

<p>Year 6 Summer 1</p>	<h1 style="text-align: center;">Our Wonderful World!</h1>		<p>Year B</p>	
<p style="text-align: center;">Intent</p>	<p>Scripture Passage</p> <p><b>“Be who God meant you to be and you will set the world on fire.”</b></p> <p>Catherine of Sienna</p>	<div style="text-align: center;">  </div>	<p>Inspiration Quotes</p> <p>I see trees of green, red roses too. I see them bloom for me and you. And I think to myself what a wonderful world. I see skies of blue and clouds of white. The bright blessed day, the dark sacred night. And I think to myself what a wonderful world</p> <p>Louis Armstrong</p>	<p style="text-align: center;">Impact</p>
<p><b><i>At Our Lady of Fatima we strive to help our children understand their impact on the world and the use of all the resources around us.</i></b></p> <p>During this unit children will develop a deeper understanding of how to use resources around use to better care for our wonderful world – looking after God’s creation now and for those in the future</p>	<div style="text-align: center;">  </div>		<p><b><i>At the end of the half term children will:</i></b></p> <p><b><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></b></p> <p><b><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></b></p> <p><b><i>We will understand how to lead on sustainability within the local community and the impact of our actions globally</i></b></p> <p><b>Through our faith and values children will be able to develop Catholic Social Teaching elements through themes / objectives of teaching</b></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>Relate</b> better to our needs and of those around us</p> <p><b>The use of prayer gardens for meditations</b></p>	<p>Pentecost.</p> <p>Acts of the Apostles – Go forth and make disciples of all the nations. Psalm 19</p> <p>Canticle of St Francis</p>	<p>Opportunities to share our Catholic Values with the community</p> <p>The Common Good</p>	<p>Do my actions individual actions have a global impact?</p> <p>How might God be calling you to be an advocate for the environment?</p>

<b>Our Wonderful World</b> <b>Links within our Curriculum</b>	
<b>English</b>	Traditional tales Explanation texts – Why the world does / is as it is
<b>History / Geography</b>	<ul style="list-style-type: none"> <li>- The Mayans</li> <li>- What brings and keeps people together? To whom and what do we belong?</li> </ul>
<b>Science</b>	Biology – Living things and their habitats
<b>Religious Education</b>	Pentecost Baptism & Confirmation celebrations (potentially Mary and Life of the Saints)

<p>Year 6 Summer 2</p>	<h1 style="text-align: center;">Food Glorious Food</h1>			<p>Year B</p>
<p style="text-align: center;">Intent</p>	<p>Scripture Passage</p> <p>So whether you eat or drink or whatever you do, do it all for the glory of God.</p> <p>Corinthians</p>		<p>Inspirational Quote</p> <p>The only thing I like better than talking about food is eating"</p> <p>John Walters</p>	<p style="text-align: center;">Impact</p>
<p><i>At Our Lady of Fatima we strive to allow children to know and appreciate the bountiful produce which the Earth provides. Knowing how to care for and not waste the natural gifts of the Lord.</i></p> <p><i>Children will have a deeper understanding of the importance of healthy choices, the impact on our lives and how this affects the world around us</i></p>				<p><i>At the end of the half term children will:</i></p> <p><i>Have a deeper understanding of the need for sustainable, accessible food sources in the world. Building upon the church's teachings around living simply.</i></p> <p><i>Understand the importance of being healthy and what we put in our body helps us physically and mentally.</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>Engage</b> in promoting and actively being Mentally Healthy</p> <p><b>Grow some fruit/vegetables or plants</b></p>	<p>Prayers which link to Topic / Focus Scripture Passages support overview</p> <p>The Eucharist is central to our faith. John: "I am the Bread of Life."</p>	<p>Opportunities to share our Catholic Values with the community</p> <p>Distributive Justice</p>	<p>How can we stop waste? Is it fair that others do not have enough?</p>

<b>Food, Glorious Food</b> <b>Links within our Curriculum</b>	
<b>English</b>	Playscripts Poetry – the power of imagery
<b>Art</b>	Andy Warhol – Pop Art
<b>Religious Education</b>	Worship on the fruits of the Spirit – how will they nourish us through our lives after Confirmation? Belonging to the church community

