



| Term                                | Autumn   |   | Spring   |   | Summer  |  |
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| <b>Topic</b><br><b>Big Question</b> | Victorian Inventors<br>CST: Do rich and poor deserve the same?   | Amazing Amazon<br>CST: Are we all lucky?<br>Fair Trade  | Marvellous Mayans<br>CST: What do we sacrifice?  | Our Wonderful World<br>CST: Who is responsible for changing the world?  | Woeful World Wars<br>CST: Did women have equal opportunities in the War?  | Woeful World Wars<br>CST: Whose responsibility is it to fight against evil?  |
| <b>RE</b><br><b>Come and See</b>    | Topic 1 - Loving<br>Topic 2 - Vocation & commitment  | Topic 3 - Expectations<br>Topic 4 - Sources   | Topic 5 - Unity  | Topic 6 - Death & new life<br>Topic 7 - Witnesses   | Topic 8 – Healing<br>Islam Week   | Topic 9 - Common good  |
| <b>English</b><br><b>HfL</b>        | <p>Class book: <i>Cogheart</i></p> <p><b>2 WEEK WHOLE SCHOOL PROJECT</b></p> <p>Unit of work: Cogheart HFL planning (4 weeks)<br/><u>Type of writing produced:</u><br/>Publish a narrative</p> <p>Key texts: <i>Cogheart</i></p> <p>CST: <b>Life and Dignity of the Human Person. Rights and Responsibilities Option for the Poor and Vulnerable The Dignity of Work and the Rights of Workers</b><br/>Were people in the Victorian times treated without dignity? Should men and women be treated differently? Rich and poor? Does everyone deserve the right to an education? Were poor people put first in the Victorian Era?</p> | <p>Class book: <i>Arthur Spiderwick's field guide to the fantastical world around you</i></p> <p>Unit of work: NON-CHRONOLOGICAL REPORT HFL unit non-chronological reports (4 weeks)<br/><u>Type of writing produced:</u><br/>Publish an extended report</p> <p>HFL Visual literacy (3 weeks)<br/><u>Type of writing produced:</u><br/>Completed narrative</p> <p>Key texts: <i>Arthur Spiderwick's field guide to the fantastical world around you</i></p> <p>CST: <b>Family, Community and Participation. The Dignity of Work and the Rights of Workers.</b><br/>Can everyone work in the Amazon? Fairtrade Giving people the tools to be sustainable</p> | <p>Class book: <i>Skellig</i> (linked to English)</p> <p>Poetry unit (1 week)</p> <p>Unit of work: HFL unit on different genre's (4 weeks)<br/><u>Type of writing produced:</u><br/>Publish a narrative</p> <p>Key texts: <i>Uncle Montague's Tales of Terror All Summer In A Day The Messenger Bird Ruby Redfort look into my eyes Skellig</i></p> <p>CST: <b>See History</b></p> | <p>Class book: <i>Trash</i></p> <p>Biography on Greta Thunberg (2 weeks) – <b>own planning</b></p> <p>Formal letter of complaint about the destruction of our environment to the Prime Minister (2 weeks) – <b>own planning</b></p> <p>Unit of work: Treasure - <b>Literacy Shed</b> + planning (2 weeks)<br/><u>Type of writing produced:</u><br/>Diary entry</p> <p>Key texts: <i>Greta the Giant</i></p> <p>CST: <b>Care for God's Creation. Rights and Responsibilities</b><br/>How is Greta changing the world? How can we change the world? What is happening to our world? Whose responsibility is it to help combat climate change?</p> | <p>Class book: <i>Children of the King</i></p> <p>Unit of work: HFL Persuasion with a WW2 focus – Years 5 &amp; 6 Formal persuasive speech (4 weeks)<br/><u>Type of writing produced:</u><br/>Letter<br/>Speech of persuasion<br/>Poetry</p> <p>HFL Cinquain Poetry Unit (1 week)<br/><u>Type of writing produced:</u><br/>Poetry</p> <p>Key texts: <i>Children of the king In Flanders field Where the poppies now grow</i></p> <p>CST: <b>Solidarity.</b><br/>The army fought for our countries peace Standing up for what is wrong</p> | <p>Class book: <i>Goodnight Mr Tom</i></p> <p>Goodnight Mr Tom- <b>Literacy Shed</b> <a href="https://www.literacyshedplus.com/en-gb/resource/goodnight-mr-tom-by-michelle-magorian">https://www.literacyshedplus.com/en-gb/resource/goodnight-mr-tom-by-michelle-magorian</a> (2 weeks)<br/><u>Type of writing produced:</u><br/>Discussion text</p> <p>Key texts: <i>Goodnight Mr Tom</i></p> <p><b>2 WEEK WHOLE SCHOOL PROJECT</b></p> <p>CST: <b>Rights and Responsibilities. Option for the Poor and Vulnerable</b><br/>Did everyone have the same responsibility in the War?</p> |
