





<p>Year 6 Spring 1</p>	<h1 style="text-align: center;">Water</h1>			<p>Year B</p>
<p style="text-align: center;">Intent</p>	<p>Scripture Passage</p> <p><b>'...whoever drinks of the water that I shall give him will never thirst.'</b></p> <p style="text-align: center;">John 4:14</p>	<div style="text-align: center;">  </div>	<p>Inspirational Quote</p> <p><b>'Water is the driving force of all nature.'</b></p> <p style="text-align: center;">Leonardo da Vinci.</p>	<p style="text-align: center;">Impact</p>
<p><i>At Our Lady of Fatima, we strive to help our children to understand both the necessity of water for life and the spiritual symbolism in our faith.</i></p> <p><i>During this unit, children will develop an understanding of the world around them, the power of God and further find their role in the world in looking after God's creation and our fellow man.</i></p>	<div style="text-align: center;">  </div>			<p><i>At the end of the half term children will:</i></p> <p><i>Have a deeper understanding of the impact which we, as stewards, have on the world which has been lovingly provided for us by God.</i></p> <p><i>Children will know about the impact we are having on our planet and also how to best care for it for the future.</i></p> <p><i>We also know how we can reflect on the example of Jesus and His followers, as we seek to safeguard the world around us.</i></p>

Mental Wellbeing Impact	Mass and Prayers / Scripture Passages	Catholic Social Teaching	Our Questions to explore
<p><b>Exploring this theme will have an impact on our Mental Wellbeing by ...</b></p> <p><b>Giving us the opportunity to look outwardly to the world and find ways in which we can make it a better place to live. Therefore, improving our mental health.</b></p> <p><b>Appreciate</b> ourselves and those around us</p> <p>Cleaning sins through the use of Holy Water in Worship.</p> <p>Use of water sounds in independent work to focus the mind.</p>	<p>Feast of the Baptism of the Lord</p> <p>Pentecost and Confirmation preparation – Doubting Thomas</p>	<p>Opportunities to share our Catholic Values with the community</p> <p>Support Local Care Home in aid of preparation of Confirmation</p>	<ul style="list-style-type: none"> <li>- Are natural resources a curse or a blessing?</li> <li>-</li> <li>- How can we help preserve our common home?</li> <li>-</li> <li>- Do we use the Earth's resources in the best way to meet our needs?</li> </ul>

<p style="text-align: center;"><b>Water</b></p> <p style="text-align: center;"><b>Links within our Curriculum</b></p>	
<b>English</b>	<p>Argument and debate / Persuasion/ letters of complaint – Climate change and our effect on God's planet</p> <p>Narrative Poetry</p>
<b>Art and DT</b>	<p>Exploring natural scenes – Hokusai</p> <p>God's canvas – beauty all around us</p>
<b>Science</b>	<p>Biology – Animals including humans</p>

<p>Year 6 Spring 2</p>	<p>Lent</p>			<p>Year B</p>
<p>Intent</p>	<p>Scripture Passage</p> <p>'We adore you and we bless you, Lord <a href="#">Jesus Christ</a>, here and in all the churches which are in the whole world, because by your holy cross you have redeemed the world.'</p> <p>Stations of the Cross</p>		<p>Inspirational Quote</p> <p><b>'He knows your weakness. He only wants your love, he wants the chance to love you.'</b></p> <p><b>Saint Mother Teresa.</b></p>	<p>Impact</p>
<p><i>At Our Lady of Fatima we strive to understand the importance of Lent in our lives today.</i></p> <p><i>Through this unit we will have a deeper understanding behind the meaning of Jesus' sacrifice, the actions of the disciples and Jesus' family around him. We hope to use these examples in our daily lives to have a positive impact on those around us and globally</i></p>				<p><i>At the end of the half term children will:</i></p> <p><i>Have a deeper understanding of the impact of their actions. How their actions and choices impact those around them</i></p> <p><i>Show the power of change by their actions on the local community and globally.</i></p> <p><i>Understand the importance of alms giving to support those close and afar.</i></p>