<b>Subject</b>	<b>Content</b>
<b>Religious Education</b>	<p><b>Easter</b></p> <ul style="list-style-type: none"> <li>• know the story of the appearance of the Risen Christ to Thomas understand some reasons why he failed to believe that Christ was alive</li> <li>• be able to describe how his meeting with the Risen Christ changed Thomas' life</li> <li>• know that Christians believe in eternal life</li> <li>• know some New Testament stories that speak about eternal life</li> </ul> <p><b>Baptism, Confirmation and Celebrations</b></p> <ul style="list-style-type: none"> <li>• know that Baptism and Confirmation are Sacraments through which Christians receive the gift of the Holy Spirit</li> <li>• identify the actions, signs and symbols of Baptism and Confirmation and recognise which symbols are used in both Sacraments</li> </ul> <p><b>Pentecost</b></p> <ul style="list-style-type: none"> <li>• know the two stories from the New Testament about the coming of the Holy Spirit and be able to compare and contrast them</li> <li>• understand why wind, fire and breath are important symbols of the Holy Spirit</li> <li>• know the names of the Gifts and Fruits of the Holy Spirit and explain why they are important in the lives of Christians</li> </ul> <p><b>Belonging to the Church Community</b></p> <ul style="list-style-type: none"> <li>• know that a direct link exists between the teaching of the Apostles, the role of the Pope and Bishops today and the faith that is nourished</li> <li>• and celebrated in the local parish community today</li> <li>• recognise that the Church is a universal Church and that the life of the local parish is founded upon the faith of the apostles and the universal Church</li> </ul> <p><b>Celebrating the Life of Mary and the Saints</b></p> <ul style="list-style-type: none"> <li>• know about the Church's feasts in honour of the Blessed Virgin Mary and understand why such importance is attached to them</li> <li>• know that Mary and the saints enjoy the life of heaven</li> <li>• know some of the Church's prayers to honour them</li> </ul>
<b>RSE</b>	<b>Created and Loved by God</b>

	<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>
<p><b>English</b></p> <p><b>REVISION FOR SATS</b></p>	<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> <li>• identify key features, themes and characters and select sentences, phrases and relevant information to support their views</li> <li>• able to retrieve and collate information from a range of sources</li> </ul> <p><b>Spoken language</b></p> <ul style="list-style-type: none"> <li>• show the ability to adapt speech to the required purpose: developing ideas thoughtfully, describing events, maintaining interest and sharing opinions reflectively</li> <li>• listen carefully, making appropriate contributions and asking questions that are responsive to others' ideas and points of view</li> </ul> <p><b>Writing:</b></p> <p><b>Drama</b></p> <ul style="list-style-type: none"> <li>• list the features of play scripts</li> <li>• compare ways of indicating direct speech</li> <li>• use of the subjunctive form of verbs</li> </ul> <p><b>Instructions and explanations</b></p> <ul style="list-style-type: none"> <li>• identify features of instructions</li> <li>• punctuate bullet points correctly</li> </ul>

	<ul style="list-style-type: none"> <li>• understand uses of colons and semi-colons</li> <li>• consider the audience for a text</li> <li>• use brackets to add extra information to a text</li> </ul> <p><b>Persuasive writing</b></p> <ul style="list-style-type: none"> <li>• pick out most persuasive sentences and explaining why they are persuasive.</li> <li>• identify modal verbs in text.</li> </ul> <p><b>Grammar, Punctuation and Spelling</b></p> <ul style="list-style-type: none"> <li>• demonstrate appropriate use of standard English vocabulary and grammar</li> <li>• how written standard English varies in formality</li> <li>• know some the differences between standard and non-standard English usage</li> <li>• understand word classes and the function of words</li> <li>• know the features of and can use different types of sentence</li> <li>• understand the grammar of complex sentences</li> <li>• know the purpose of paragraphs</li> <li>• be able to proof read work for errors, omissions and repetitions</li> <li>• use age-appropriate spelling strategies</li> <li>• use common prefixes and suffixes</li> <li>• understand word families, roots and origins</li> <li>• use appropriate spelling terminology</li> <li>• signal sentence structure by effective use of a full range of punctuation marks to clarify meaning</li> </ul>
<p><b>Mathematics</b></p> <p><b>REVISION FOR SATS</b></p>	<p><b>Properties of Shape</b></p> <ul style="list-style-type: none"> <li>• draw 2-D shapes using given dimensions and angles</li> <li>• compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons</li> <li>• recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</li> <li>• interpret and construct pie charts and line graphs and use these to solve problems</li> <li>• calculate the mean as an average</li> </ul>