| <b>Spelling</b><br><b>HfL</b>       | <ul style="list-style-type: none"> <li>Review words with unexpected letters from Y3/4 statutory word list 6-7</li> <li>Review homophones and near homophones 8-10</li> <li>Review suffixes beginning with consonant letters to</li> </ul>  | <ul style="list-style-type: none"> <li>Focus on doubling the consonant after a short vowel: words from the Y5/6 statutory word list 17-19</li> <li>Explore suffixes beginning with vowel letters to words ending in -fer 20-23</li> </ul>   | <ul style="list-style-type: none"> <li>Review words with the /i:/ sound spelt ei after c 34-35</li> <li>Review -ent, -ence, -ency, -ant, -ance and -ancy endings 36-40</li> <li>Review -tion, -ation, -cian, -ssion and -ssion endings 41-43</li> </ul>  | <ul style="list-style-type: none"> <li>Review words with silent letters b, k, l, h, t 48-52</li> <li>Focus on unstressed vowels: words from the Y5/6 statutory word list 53-56</li> <li>Review affixes: morphology 57-58</li> </ul>   | <ul style="list-style-type: none"> <li>Review words containing ough 63-66</li> <li>Review words containing rarer letter combinations: words from the Y3/4 and 5/6 statutory word list</li> <li>Focus on etymology: words from the Y5/6 statutory word list 70-71</li> </ul>   | <ul style="list-style-type: none"> <li>Review use of apostrophe for contraction 80-81</li> <li>Review use of apostrophe for possession 82-84</li> <li>Review commonly misspelt words from the class 85-86</li> <li>Focus on morphology and etymology 87-89</li> </ul>  |



**THE HOLY FAMILY SCHOOL YEARLY OVERVIEW Year: 6**

**Teacher: EL**



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|                       | <ul style="list-style-type: none"> <li>words: -ment, -less, -ful, -ly 11-13</li> <li>Review suffixes beginning with vowel letters to words</li> </ul>   | <ul style="list-style-type: none"> <li>Review -cial, -tial, -cially and -tially endings 24-25</li> <li>Review -able, -ably, -ible and -ibly endings</li> <li>Review -cious and -tious endings</li> </ul>  | <ul style="list-style-type: none"> <li>Review -sure and -ture endings 44-45</li> <li>Review all suffixes</li> </ul>   | <ul style="list-style-type: none"> <li>Review affixes: words from the Y5/6 statutory word list</li> </ul>   | <ul style="list-style-type: none"> <li>Review homophones and commonly confused words 72-76</li> <li>Review use of hyphen</li> </ul>  | <ul style="list-style-type: none"> <li>Revision of strategies to spell words</li> </ul>   |
| <b>Guided Reading</b> |   |   |   |   |  |   |
| <b>Phonics</b>        | N/A   | N/A   | N/A   | N/A   | N/A  | N/A   |
| <b>Maths Hfl</b>      | <p>6LS1- Place Value</p> <p>6LS2- Multiply and Divide by 10, 100 and 1,000</p> <p>6LS3- Choosing Effective Mental Calculation Strategies</p> <p>6LS4- Problem Solving with Four Operations</p> <p>6LS5- Application of Factors, Multiples and Primes</p> <p>6LS12 Formal Written Method of Multiplication</p>   | <p>6LS14 Formal Written Method of Short Division</p> <p>6LS17 Formal Written Method for Long Division</p> <p>6LS6 Simplifying Fractions</p> <p>6LS7 Comparing and Ordering Fractions</p> <p>6LS8 Adding and Subtracting Fractions</p> <p>6LS21 Multiplying Fractions</p> <p>6LS22 Dividing Fractions</p> <p>6LS23 Fraction Problem Solving</p>  | <p>6LS9 Fraction and Decimal Equivalents</p> <p>6LS10 Fractions, Decimals and Percentages</p> <p>6LS11 Calculating Percentages</p> <p>6LS13 Area</p> <p>6LS15 Properties of Shape</p> <p>6LS18 Exploring Relationships Between Perimeter and Area</p> <p>6LS19 Recognise and Find Angles</p>  | <p>6LS16 Order of Operations and Algebra</p> <p>6LS28 Algebra and Sequences</p> <p>6LS20 Reflection and Translation</p> <p>6LS24 Ratio and Proportion</p> <p>6LS25 Volume</p> <p>6LS26 Measures</p> <p>6LS27 Statistics – Interpret Line Graphs and Pie Charts</p>  | <p>6LS29 Statistics – Calculate and Interpret Mean Average</p> <p>6LS30 Application of Previous Years’ Learning</p> <p>6LS31 Application of Known Facts and Calculation Strategies</p> <p>Consolidate learning for SAT’s</p> | KS3 PREPERATOIN HFL   |
| <b>Maths fluency</b>  | <ul style="list-style-type: none"> <li>Count in multiples of: 2,4,6,7,8,9,25 and all powers of 10</li> <li>Read, write, order and compare numbers up to 1,000,000</li> <li>Find 10, 100, 1000 more or less than any given number</li> <li>Recognise the place value of each digit in numbers up to 1,000,000</li> <li>Use negative numbers in context and calculate intervals across 0</li> <li>Add and subtract numbers with up to 3 digits and tens</li> <li>Add and subtract numbers with up to 3 digits and hundreds</li> </ul> | <ul style="list-style-type: none"> <li>Add three one digit numbers</li> <li>Add and subtract multiples of 10 and 100 and 1000 mentally</li> <li>Add and subtract decimal numbers with up to three places mentally</li> <li>Mental calculations and the four operations</li> <li>Column