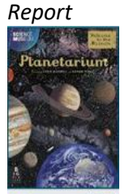
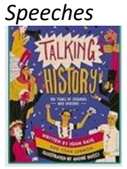
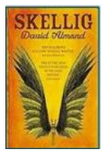
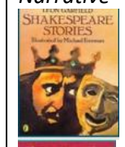
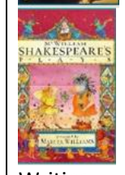
THE HOLY FAMILY SCHOOL YEARLY OVERVIEW Year: 6 Teacher: Mrs Kelly

2025-26	Autumn				Spring					Summer				
RE	**Branch 1:** Creation and Covenant		**Branch 2:** Prophecy and Promise		**Branch 3**: Galilee to Jerusalem		**Branch 4:** Desert to garden			**Branch 5:** To the Ends of the Earth		**Branch 6:** Dialogue and Encounter		
	The second account of Creation. Laudato Si and care for Creation. The Sacrament of Baptism.		The importance and role of Women in salvation history.		The miracles (Wedding at Cana, Healing the Blind Man, Raising of Lazarus). The Sacraments as ways to encounter God.		Holy Week and the Last Supper. Washing of feet. Stations of the Cross.			Resurrection. The empty tomb. Apostle's Creed. Holy Trinity.		Christian responsibility for the common good. Links between beliefs and practices in other faiths.		
Catholic Social Teaching ROOTED IN LOVE	**Care for Creation** The world was made by God, so we take care of God's creation.		**Preferential Option for the Poor** The 'preferential option' means allowing someone to have the first choice.		**Solidarity and Peace** God calls us to be peacemakers in the world – to stand in solidarity with those in need.		**Community and Participation** As humans, we are made to live in community with one another. This means being active members of the world we live in. We are meant to look out for each other and build each other up. This is how God wants us to live.			**Dignity of Workers** Work is fundamental to the dignity of a person		**Human Dignity** Treating someone with dignity means treating them with love, kindness and respect. Everyone should be treated with dignity because we are made in the image and likeness of God.		
English ESSENTIAL Writing	**Whole school writing project (2 weeks)** **Essential Writing** *Narrative*   Writing Outcome: Descriptive Scene *10 -15 steps*	**Essential Writing** *Non-Chronological Report*   Writing outcome: Non-Chronological Report *15 steps*	**Essential Writing** *Narrative*  Writing Outcome: Narrative *10 steps*	**Essential Writing** *Persuasive Speeches*  Writing Outcome: Persuasive Speech *15 steps*	**Essential Writing** *Non-Chronological Report*  Writing Outcome: Non-Chronological Report *15 steps*	**Essential Writing** *Dialogue* Texts provided by HFL Writing Outcome: Scene with Dialogue *10 steps*	**Essential Writing** *Balanced Argument* Texts provided by HFL Writing Outcome: Balanced Argument *5 steps*	**Essential Writing** *Narrative*  Writing Outcome: Narrative (fairy tale) *15 steps*	**Essential Writing** *Biography*  Writing Outcome: Biography *10 steps*	**Essential Writing** *Advocacy Campaign*   Writing Outcome: Advocacy Campaign *15 steps*	**Essential Writing** *Narrative*  Writing Outcome: Narrative *10 steps*	**Essential Writing** *Advocacy Poetry*  Writing Outcome: Advocacy Poetry (ballads) *5 steps*	**Essential Writing** *Blogs* Texts provided by HFL Writing Outcome: Blogs *10 steps*	**Essential Writing** *Narrative*   Writing Outcome: Narrative *15 steps*

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Spelling ESSENTIAL	• Review words with unexpected letters from Y3/4 statutory word list • Review homophones and near homophones • Review suffixes beginning with consonant letters to words: -ment, -less, -ful, -ly • Review suffixes beginning with vowel letters to words	• Focus on doubling the consonant after a short vowel: words from the Y5/6 statutory word list • Explore suffixes beginning with vowel letters to words ending in -fer • Review –cial, - tial, -cially and -tially endings • Review -able, -ably, -ible and –ibly endings • Review -cious and -tious endings	• Review words with the /i:/ sound spelt ei after c • Review -ent, -ence, -ency, -ant, -ance and -ancy endings • Review -tion, -ation, -cian, -ssion and -ssion endings • Review –sure and -ture endings • Review all suffixes	• Review words with silent letters b, k, l, h, t • Focus on unstressed vowels: words from the Y5/6 statutory word list • Review affixes: morphology • Review affixes: words from the Y5/6 statutory word list	• Review words containing ough • Review words containing rarer letter combinations: words from the Y3/4 • and 5/6 statutory word list • Focus on etymology: words from the Y5/6 statutory word list • Review homophones and commonly confused words • Review use of hyphen	• Review use of apostrophe for contraction • Review use of apostrophe for possession • Review commonly misspelt words from the class • Focus on morphology and etymology • Revision of strategies to spell words
