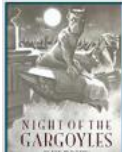
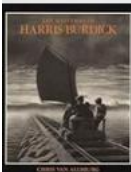
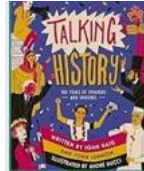
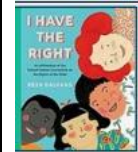
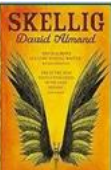




2026-27		Autumn		Spring		Summer	
RE		Branch 1: Creation and Covenant	Branch 2: Prophecy and Promise	Branch 3: Galilee to Jerusalem	Branch 4: Desert to garden	Branch 5: To the Ends of the Earth	Branch 6: Dialogue and Encounter
		The second account of Creation. Laudato Si and care for Creation. The Sacrament 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.
Building the Kingdom	Catholic Social Teaching						
		Care for Creation Are we being good stewards of the Earth, or just doing what we like? The world was made by God, so we take care of God's creation.	Preferential Option for the Poor Why do some people have so much and some people have so little? The 'preferential option' means allowing someone to have the first choice.	Solidarity and Peace How can we work together as people of peace in our school, community and in our wider world? God calls us to be peacemakers in the world – to stand in solidarity with those in need.	Community and Participation How can our participation help our school community grow and flourish? 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 Why is going to work and having a job so important and worthy of respect? Work is fundamental to the dignity of a person	Human Dignity What can we do to make sure everyone is treated as a child of God? 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 Poetry Unit  Writing Outcome: Free verse narrative poems 15 steps
Spelling Shed	Step 1: Words with the short vowel sound /i/ spelled ‘y’ Step 2: Words with the long vowel sound /igh/ spelled ‘y’ Step 3: Challenge Words Step 4: Words with ‘cial’/shul/ after a vowel Step 5: Words with ‘tial’ Step 6: Challenge Words	Step 7: Challenge Words Step 8: Words with an /oa/ sound spelled ‘ou’ or ‘ow’ Step 9: Words with a ‘soft c’ spelled ‘ce’ Step 10: Challenge Words Step 11: Words with the /f/ sound spelled ‘ph’ Step 12: Challenge Words	Step 13: Words with the suffix ‘-ably’ Step 14: Words with the suffix ‘-ible’ Step 15: Challenge Words Step 16: Words with the suffix ‘-ibly’ Step 17: Words ending in ‘-ent’ and ‘-ence’ Step 18: Challenge Words	Step 19: Challenge Words Step 20: Words ending in ‘-er’, ‘-or’ and ‘-ar’ Step 21: Challenge Words Step 22: Words beginning with ‘acc-’ Step 23: Words with the prefixes ‘dis-’, ‘un-’, ‘over-’ and ‘im-’ Step 24: Challenge Words	Step 25: Words with origins in other countries and languages Step 26: Grammar Vocabulary 1 Step 27: Grammar Vocabulary 2 Step 28: Adding the prefix ‘over-’ Step 29: Words with the suffix ‘-ful’ Step 30: Adjectives used to describe settings	Step 31: Adjectives used to describe feelings Step 32: Adjectives to describe characters Step 33: Words that can be nouns and verbs Step 34: Words with unstressed vowel sounds Step 35: Adverbs synonymous with determination Step 36: Mathematical Vocabulary								
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	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	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											