addition and subtraction</li> <li>Multiplication and division facts up to 12x12</li> <li>Multiply by 0 and divide by 0 or 1</li> <li>Multiply 3 single digit numbers</li> <li>Use known facts to work out sums e.g. 30 x 5 = 3 x 5 x 10</li> </ul> | <ul style="list-style-type: none"> <li>Multiply and divide numbers by powers of 10, including decimals</li> <li>Multiply by 25</li> <li>Multiply and divide multiples of 100/10 by powers of 10</li> <li>Missing number problems – inverse</li> <li>Square and cubed numbers</li> <li>Prime numbers</li> <li>Count up and down in tenths, hundredths</li> <li>Unit fractions and non-unit fractions</li> <li>Adding fractions</li> <li>Subtracting fractions</li> </ul> | <ul style="list-style-type: none"> <li>Multiplying fractions by fractions</li> <li>Multiplying fractions by whole numbers</li> <li>Divide fractions by whole numbers</li> <li>Divide fractions by fractions</li> <li>Fractions of amounts</li> <li>Known FDP equivalents</li> <li>Finding 10% 25% 50% 75% of numbers</li> <li>Percentages of amounts</li> <li>BODMAS</li> </ul> | TBC  | TBC   |
| <b>Science</b>        | <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the</li> </ul>  | <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and based</li> </ul>   | <p><b>Evolution</b></p> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living</li> </ul>   | <p><b>Light</b></p> <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines</li> <li>Use the idea that light travels in straight lines to</li> </ul>  | Finish light then go onto electricity  | <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> </ul> |



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|   | <ul style="list-style-type: none"> <li>heart, blood vessels and blood</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <p>Leonardo Da Vinci- anatomy<br/>Santorio Santorio-Anatomist<br/>Dr. Katherine Dibb – Expert in Cardiovascular Sciences<br/>Justus von Liebig- Theories of Nutrition and Metabolism<br/>Sir Richard Doll- Linking Smoking and Health Problems</p> | <ul style="list-style-type: none"> <li>on similarities and differences, including microorganisms, plants and animals</li> <li>Give reasons for classifying plants and animals based on specific characteristics</li> </ul> <p>Carl Linneus Classification<br/>Libby Hyman Classification<br/>Invertebrates</p>  | <ul style="list-style-type: none"> <li>things that inhabited the Earth millions of years ago</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> <p>Hippocrates -The Father of Medicine<br/>Charles Darwin- Evolution<br/>Alfred Russell Wallace – naturalist</p> | <ul style="list-style-type: none"> <li>explain that objects are seen because they give out or reflect light into the eye</li> <li>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul> <p>Thomas Edison -Invented electric light bulb<br/>Patricia Bath (BP website)- saving sight<br/>Thomas Young (Wave Theory of Light)<br/>Ibn al-Haytham -Light and our Eyes<br/>Percy Shaw - The Cats Eye<br/>Maria Telkes- Solar energy</p> |   | <ul style="list-style-type: none"> <li>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>Use recognised symbols when representing a simple circuit in a diagram.</li> </ul> <p>Nikola Telsa -AC electric system<br/>Alessandro Volta- Electrical Battery<br/>Nicola Tesla- Alternating Currents</p> |
| <b>Outdoor learning</b>                 | <ul style="list-style-type: none"> <li>Rules and safety or outdoor learning</li> <li>Hazards and risks lesson</li> <li>Write and order numbers using other resources</li> <li>Build the digestive system</li> </ul>   | <ul style="list-style-type: none"> <li>Making a shelter for an animal</li> <li>Building a raft to use on the Amazon River</li> <li>Make your own animal or bug</li> <li>Write a poem about something you find in the forest school</li> </ul>   | <ul style="list-style-type: none"> <li>Area and perimeter of shapes</li> <li>Properties of 2D shapes</li> <li>Build a Mayan pyramid out of resources</li> <li>Identifying types of trees/leaves in forest school</li> <li>Mayan worry dolls</li> </ul>  | <ul style="list-style-type: none"> <li>Show how light is reflected using different resources</li> <li>Light experiment outside using the light pyramids and sunlight (also can look at shadows)</li> <li>Reflection of shapes outside</li> </ul>  | <ul style="list-style-type: none"> <li>Painting and making poppies outdoors</li> <li>Make up a WW2 song</li> <li>Building the highest and longest towers</li> </ul> | <ul style="list-style-type: none"> <li>Class fire with toasted marshmallows</li> <li>Electrical circuits using outdoor learning materials</li> <li>RESIDENTIAL FIELD TRIP</li> </ul>  |