Mental Wellbeing Impact	Mass and Prayers / Scripture Passages	Catholic Social Teaching	Our Questions to explore
<p><b>Giving us the opportunity to look outwardly to the world and find ways in which we can make it a better place to live. Therefore, improving our mental health.</b></p> <p><b>Appreciate</b> ourselves and those around us</p> <p>Power of Prayer through the Stations of the Cross</p>	<p>Holy Week</p> <p>Passion of the Cross</p>	<p>Support in the outreach of the school – alms giving to the charities chosen by their peers.</p> <p>Supporting those in the parish during Lent – outreach of communication and visits</p>	<p>How do our actions affect those around us?</p> <p>How do our words impact our peers?</p> <p>How can we follow in Jesus' example?</p>

## Year 6 Spring Term

<b>Subject</b>	<b>Content</b>
<b>Religious Education</b>	<p><b>Christmas</b></p> <ul style="list-style-type: none"> <li>• know the main features of the story of Christmas being able to identify which Gospel they are recorded in</li> <li>• be able to discuss some of the images of Jesus found in the Gospel of St. John</li> <li>• be able to talk about some reasons why Christmas is an important celebration in the life of the Church</li> </ul> <p><b>Lent</b></p> <ul style="list-style-type: none"> <li>• know about the Church’s customs for the Season of Lent</li> <li>• understand some reasons why Jesus spoke of prayer, fasting and almsgiving being important and be able to think about applying these in their own lives</li> <li>• be able to discuss issues concerning poverty in the world today and think about some remedies for this problem</li> <li>• know that the Scriptures speak of God’s mercy and forgiveness</li> <li>• understand how the Church celebrates this in the Sacrament of Reconciliation</li> </ul> <p><b>Holy Week</b></p> <ul style="list-style-type: none"> <li>• know the story of the passion of Jesus in some detail</li> <li>• be able to imagine some of the thoughts and feelings of Jesus in the Garden of Gethsemane</li> <li>• give reasons why Peter denied Jesus</li> <li>• know some words of Jesus from the cross</li> <li>• understand why the death of Jesus has been described as a sacrifice</li> </ul>
<b>RSE</b>	<p><b>Created and Loved by God</b></p> <ul style="list-style-type: none"> <li>• In these sessions we explore appreciation of physical and emotional differences, a more complex understanding of physical changes in girl and boys’ bodies, body image, strong emotional feelings, the impact of the internet and social media on emotional wellbeing (including teaching on pornography), a more nuanced and scientific understanding of life in the womb and how babies are made, and menstruation.</li> </ul>
<b>English</b>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• read a wide range of appropriate texts for enjoyment, insight and research</li> <li>• show understanding of a range of texts, selects essential points, and uses inference and deduction as appropriate</li> </ul>

- identify key features, themes and characters and select sentences, phrases and relevant information to support their views
- able to retrieve and collate information from a range of sources

### **Writing:**

#### **Arguments and Debates/ Letters of Complaint**

- identify the features
- use powerful language keeping the formality of the letter throughout
- use semi colons, colons and bullet points
- write in the subjunctive form

#### **Narrative Poems**

- identify the story in which a poem is telling
- use a range of figurative language to create imagery

#### **Newspapers**

- identify features of recounts
- understand how commas are used in a list and to show pauses/separate parts in a sentence
- use reported speech accurately
- use adverbials of time, number and place

#### **Warning Tales**

- know the format in which warning tales are set out
- understand that dialogue can convey character and advance action in a story
- use semi-colons accurately
- recognise active and passive forms of verbs

#### **Grammar, Punctuation and Spelling:**

- demonstrate appropriate use of standard English vocabulary and grammar
- know some of the differences between standard and non-standard English usage
- understand word classes and the function of words
- know the features of and can use different types of sentence
- understand the grammar of complex sentences
- be able to proof read work for errors and omissions