Maths ESSENTIAL	6LS1 - Place value 6LS2 - Multiply and divide by 10 100 1000 6LS3 - Choosing effective mental strategies 6LS4 - Problem solving with 4 operations 6LS5 – Application factors multiples and primes 6LS6 - Formal method for multiplication 6LS7 - Area of parallelograms and triangles 6LS8 – Formal written method for short division 6LS9 - Equivalent fractions 6LS10 - Comparing and ordering fractions 6LS11 - Adding and subtracting fractions 6LS12 – Fraction and decimal equivalents 6LS13 – Fractions, decimals and percentages 6LS14 - Calculate percentages 6LS15 - Properties of shape		6LS16 – Order of operations and algebra 6LS17 - Formal method for long division 6LS18 – Exploring relationships between area and perimeter 6LS19 – Recognise and find angles 6LS20 – Reflection and translation 6LS21 – Multiplying fractions 6LS22 – Dividing fractions 6LS23 – Fractions, decimals and percentages problem-solving 6LS24 - Ratio and proportion 6LS25 - Volume 6LS26 - Measures 6LS27- Statistics: line graphs and pie charts		6LS28 – Algebra and sequences 6LS29 – Statistics: calculate and interpret mean average 6LS30 – Application of previous years' learning 6LS31 – Application of known facts and calculation strategies 6LS32 – Constructing pie charts 6LS33 – Statistical representations 6LS34 – Further algebra 6LS35 – Financial maths and enterprise 6LS36 – Maths preparation for KS3	
Maths fluency Mini arithmetic papers Retrieval grids	• Count in multiples of 2,4,6,7,8,9,25 and all powers of 10 • Read, write, order and compare numbers up to 1,000,000 • Find 10, 100, 1000 more or less than any given number • Recognise the place value of each digit in numbers up to 1,000,000 • Use negative numbers in context and calculate intervals across 0 • Add and subtract numbers with up to 3 digits and tens • Add and subtract numbers with up to 3 digits and hundreds	• Add three one-digit numbers • Add and subtract multiples of 10 and 100 and 1000 mentally • Add and subtract decimal numbers with up to three places mentally • Mental calculations and the four operations • Column addition and subtraction • Multiplication and division facts up to 12x12 • Multiply by 0 and divide by 0 or 1 • Multiply 3 single digit numbers • Use known facts to work out sums e.g. 30 x 5 = 3 x 5 x 10	• Multiply and divide numbers by powers of 10, including decimals • Multiply by 25 • Multiply and divide multiples of 100/10 by powers of 10 • Missing number problems – inverse • Square and cubed numbers • Prime numbers • Count up and down in tenths, hundredths • Unit fractions and non-unit fractions • Adding fractions • Subtracting fractions	• Multiplying fractions by fractions • Multiplying fractions by whole numbers • Divide fractions by whole numbers • Divide fractions by fractions • Fractions of amounts • Known FDP equivalents • Finding 10% 25% 50% 75% of numbers • Percentages of amounts • BODMAS	Consolidate learning for SAT's	KS3 Preparation HFL
Science Kapow	**Living things: Classifying Big and Small** Children broaden their knowledge of how vertebrates,	**Energy: Light and Reflection** Proving that light travels in a straight line, children use this information to explain	**Living things: Evolution and Inheritance** Studying patterns in humans and other species, children	**Energy: Circuits, batteries and switches** Revisiting electrical circuits, children learn to draw	**Animals: Circulation and Health** Studying the human circulatory system, children learn about the role of the heart, blood and blood	**Making connections: Are some sunglasses safer than others?** Exploring sun safety, children investigate the efficacy of