| <b>Geography</b><br><b>Rising stars</b> |   | <p><b><u>SOUTH AMERICA – THE AMAZON RISING STARS UNIT</u></b></p> <ul style="list-style-type: none"> <li>extend their knowledge and understanding beyond their local area to include South America</li> <li>develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge</li> <li>locate the world’s countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities</li> </ul> | <p><b><u>THE MAYA CIVILISATION RISING STARS UNIT</u></b></p> <ul style="list-style-type: none"> <li>Say where the ancient Maya people lived, naming some major features and cities in them</li> <li>Describe the different features of Maya cities and be able to appreciate what it would have been like to live there, answering questions to demonstrate their understanding of different aspects of the Maya civilisation</li> </ul>  | <p><b><u>PROTECTING THE ENVIRONMENT RISING STARS UNIT</u></b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of the distribution of natural resources including energy, minerals and water</li> <li>use maps, atlases and globes to locate countries and describe features studied</li> <li>use the eight points of a compass, symbols and keys to build their knowledge of the UK and the wider world</li> <li>use fieldwork to observe, measure, record and</li> </ul>  |   |   |



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|  |   | <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region in South America</li> <li>Describe and understand key aspects of physical and human geography</li> </ul> <p>Use maps, atlases, globes and digital/ computing mapping to locate countries and describe features studied</p> | <p><b>CST: Life and Dignity of the Human Person.</b> We all have dignity because we are created in God's image.<br/>         What do other religions believe?<br/>         Day of the dead – is there an afterlife? What do different cultures believe?</p>   | <p>present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p><b>CST: Care for God's Creation</b><br/>         Looking after God's world</p> |   |   |
| <p><b>History</b><br/> <b>Rising stars</b></p> | <ul style="list-style-type: none"> <li>To place the Victorian period in time</li> <li>To consider how inventions change our way of life</li> <li>To explore why workhouses were needed in Victorian Britain</li> <li>To understand how people may have felt suffering from poverty</li> <li>To compare and contrast schools in Victorian England to modern day schools</li> <li>To identify what Victorian school life was like</li> <li>To explore punishments in Victorian schools</li> <li>To consider the life of a monarch growing up</li> <li>To link a monarch to their family tree</li> </ul> |  | <p><b>THE MAYA CIVILISATION – RISING STARS</b></p> <ul style="list-style-type: none"> <li>establish clear narratives within and across periods they study</li> <li>regularly address historically valid questions about similarity and difference and significance</li> <li>construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>understand how our knowledge of the past is constructed from a range of sources</li> <li>note connections, contrasts and trends over time</li> <li>develop the appropriate use of historical terms</li> <li>address and devise historically valid questions about change, cause and significance</li> </ul> |   | <p><b>THE IMPACT OF THE WAR - RISING STARS UNIT</b></p> <ul style="list-style-type: none"> <li>develop a chronologically secure knowledge and understanding of British, local and world history</li> <li>address and devise historically valid questions about change, cause and significance</li> <li>Understand how our knowledge of the past is constructed from a range of sources</li> <li>note connections, contrasts and trends</li> <li>construct informed responses that involve thoughtful selection and organisation of historical information</li> <li>Develop the use of appropriate historical terms.</li> </ul> <p><b>CTS: Solidarity.</b> We are all one human family. By promoting peace and justice, we can bring the community together and live in unity.<br/>         The army fought for our countries peace<br/>         Standing up for what is wrong</p> | <p><b>THE IMPACT OF THE WAR - RISING STARS UNIT</b></p> <ul style="list-style-type: none"> <li>develop a chronologically secure knowledge and understanding of British, local and world history</li> <li>address and devise historically valid questions about change, cause and significance</li> <li>Understand how our knowledge of the past is constructed from a range of sources</li> <li>note connections, contrasts and trends</li> <li>construct informed responses that involve thoughtful selection and organisation of historical information</li> <li>Develop the use of appropriate historical terms.