	<ul style="list-style-type: none"> <li>• use age-appropriate spelling strategies</li> <li>• understand word families and roots</li> <li>• use appropriate spelling terminology</li> </ul>
<p><b>Mathematics</b></p>	<p><b>Decimals</b></p> <ul style="list-style-type: none"> <li>• identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places</li> <li>• multiply one-digit numbers with up to 2 decimal places by whole numbers</li> <li>• use written division methods in cases where the answer has up to 2 decimal places</li> <li>• solve problems which require answers to be rounded to specified degrees of accuracy</li> </ul> <p><b>Percentages</b></p> <ul style="list-style-type: none"> <li>• solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison</li> <li>• recall and use equivalences between simple fractions, decimals and percentages including in different contexts</li> </ul> <p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>• use simple formulae</li> <li>• generate and describe linear number sequences</li> <li>• express missing number problems algebraically</li> <li>• find pairs of numbers that satisfy an equation with two unknowns</li> <li>• enumerate possibilities of combinations of two variables</li> </ul> <p><b>Converting Units</b></p> <ul style="list-style-type: none"> <li>• solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</li> <li>• use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp</li> <li>• convert between miles and kilometres</li> </ul> <p><b>Perimeter, Area and Volume</b></p> <ul style="list-style-type: none"> <li>• recognise that shapes with the same areas can have different perimeters and vice versa</li> <li>• recognise when it is possible to use formulae for area and volume of shapes</li> <li>• calculate the area of parallelograms and triangles</li> <li>• calculate, estimate and compare volume of cubes and cuboids using standard units, including cm<sup>3</sup>, m<sup>3</sup> and extending to other units (mm<sup>3</sup>, km<sup>3</sup>)</li> </ul> <p><b>Ratio</b></p>

	<ul style="list-style-type: none"> <li>• solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</li> <li>• solve problems involving similar shapes where the scale factor is known or can be found</li> <li>• solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</li> </ul>
<b>Biology</b>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>• use keys to identify and classify living things</li> <li>• know how animals and plants are interdependent and adaptable</li> <li>• be able to construct and analyse a food chain</li> <li>• identify requirements for plant growth</li> </ul>
<b>Computing</b>	<p><b>Unit 4 – Blogging Lesson</b></p> <p><b>What is a Blog?</b></p> <ul style="list-style-type: none"> <li>• Children understand how a blog can be used as an informative text.</li> <li>• Children understand the key features of a blog.</li> </ul> <p><b>Planning a Blog</b></p> <ul style="list-style-type: none"> <li>• Children can work collaboratively to plan a blog.</li> </ul> <p><b>Writing a Blog</b></p> <ul style="list-style-type: none"> <li>• Children can create a blog or blog post with a specific purpose.</li> <li>• Children understand that the way in which information is presented has an impact upon the audience.</li> </ul> <p><b>Sharing Posts and Commenting</b></p> <ul style="list-style-type: none"> <li>• Children can post comments and blog posts to an existing class blog.</li> <li>• Children understand the approval process that their posts go through and demonstrate an awareness of the issues</li> <li>• Children can assess the effectiveness and impact of a blog.</li> <li>• Children understand that content included in their blog carefully considers the end user.</li> </ul> <p><b>Unit 5 – Text Adventures</b></p> <p><b>What Is a Text Adventure? Planning a Story Adventure</b></p> <ul style="list-style-type: none"> <li>• Children can describe what a text adventure is.</li> <li>• Children can map out a story-based text adventure.</li> <li>• Children can use 2Connect to record their ideas.</li> <li>• Extension: Children can turn a simple story with 2 or 3 levels of decision making into a logical design</li> </ul>



### **Making a Story-based Adventure Game**

- Children can use the full functionality of 2Create a Story Adventure mode to create, test and debug using their plan.
- Children can split their adventure-game design into appropriate sections to facilitate creating it.

### **Introducing Map-Based Text Adventures**

- Children can map out an existing text adventure.
- Children can contrast a map-based game with a sequential story-based game.
- Extension: Children can make a comprehensive design map with a sequence of rooms including rooms in which the player needs to make a choice and collect items in a certain order to complete the game.

### **Coding a Map-Based Text Adventure**

- Children can create their own text-based adventure based upon a map.
- Children can use coding concepts of functions, two-way selection (if/else statements) and repetition in conjunction with one another to code their game.
- Children make logical attempts to debug their code when it does not work correctly.

## **Unit 6 – Networks**

### **The World Wide Web and the Internet**

- Children know the difference between the World Wide Web and the internet.
- Extension: Children can provide examples of the difference between the World Wide Web and the Internet.

### **Our School Network and Accessing the Internet**

- Children know about their school network.
- Extension: Children can explain the differences between more than two network types such as: LAN, WAN, WLAN and SAN.

### **Research**

- Children have researched and found out about Tim Berners-Lee.
- Children have considered some of the major changes in technology which have taken place during their lifetime and the lifetime of their teacher/another adult

## Creative Curriculum

We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music.

Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects. (See Creative Curriculum Two Year Cycle)

### YEAR A

#### Spring: Leaders

**Main Focus: History- Exploring the Mayan Civilisation including leadership and the influence of religion**

- describe the some of the achievements of one of the earliest civilizations - The Mayan Civilisation
- make confident use of a variety of sources for independent research
- use evidence to support arguments (understanding of events, people and changes)
- construct informed responses that involve thoughtful selection and organisation of relevant historical information
- understand how our knowledge of the past is constructed from a range of sources

**Secondary focus: Geography – placing the Mayan people in the context of modern maps**

### YEAR B

#### Spring: Water

#### YEAR B Spring 1: Water

**Art & DT topic: Focus on the Great Wave**

- begin to develop an awareness of composition, scale and proportion in their work
- select ideas based on first hand observations, experience or imagination and develop these through sketching
- produce intricate patterns and textures in a malleable media
- use different techniques, colours and textures when designing and making pieces of work and explain his/her choices
- use 3D construction techniques with confidence including cutting folding and joining
- describe the work and ideas of various artists, architects and designers, using

	<ul style="list-style-type: none"> <li>• describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<p>appropriate vocabulary and referring to historical and cultural context</p>	
		<p><b>Year B</b></p> <p><b>Spring 2: History – Exploring water sources and aspects of life in the Ancient Indus Valley</b></p> <ul style="list-style-type: none"> <li>• describe the some of the achievements of one of the earliest civilizations - The Indus Valley</li> <li>• make confident use of a variety of sources for independent research</li> <li>• use evidence to support arguments (understanding of events, people and changes)</li> <li>• construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> </ul>	

		<ul style="list-style-type: none"> <li>• understand how our knowledge of the past is constructed from a range of sources</li> </ul> <p><b>Secondary focus: Geography – locate the Indus Valley on a modern map and show an understanding the importance of water sources in settlements</b></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	
<p><b>Physical Education</b></p>	<p><b>Invasion Games (Hockey)</b></p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• To develop teamwork.</li> <li>• To further develop knowledge of defending.</li> <li>• To dribble a ball with control and fluency using foot or hockey stick.</li> </ul>		

	<ul style="list-style-type: none"> <li>• To further develop knowledge of attacking.</li> <li>• To strike a ball or object towards a target or goal with power and accuracy.</li> </ul> <p><b>Net and Wall Games</b></p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• To develop aerobic fitness.</li> <li>• To develop overall volleyball skills: set, forearm, serve &amp; spike.</li> <li>• To develop overall badminton skills: serve and smash.</li> <li>• To develop overall tennis skills: fore/backhand, service and lob.</li> <li>• To play competitively and evaluate performance.</li> </ul>
<b>MFL</b>	<p><b>The Weekend</b></p> <ul style="list-style-type: none"> <li>• Tell the time in French using quarter past, half past and quarter to.</li> <li>• Say and write in French what we do at the weekend using two or more sentences.</li> <li>• Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.</li> </ul> <p><b>World War II</b></p> <ul style="list-style-type: none"> <li>• Group and order words to decode unknown language.</li> <li>• Understand the key facts of history from WW2 when described in French.</li> <li>• Say and write in French the key countries and languages involved in WW2.</li> <li>• Write a letter in French home explaining what life is like as an evacuee living in the countryside.</li> </ul>
<b>PSHE</b>	<p><b>myHappymind</b> <b>Topic: Appreciate</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• How gratitude can help them think about all they have in their lives to be thankful for.</li> <li>• How to build their resilience by looking at when their bucket is full vs when their bucket is empty.</li> <li>• How focussing on their appreciation around the strengths work they have done can remind them of what they DO have during times of stress.</li> <li>• To establish a new perspective on how gratitude can help them to build resilience when they face tough times</li> </ul>

## Music

**Unit:** Benjamin Britten - A New Year Carol

- **Style:** Benjamin Britten (Western Classical Music), Gospel, Bhangra.

**Topic and cross-curricular links:** Literacy and history, [www.fridayafternoonsmusic.co.uk](http://www.fridayafternoonsmusic.co.uk). The historical context of Gospel music and Bhangra.

Spring 2

- **Unit:** You've Got A Friend
- **Style:** The Music of Carole King

**Topic and cross-curricular links:** Her importance as a female composer in the world of popular music.