	6LS12 – Fraction and decimal equivalents 6LS13 – Fractions, decimals and percentages 6LS14 - Calculate percentages 6LS15 - Properties of shape		6LS27- Statistics: line graphs and pie charts			
<u>Maths fluency</u> 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
<u>Science Kapow</u>	Living things: Classifying Big and Small Children broaden their knowledge of how vertebrates, 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. BTK reflection opportunities - Children can explain how scientific classification helps people understand and care for living things. - Children can recognise that every living thing, large or small, has value and a role within creation. - Children can consider how protecting habitats helps vertebrates, invertebrates and plants to survive. - Children can show stewardship by observing carefully, using classification keys accurately and respecting living things during science learning. - Children can connect plants and micro-organisms with everyday	Energy: Light and Reflection Proving that light travels in a straight line, children use this information to explain 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. BTK reflection opportunities - Children can explain why light is important for life, safety, learning and everyday experience. - Children can reflect on the importance of protecting eyesight and considering the needs of people with different visual needs. - Children can show dignity of work by planning fair tests, measuring accurately and using evidence honestly. - Children can connect ray diagrams, mirrors and periscopes with inventions that help people see, stay safe and solve problems.	Living things: Evolution and Inheritance Studying patterns in humans and other species, children 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. BTK reflection opportunities - Children can describe how variation shows the richness and diversity of living things. - Children can explain that living things are connected through inheritance while remaining unique. - Children can link adaptations to the importance of protecting habitats and caring for creation. - Children can show scientific integrity by evaluating models, evidence and reliability honestly.	Energy: Circuits, batteries and switches Revisiting electrical circuits, children learn to draw 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. BTK reflection opportunities - Children can explain why light is important for life, safety, learning and everyday experience. - Children can reflect on the importance of protecting eyesight and considering the needs of people with different visual needs. - Children can show dignity of work by planning fair tests, measuring accurately and using evidence honestly. - Children can connect ray diagrams, mirrors and periscopes with inventions that help people see, stay safe and solve problems. - Children can evaluate how scientific discoveries about light and	Animals: Circulation and Health Studying the human circulatory system, children learn about the role of the heart, blood and blood 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. BTK reflection opportunities - Children can explain how caring for their bodies shows respect for the gift of life. - Children can recognise that health advice should come from trustworthy, reliable sources. - Children can appreciate the complexity of the heart, blood and circulatory system. - Children can connect teamwork within the body to the importance of community and participation. - Children can show responsible science by planning fair, safe	Making connections: Are some sunglasses safer than others? Exploring sun safety, children investigate the efficacy of 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. BTK reflection opportunities - Children can explain how scientific evidence can help protect eyesight and support healthy choices. - Children can connect fair testing, variables and accurate measurements with truthfulness and dignity of work. - Children can show stewardship by using scientific equipment carefully and responsibly. - Children can evaluate how trustworthy their findings are before making recommendations. - Children can consider how adverts and public information should be honest, clear and helpful. - Children can explain how science can serve the common good by helping people make safer choices.



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	- life, health, food, ecosystems and the common good. - Children can use scientific vocabulary confidently while reflecting on their responsibility to care for the natural world.	- Children can evaluate how scientific discoveries about light and reflection can serve the common good. - Children can recognise that careful scientific enquiry helps us appreciate and care for God's world.	- Children can reflect with awe and wonder on the long story of life and change in the natural world. - Children can explain how evidence helps scientists build and refine theories over time.	reflection can serve the common good. Children can recognise that careful scientific enquiry helps us appreciate and care for God's world.	enquiries and using evidence accurately. Children can communicate health and fitness ideas in a supportive, non-judgemental way.	
	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	Maths – Human Decimal Number Line Science – Outdoor Classification Challenge PE/PSHE – Becoming Young Leaders English/Maths – Outdoor Loop Games RE – Rosary Prayer Walk and Pilgrimage RE/BTK – Care for Creation Eco-Audit PSHE – Outdoor Mindfulness Science – Reflection Investigation	Maths – Life-Sized Fraction Number Line English – Outdoor Setting Trail Science – Shadows and Reflection Hunt RE – Advent Journey DT – Sustainable Material Testing Music – Outdoor Composition Maths – Fractions, Decimals and Percentages Trail English – Grammar Treasure Hunt	DT – Inclusive Playground Design History – Giant WWI Timeline Music/History – WW2 Song PSHE – Friendship and Resilience Maths – Outdoor Angle Hunt Maths – Area and Perimeter Investigation	Maths – Garden Area and Perimeter Challenge History/PSHE – Evacuee Dignity Trail RE – Stations of the Cross Reflection Dens Maths – Fence the Prayer Space Maths – Volume: Build It Bigger Maths/Geography – Ratio and Scale Trail	PSHE – Outdoor Wellbeing Reset English – <i>Skellig</i> Outdoor Drama Science – Pulse and Recovery Investigation RE/BTK – Common Good School Grounds Audit Geography – School Grounds Fieldwork PE/PSHE – Residential Preparation Science/Maths – Shade Investigation	Art/PSHE – Nature Mandalas PSHE – Grafham Water Reflection English/Drama/Music – Production Rehearsal PSHE/RSE – Transition Circles Maths – Outdoor Maths Trail PE/PSHE – Team Building Challenges RE/PSHE – Leavers’ Gratitude Trail
	AYLESFORD		BRITISH SCHOOLS MUSUEM			RESIDENTIAL TRIP
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. BTK reflection opportunities - Children can explain that population data represents real people, families and communities. - Children can consider how access to healthcare, food, water, education and safety affects life chances. - Children can show empathy when discussing migration, especially		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. BTK reflection opportunities - Children can explain why access to safe, reliable energy supports human dignity and the common good. - Children can compare renewable and non-renewable energy sources through the lens of stewardship and care for creation. - Children can consider how energy generation in one country can affect		Can I carry out an independent fieldwork enquiry? Observing, measuring, recording and presenting their own fieldwork study of the local area. BTK reflection opportunities - Children can identify local issues and explain why they matter to people and the environment. - Children can design respectful and reliable data collection methods that produce useful evidence. - Children can plan and follow a safe fieldwork route, considering risks and responsibilities. - Children can use evidence from fieldwork to suggest improvements for the school or local community.
						SWIMMING

