. <ul style="list-style-type: none"><li>• Learn to integrate all their new and previous language writing a letter.</li><li>• Home as an evacuee living in the countryside</li></ul>	colours to describe objects.	living IN a city) and “en/au/aux” (when talking about living IN a country).
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