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	invertebrates, plants and micro-organisms are grouped using shared characteristics. They discover how Carl Linnaeus developed the Linnaean and binomial systems for classifying and naming living things. Pupils use and produce branching and number classification keys to sort and identify organisms.	observations of reflection and shadows. Pupils investigate the effect of moving an object away from the surface it casts a shadow on and the relationship between the incoming and reflected rays on a mirrored surface. Exploring real uses of mirrors allow children to apply what they have learned about light throughout the unit.	learn about characteristics that are inherited and those that are environmental. Through the eyes of Darwin and Wallace, pupils understand how observations lead to theories. By modelling finches' variation and natural selection, they begin to explain how species evolve and the role of fossil evidence that supports this theory.	conventional circuit diagrams and use models to explain current, resistance and voltage. They compare different batteries and relate this to the effects on bulb brightness. Pupils apply their knowledge of switches and electrical circuits to design and produce their own practical devices.	vessels and use models to demonstrate their function. They explore how lifestyle choices affect our health and use secondary sources to advise patients. Pupils devise their own investigation to look at the relationship between exercise and heart rate, applying their knowledge of variables and then analysing secondary data to understand fitness better.	different sunglasses. They devise enquiries to test light and UV transmission of the lenses to form a conclusion about which sunglasses are best. The children summarise their findings through presentations and advertisements.
	○ Carl Linnaeus	○ Thomas Edison -Invented electric light bulb ○ Patricia Bath (BP website)- saving sight ○ Thomas Young (Wave Theory of Light) ○ Ibn al-Haytham -Light and our Eyes ○ Percy Shaw - The Cats Eye Maria Telkes- Solar energy	○ Hippocrates -The Father of Medicine ○ Rosalind Franklin – DNA ○ Nettie Stevens – Geneticist ○ Professor Alice Roberts - Evolutionary biologist ○ Charles Darwin- Evolution ○ Alfred Russell Wallace – naturalist	○ Nikola Telsa -AC electric system ○ Alessandro Volta- Electrical Battery ○ Nicola Tesla- Alternating Currents ○ Edith Clarke -Electrical engineer		
Outdoor learning	● Rules and safety of outdoor learning ● Hazards and risks lesson ● Classification ● Ordering numbers **AYLESFORD**	● Show how light is reflected using different resources ● Light experiment outside using the light pyramids and sunlight (also can look at shadows) ● Reflection of shapes outside	● Painting and making poppies outdoors ● Make up a WW2 song ● Building the highest and longest towers – Linked to DT **BRITISH SCHOOLS MUSUEM**	● Electrical circuits using outdoor learning materials	● Build and create digestive system from natural materials – linked to science	● Class fire with toasted marshmallows **RESIDENTIAL TRIP** **SWIMMING**
Geography Kapow		**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.		**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.		**Can I carry out an independent fieldwork enquiry?** Observing, measuring, recording and presenting their own fieldwork study of the local area.
History Kapow	**What does the Census tell us about our local area?** Investigating local history during the Victorian period, children carry out an enquiry using census and factory records. They learn about the changes to a family over a period of time and suggest reasons for these changes, linking them to national events.		**British history 6: What was the impact of World War II on the people of Britain?** Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources.		**Transition unit** **The Sikh Empire** Exploring how the Sikh Empire was unified by Maharaja Ranjit Singh and the values and belief system of the Sikhs.	

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	Planning their own historical enquiry, they research a local family or street.					