<p><b>Physics</b></p>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>• know a complete circuit is needed for electrical components to work</li> <li>• know electrical symbols are used for circuit diagrams</li> <li>• understand the difference between conductors and insulators</li> <li>• investigate how the brightness of a lamp and the volume of a buzzer changes with the number and voltage of cells used in a circuit</li> <li>• give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on / off positions of switches</li> <li>• use recognised symbols when representing a circuit in a diagram</li> </ul>
<p><b>Physics</b></p>	<p><b>Light</b></p> <ul style="list-style-type: none"> <li>• know light travels in straight lines</li> <li>• know how shadows are formed and can be changed</li> <li>• understand we see because light from a source enters our eyes</li> <li>• understand light beams can be reflected from different surfaces</li> <li>• understand that light appears to travel in straight lines and is necessary for us to see objects</li> <li>• understand how shadows are formed</li> </ul>
<p><b>Computing</b></p>	<p><b>Unit 7 – Quizzing</b></p> <p><b>Introducing 2DIY</b></p> <ul style="list-style-type: none"> <li>• Children have used the 2DIY activities to create a picture-based quiz.</li> <li>• Children have considered the audience’s ability level and interests when setting the quiz.</li> <li>• Children have shared their quiz and responded to feedback.</li> </ul> <p><b>Using 2Quiz</b></p> <ul style="list-style-type: none"> <li>• Children understand the different question types within 2Quiz.</li> <li>• Children have ideas about what sort of questions are best suited to the different question types.</li> <li>• Children have used 2Quiz to make and share a science quiz (or another subject).</li> <li>• Children have considered the audience’s ability level and interests when setting the quiz.</li> <li>• Children have shared their quiz with peers.</li> <li>• Children have given and responded to feedback.</li> </ul>

### **Exploring Grammar Quizzes**

- Children have tried out the different types of Text Toolkit grammar games. Children have chosen an appropriate Text Toolkit tool to make their own grammar game(s).

### **A Database Quiz**

- Children have used a 2Investigate quiz to answer quiz questions.
- Children have designed their own quiz based on one of the 2Investigate example databases.

### **Are you Smarter than a 10- (or 11-) Year-Old?**

- Children have used their knowledge of quiz types to create a quiz show quiz based on a curriculum area.

## **Unit 8– Understanding Binary**

### **What is Binary?**

- Children can explain how all data in a computer is saved in the computer memory in a binary format.
- Children can explain that binary uses only the integers 0 and 1.
- Children can relate 0 to an 'off' switch and 1 to an 'on' switch.

### **Counting in Binary**

- Children can count up from 0 in binary using visual aids if needed.
- Children can relate bits to computer storage.

### **Converting from Decimal to Binary**

- Children can convert numbers to binary using the division by two method.
- Children can check their own answers using the converter tool.
- Game States
- Children can make use of a variable set to 0 or 1 to control game states.

## **Unit 9– Spreadsheets (with Microsoft Excel)**

### **What is a Spreadsheet?**

- Children know some uses of a spreadsheet tool.
- Children can navigate around a spreadsheet using cell references.
- Children can enter data into cells.

- Children understand new vocabulary relating to spreadsheets: cells, columns, rows, cell names, sheets, workbook.

#### **Basic Calculations**

- Children can use a spreadsheet to carry out basic calculations including addition, subtraction, multiplication and division formulae.
- Children can use the series fill function.
- Children recognise how using formulae allows the data to change and the calculations to update automatically.

#### **Modelling**

- Children can use a spreadsheet to model a situation.
- Children can use a spreadsheet to solve a problem.
- Children can use the SUM function

#### **Organising Data**

- Children can use a variety of methods including flash fill, convert text to tables and splitting cells for organising and presenting their data in a spreadsheet.
- Children know what is meant by a delimiter.
- Children understand how to sort data.

#### **Advanced Formulae and Big Data**

- Children know how to incorporate formulae for percentages, averages, max and min into their spreadsheets.
- Children gain familiarity with range notation in Excel.
- Children know some shortcuts that help to make data meaningful.
- Children begin to develop a critical eye when it comes to the conclusions that can be made from data.

#### **Charts and Graphics**

- Children know that there are ways to represent their data graphically and that Excel can make these calculations for them.
- Children gain an understanding of how a graphical representation can make data easier to interpret.
- Children make a chart using Excel recommendations.
- Children illustrate their data using sparklines and data bars.

#### **Using a Spreadsheet to Plan a Cake Sale**

- Children can understand how a spreadsheet can be used to plan an event.
- Children understand the advantages of using formulae when data is subject to change

- Children have modelled a real-life situation using a spreadsheet.
- Using a Spreadsheet to Solve Problems**
- To apply all new spreadsheet skills to solving problems and presenting data.
  - To explore printing Excel sheets.