‘As a family we live, love, learn and celebrate with Jesus.’



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		- where people are forced to leave their homes. - Children can connect climate change with care for creation and concern for vulnerable communities. - Children can use fieldwork evidence to suggest improvements that benefit people, places and the environment. - Children can recognise that their choices and voices can help build a fairer, safer and more sustainable world.		- people and environments in other places. - Children can use map evidence, grid references and data to justify fair and responsible energy decisions. - Children can use fieldwork to suggest a practical improvement that could help the school community act more sustainably. - Children can identify one action they can take to reduce waste, save energy or care for our common home.		Children can present findings clearly and make recommendations that support human dignity, stewardship and the common good.
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. Planning their own historical enquiry, they research a local family or street. BTK reflection opportunities - Children can explain how census information can help communities understand and care for people. - Children can use sources respectfully to learn about the lives of children, families and workers in the past. - Children can discuss how inequality, class, work and gender affected people's lives and opportunities. - Children can explore how people used their voice to challenge injustice and work for change. - Children can connect local history with responsibility for their community today.		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. BTK reflection opportunities - Children can explain why peace and the common good matter when studying the causes and effects of conflict. - Children can use historical sources respectfully to consider the experiences of children, families, women and migrants during and after World War 2. - Children can recognise courage, service and the dignity of work in the many roles that supported Britain during wartime. - Children can discuss how communities can respond to suffering, fear and disruption with compassion and solidarity. - Children can make links between post-war migration, cultural exchange and the importance of welcoming others today.		Transition unit Unheard histories: Who should go on the £10 banknote? Who features on banknotes and why? Was Alfred the Great or Elizabeth I the more significant monarch? How were Ellen Wilkinson and Betty Boothroyd historically significant? Why is Mary Seacole historically significant? Why are Lily Parr and Betty Snowball historically significant? Who will be the face of the new £10 note? BTK reflection opportunities - Children can explain why representation matters and how public symbols can value human dignity. - Children can compare different types of historical significance, including leadership, service, courage, influence and legacy. - Children can recognise how people have worked for fairness, participation and the common good. - Children can use evidence to make respectful, reasoned judgements about historical figures. - Children can reflect on whose stories have been overlooked and why unheard histories should be shared.	



Computing Purple Mash	Graphing and Blogging 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 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	Networks and Coding 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 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 and 3D Modelling Using industry standard software to work with spreadsheets. • Performing calculations • Entering and using formulae • Presenting data • Solving real life problems 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	Binary Understanding binary as a number system and its purpose and application in computing. • Examining how binary represents data in digital systems. • Counting in binary • Converting from decimal to binary • Exploring binary in relation to game states
	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	Songs that speak: Lyrics and messages Exploring how songs communicate powerful messages through lyrics, music and performance. BTK reflection opportunities • Children can explain how lyrics communicate a message and help listeners think, feel or act. • Children can use words responsibly to promote dignity, kindness, hope and fairness. • Children can show dignity of work by rehearsing carefully, keeping a steady beat and improving their performance. • Children can listen to feedback respectfully and support others through constructive comments. • Children can perform as part of a group, recognising that each voice and musical part contributes to the whole message.	Four-chord pop: Playing in a band Exploring the dynamic world of pop music, children discover the art of performing in a band. BTK reflection opportunities • Children can explain how music can reflect shared feelings and bring people together. • Children can recognise that every voice, part and contribution has dignity and value within a group performance. • Children can show dignity of work by practising projection, timing, rhythm, harmony and stage awareness. • Children can use non-verbal cues, listening and cooperation to support others in the ensemble. • Children can perform with confidence and respect, sharing their gifts to bring joy to others.	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. BTK reflection opportunities • Children can explain how wartime songs supported morale, hope and community. • Children can use expression and dynamics to communicate emotion and meaning. • Children can show perseverance and dignity of work through careful rehearsal and accurate singing. • Children can recognise how harmony reflects the value of each individual voice working for the common good. • Children can use notation to preserve and share musical ideas responsibly.	Theme and variations (Theme: Pop Art) Children explore the musical concept of theme and variations and discover how rhythms can ‘translate’ onto different instruments. BTK reflection opportunities • Children can explain how a simple theme can be transformed through imagination and skill. • Children can recognise that each voice, instrument and rhythm has value in a group performance. • Children can show dignity of work by practising with accuracy, control and confidence. • Children can support others by keeping the pulse, listening carefully and working as an ensemble. • Children can use notation and visual representation to communicate musical ideas clearly.	Music technology: Film soundtracks Awaiting planning	Leavers: Our story in song Awaiting planning