Computing Purple Mash	**Networks** Learning what networks do and how they connect devices. Considering safety aspects of networks and collaboration. • Identifying examples of networks • Recognising types of networks • Understanding internet services • Discussing positive and negative use of networks **Graphing** Understanding the benefits of creating common graph types digitally. Using appropriate features to present data in the best possible way. • Creating a range of graph types • Incorporating multiple datasets • Using graphs to solve a problem • Exporting and importing files	**Blogging** Understanding how blogs and their features can effectively engage an audience. • Planning the theme, content and structure • Writing, editing and publishing a blog post • Understanding blog moderation Reviewing and commenting on blog posts **Data Detectives** Using the Data Detectives tool to work with large datasets to analyse complex data and answer questions. • Filtering and sorting data • Grouping data • Linking tables	**Coding** Developing coding skills using 2Code. • Using functions • Understanding flowcharts and control simulations • Coding for user input	**Introduction to Python** Introducing text-based Python coding using the Python in Pieces platform. Python in Pieces translates between block-code and Python. • Comparing block and text code views • Coding for text output • Working with different datatypes • Coding repetition in Python	**Spreadsheets (Microsoft, Apple & Google)** Using industry standard software to work with spreadsheets. • Performing calculations • Entering and using formulae • Presenting data • Solving real life problems	**3D Modelling** Exploring computer aided design in 3D using the 2Design and Make tool. • Working with viewpoints of 3D objects • Adding and editing points on a model • Designing for a purpose
	Online Safety – Delivered throughout the year using 2BeSafe – Being Safe in a Digital World		**Online Safety** – Delivered throughout the year using 2BeSafe – Being Safe in a Digital World		**Online Safety** – Delivered throughout the year using 2BeSafe – Being Safe in a Digital World	
Music Kapow	**Dynamics, pitch and tempo (Theme: Fingal's Cave)** Appraising the work of Mendelssohn and further developing improvisation and composition skills.	**Film music** Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.	**Songs of WW2** Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.	**Theme and variations (Theme: Pop Art)** Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.	**Baroque** Exploring the music and composers of the Baroque Period and investigating the structural and stylistic features of their work.	**Composing and performing a Leavers' Song** Children spend the topic creating their very own leavers' song personal to their experiences as a class.
Art and design Kapow		**Craft and design: Photo opportunity** Developing photography skills and techniques to design a range of creative photographic outcomes.		**Drawing: Make my voice heard** From the Ancient Maya to modern-day street art, children look at how artists convey a message. Exploring imagery, symbols, expressive mark making, and 'chiaroscuro' children consider audience and impact to create powerful drawings to make their voices heard.		**Sculpture and 3D: Making memories** Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.

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Design and Technology Kapow	**Textiles: Waistcoats** Using a combination of textiles skills such as attaching fastenings, appliqué and decorative stitches, children design, assemble and decorate a waistcoat for a chosen purpose.		**Structures: Playgrounds** Research existing playground equipment and their different forms, before designing and developing a range of apparatus to meet a list of specified design criteria.		**Digital world: Navigating the world** Design and program a navigation tool to produce a multifunctional device for trekkers using CAD 3D modelling software. Pitch and explain the product to a guest panel.	
PE **Get Set PE**	**Football** • I can create and use space to help my team. • I can dribble, pass, receive and shoot the ball with increasing control under pressure. • I can select the appropriate action for the situation and make this decision quickly. • I can use marking, tackling and/or interception to improve my defence. • I can use the rules of the game consistently to play honestly and fairly. • I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. • I recognise my own and others strengths and areas for development and can suggest ways to improve.	**Volleyball** • I am inclusive of others, can share job roles and lead when necessary. • I can orientate a map efficiently to navigate around a course. • I can pool ideas within a group, selecting and applying the best method to solve a problem. • I can use critical thinking skills to form ideas and strategies to solve challenges. • I can work effectively with a partner and a group to solve challenges. With increasing accuracy, I can reflect on when and how I successful at solving challenges and alter my methods in order to improve.	**Netball** • I can create and use space to help my team. • I can pass, receive and shoot the ball with increasing control under pressure. • I can select the appropriate action for the situation and make this decision quickly. • I can use marking, and/or interception to improve my defence. • I can use the rules of the game consistently to play honestly and fairly. • I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. • I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve.	**Tennis** • I can select the appropriate action for the situation and make this decision quickly. • I can use a wider range of skills with increasing control under pressure. • I can use feedback provided to improve the quality of my work. • I can use the rules of the game consistently to play honestly and fairly. • I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. • I can work in collaboration with others so that games run smoothly. • I recognise my own and others strengths and areas for development and can suggest ways to improve. • I understand that there are different areas of fitness and how this helps me in different activities.	**Swimming** • I can swim competently, confidently and proficiently over a distance of at least 25 metres. • I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. • I can perform safe self-rescue in different water-based situations. **Rounders** • I can compete within the rules showing fair play and honesty. • I can help others to improve their technique using key teaching points. • I can identify my own and others' strengths and areas for development and can suggest ways to improve. • I can perform jumps for height and distance using good technique. • I can select and apply the best pace for a running event. • I can show accuracy and good technique when throwing for distance. • I understand that there are different areas of fitness and how this helps me in different activities. • I use different strategies to persevere to achieve my personal best.	