## 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).

<p><b>Summer 1: Sport and Leisure/ Team Work</b></p> <p><b>Main focus:</b> How has Harborne changed over time from the 18<sup>th</sup> Century to present?</p> <ul style="list-style-type: none"> <li>• to notice changes over time and make comparisons</li> <li>• to make deductions from primary and secondary sources</li> <li>• to find out about the local area in the past</li> <li>• to discover the quality of information gained from different kinds of historical sources</li> </ul> <p><b>Secondary Focus:</b></p> <ul style="list-style-type: none"> <li>• use maps, charts etc. to support decision making about the location of places e.g. new bypass</li> <li>• understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc</li> </ul>	<p><b>Summer 1: Our Wonderful World</b></p> <p><b>Main focus:</b> How has Harborne changed over time from the 18<sup>th</sup> Century to present?</p> <ul style="list-style-type: none"> <li>• to notice changes over time and make comparisons</li> <li>• to make deductions from primary and secondary sources</li> <li>• to find out about the local area in the past</li> <li>• to discover the quality of information gained from different kinds of historical sources</li> </ul> <p><b>Secondary Focus:</b></p> <ul style="list-style-type: none"> <li>• use maps, charts etc. to support decision making about the location of places e.g. new bypass</li> <li>• understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc</li> </ul>
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	<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <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> </ul>	
	<p><b>Summer 2: Beside the seaside</b></p> <p><b>Main focus:</b> Design Technology – exploring and making beach shoes</p> <ul style="list-style-type: none"> <li>explore the structure of footwear by disassembling and assembling existing products</li> <li>generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces</li> <li>apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities</li> <li>use technical knowledge accurate skills to problem solve during the making process</li> <li>begin to use his/her knowledge of designs to further explain the effectiveness of existing products and products he/she have made</li> <li>use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately</li> </ul>	<p><b>Summer 2: Food Glorious Food</b></p> <ul style="list-style-type: none"> <li><b>Main focus: Art and Design – Depicting our world- scale and perspective</b></li> <li>begin to develop an awareness of composition, scale and proportion in their work</li> <li>use simple perspective in their work using a single focal point and horizon</li> <li>use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds</li> <li>select ideas based on first hand observations, experience or imagination and develop these through sketching</li> <li>describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts</li> <li></li> </ul>	

- research famous designers and inventors to inform the design of his/her own innovative products.

**Physical Education**

**Dance**

- move with a range dynamics to express different emotions
- execute jitterbug actions
- develop relationships – leading and following
- demonstrate unison as a group
- demonstrate and create shapes representing unity

**Athletics**

- develop the technique in order to race walk
- Learn to measure & record performance
- train the body to run for a longer duration
- sustain pace over longer distances
- choose appropriate techniques for specific events

**MFL**

**Planets**

- Name and spell accurately some/all the planets in French on a solar map.
- Say and write extended sentences for at least one planet.
- Understand better the rules of adjectival agreement in French and apply these rules to my work improving grammatical accuracy

	<p><b>Me in the World</b></p> <ul style="list-style-type: none"> <li>• Say and spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map.</li> <li>• Say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince.</li> <li>• Say and write something we do to help the planet.</li> </ul>
<p><b>PSHE</b></p>	<p><b>MyHappyMinds</b></p> <p><b>Topics Relate &amp; Engage</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• Relationship building powers i.e., how they go about making friendships today – what strengths they have here and what they can develop.</li> <li>• How those skills are transferable to their upcoming changing environment.</li> <li>• Strategies to manage friendships through change, transition and peer pressure by practising different communication strategies.</li> <li>• Strategies for seeing different perspectives through role play</li> </ul> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• How to set goals linked to transition, which they can work toward to help them feel more comfortable with what is ahead.</li> <li>• How to recognise their concerns and define strategies to overcome them.</li> <li>• How they can use their strengths to leverage the opportunities that they are excited about.</li> <li>• How to create goals around leveraging and practising the tools they have learned as they progress through to high school</li> </ul> <p><b>Secondary School transition groups</b></p> <ul style="list-style-type: none"> <li>• exploring self- awareness</li> <li>• showing respect for rules and boundaries</li> <li>• being aware of, and displaying, appropriate social behaviours</li> <li>• considering the emotions of others</li> <li>• understanding both positive and negative influences of peers</li> </ul>

	<ul style="list-style-type: none"><li>• developing communication skills and assertive behaviour</li><li>• being independent, organised and keeping to deadlines</li><li>• goal setting and confidence building</li></ul>
<b>Music</b>	<p>Summer 1</p> <p>Unit: Music and Me</p> <p>Style: Contemporary, music and identity</p> <p>Topic and cross-curricular links: Celebrating the role of women in the music industry.</p> <p>Summer 2</p> <p>Unit: Reflect, Rewind and Replay</p> <p>Style: Western Classical Music and your choice from Year 6</p> <p>Topic and cross-curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>