Art and design Kapow		Painting and mixed media: World in watercolour Exploring artists' use of watercolour, developing watercolour techniques through sketchbook studies and applying these skills in an abstract final painting. BTK reflection opportunities - Children can explain how artists respond to the natural world and how art can encourage appreciation and care for creation. - Children can select and combine watercolour techniques intentionally to communicate mood, movement, texture and meaning. - Children can show stewardship by using water, paper and art materials thoughtfully and responsibly. - Children can value different interpretations of the natural world and respond respectfully to the creative choices of others. - Children can create a final composition that celebrates the natural world and communicates a message of gratitude, wonder or care.		Drawing: Expressing ideas Exploring how artists express ideas and how they use scale to do so. BTK reflection opportunities - Children can explain how art can give people a voice and communicate important messages. - Children can connect one point perspective with the importance of seeing things from another person's viewpoint. - Children can describe how patience, accuracy and perseverance show respect for their work. - Children can plan a positive message that promotes dignity, hope, justice, inclusion or care for creation. - Children can evaluate how effectively their artwork communicates its message and impacts the viewer.		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. BTK reflection opportunities - Children can explain how artists use sculpture to communicate identity, memory and meaning. - Children can connect personal memories with respect for the stories and experiences of others. - Children can show stewardship by using tools and materials safely, carefully and responsibly. - Children can recognise the dignity of creative work through patience, problem solving and craftsmanship. - Children can offer feedback that celebrates effort, originality, improvement and personal meaning.
Design and Technology Kapow	Textiles: Bags Designing pattern pieces, making a bag for a specific user and thinking about aesthetics and functionality. BTK reflection opportunities - Children can explain how designing for a user links to respect, human dignity and the common good. - Children can consider how textile products affect the environment and why materials should be used responsibly. - Children can show dignity of work by measuring accurately, cutting carefully, stitching securely and persevering when skills are challenging. - Children can use labelled diagrams and prototypes to improve their thinking before making the final product. - Children can evaluate whether their final bag is useful, well made, attractive and suited to the intended user.		Structures: Playground Pioneers Research existing playground equipment and their different forms, before designing and developing a range of apparatus to meet a list of specified design criteria. BTK reflection opportunities - Children can explain how playground design can support inclusion, safety, friendship and the common good. - Children can consider different users and constraints, including age, accessibility, space, safety and enjoyment. - Children can use Tinkercad and physical materials responsibly to solve real design problems. - Children can show stewardship by using materials carefully and reducing waste when prototyping. - Children can evaluate their prototype by listening to feedback and suggesting improvements that would benefit the school community.		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. BTK reflection opportunities - Children can explain how a navigation product can help a user and support independence, safety and confidence. - Children can show dignity of work by programming carefully, testing their code and debugging respectfully and patiently. - Children can show stewardship by considering sustainable materials, product lifespan and environmental impact. - Children can use CAD modelling to improve ideas before making, reducing waste and strengthening the final design. - Children can present and evaluate their product by listening to feedback and explaining how it	



					benefits the client and wider community.	
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 Session 2: Girls' Bodies Session 3: Boys' Bodies Session 4: Spots and Sleep BTK: 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 BTK: Life and Dignity of the Human Person. We all have dignity because we are created in God's image.	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 BTK: Life and Dignity of the Human Person. We all have dignity because we are created in God's image.	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 BTK: Life and Dignity of the Human Person. We all have dignity because we are created in God's image.	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 BTK: Life and Dignity of the Human Person. We all have dignity because we are created in God's image.



THE HOLY FAMILY SCHOOL YEARLY OVERVIEW Year: 6

Teacher: Mrs Kelly



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).
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