RSE **Ten Ten**	N/A	**Unit 1- Religious Understanding** **Story Sessions:** Calming the Storm **Unit 2- Me, My Body, My Health** **Session 1:** Gifts and Talents **Session2:** Girls 'Bodies **Session 3**: Boys' Bodies **Session 4**: Spots and Sleep CTS: **Life and Dignity of the Human Person**. We all have dignity because we are created in God's image.	**Unit 3- Emotional Well-Being** **Session 1:** Body Image **Session 2:** Peculiar Feelings **Session 3:** Emotional Changes **Session 4**: Seeing Stuff Online **Unit 4- Life Cycles** **Session 1:** Making Babies (Part 1) **Session 2:** Making Babies (Part 2) **Session 3:** Menstruation CTS: **Life and Dignity of the Human Person**. We all have	**Continue - Unit 4- Life Cycles** **Session 4:** Hope Beyond Death **Session 5:** Coping with Change **Unit 1- Religious Understanding** Unit Prayer & Assessment Activity **Session 1**: God Calling you **Unit 2- Personal Relationships** **Session 1:** Under pressure **Session 2:** Do You Want a Piece of Cake? **Session 3:** Self – Talk **Session 4:** Build Others Up Classroom Shorts	**Unit 3- Life Online** **Session 1:** Sharing isn't Always Caring **Session 2:** Cyberbullying Classroom Shorts **Unit 4- Keeping Safe** **Session 1:** Types of Abuse Classroom Shorts **Session 2:** Impacted lifestyles Classroom Shorts **Session 3:** Making Good Choices **Session 4:** Giving Assistance CTS: **Life and Dignity of the Human Person**. We all have	**Unit 1- Religious Understanding** **Session 1**: The Trinity **Session 2:** Catholic Social Teaching **Unit 2- Living in the Wider World** **Session 1:** Reaching Out **Session 2:** The World of Work Classroom Shorts **Session 3:** Money and Me Classroom Shorts CTS: **Life and Dignity of the Human Person**. We all have dignity because we are created in God's image.

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			dignity because we are created in God's image.	CTS: **Life and Dignity of the Human Person**. We all have dignity because we are created in God's image.	dignity because we are created in God's image.	
French Language Angels	**Fruits and Vegetables - Les fruits** • Name and recognise up to 10 fruits in French. • Attempt to spell some of these nouns. • Ask somebody in French if they like a particular fruit. • Say what fruits they like and dislike.	**Healthy Lifestyle - Manger et Bouger** • Name and recognise 10 foods and drinks that are considered good for your health. • Name and recognise 10 foods and drinks that are considered bad for your health. • Say what activities they do to keep in shape during the week. • Say in general what they do to keep a healthy lifestyle. • Learn to make a healthy recipe in French.	**World War II - La Seconde Guerre mondiale** • Group/order unknown vocabulary to help decode texts in French. • Improve listening and reading skills. • Name the countries and languages involved in WW2. • Say what the differences were in city and country life during the war. • Learn to integrate all their new and previous language writing a letter.	**At School - À l'école** • Repeat and recognise the vocabulary for school subjects. • Say what subjects they like and dislike at school. • Say why they like/ dislike certain school subjects. • Tell the time (on the hour) in French. • Say what time they study certain subjects at school.	**At the Weekend - Le week-end** • Ask what the time is in French. • Tell the time accurately in French. • Learn how to say what they do at the weekend in French. • Learn to integrate connectives into their work. • Present an account of what they do and at what time at the weekend.	**Me in the World - Moi dans le monde** • About the many countries in the Francophone world. • About different festivals (religious and non-religious) around the world. That we are different and yet all the same. • That we can all help to protect our planet. • How to use "à" (when talking about living in a city) and "en/au/aux" (when talking about living in a country).