</li> </ul> <p><b>CTS: Rights and Responsibilities.</b> This challenges us to protect the rights of all people. Everyone has a right to life and should have a say.<br/> <b>Option for the Poor and Vulnerable</b><br/>         This means to help those who need it the most. Due to divisions of the rich and poor, we are called to put the needs of the poor first.<br/>         Did everyone have the same responsibility in the War?</p> |





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| <b>Computing</b><br><b>Purple Mash</b> | Coding  | Online safety<br>Spreadsheets   | Blogging   | Text adventure  | Networks   | Quizzing   |
| <b>Music</b>                           | Music with Mrs Kee linked to topic  | Music with Mrs Kee linked to topic  | Music with Mrs Kee linked to topic   | Music with Mrs Kee linked to topic  | Music with Mrs Kee linked to topic   | Music with Mrs Kee linked to topic   |
| <b>Art/DT</b>                          | <p>William Morris – tile printing</p> <ul style="list-style-type: none"> <li>I can mix any colour needed without help</li> <li>I can competently mix a range of shades and tones of colours</li> <li>I can apply paint with increasing control and choose the correct brush size, use different types of paint for effects</li> <li>I can use a combination of all printing techniques to create a design</li> <li>I can use printing in artwork as inspiration to make print block</li> </ul>                              | <p>Henry Rousseau Jungle pictures – Art</p> <ul style="list-style-type: none"> <li>I can draw using a range of media</li> <li>I can look closely during observational drawing</li> <li>I can apply paint with increasing control and choose the correct brush size, use different types of paint for effects</li> <li>I can select and apply techniques appropriately to satisfy artistic expression.</li> </ul>  | <p>Mayan masks – DT</p> <ul style="list-style-type: none"> <li>I can embellish with a variety of material in an appropriate way</li> <li>I can use papier mache to create a more robust piece.</li> <li>I can select and apply techniques appropriately to satisfy artistic expression.</li> <li>I can use precise skills of cutting, layering etc to create collages using a range of fabrics and materials</li> </ul>  | <p>Building bridges DT</p> <p>PLAN BEE SCHEME</p>   | <p><b>YEAR 6 PRODUCTION</b></p> <p>Silhouette war - Art Influenced by JACQUELINE HURLEY and Dave H. Using the silhouette technique to create war images.</p> <ul style="list-style-type: none"> <li>I can create the illusion of depth using different tones, white and black with charcoal, chalk and pastel with increasing skill</li> <li>I can competently mix a range of shades and tones of colours</li> <li>I can select and apply techniques appropriately to satisfy artistic expression.</li> </ul>  | <p><b>YEAR 6 PRODUCTION</b></p> <p>War art- soldiers Art<br/>Cooking- Rations</p> <p>Using the collaging technique and sketching skills to create an image of a soldier on a background.</p> <ul style="list-style-type: none"> <li>I can demonstrate the illusion of depth using line, tone and hatching</li> <li>I can select and apply techniques appropriately to satisfy artistic expression.</li> <li>I can use precise skills of cutting, layering etc to create collages using a range of fabrics and materials</li> </ul>                               |
| <b>PE</b><br><b>Get Set PE</b>         | <p>Netball</p> <ul style="list-style-type: none"> <li>I can create and use space to help my team.</li> <li>I can pass, receive and shoot the ball with increasing control under pressure.</li> <li>I can select the appropriate action for the situation and make this decision quickly.</li> <li>I can use marking, and/or interception to improve my defence.</li> <li>I can use the rules of the game consistently to play honestly and fairly.</li> <li>I can work collaboratively to create tactics with my</li> </ul> | <p>Gymnastics</p> <ul style="list-style-type: none"> <li>I can combine and perform gymnastic actions, shapes and balances with control and fluency.</li> <li>I can create and perform sequences using compositional devices to improve the quality.</li> <li>I can lead a small group through a short warm-up routine.</li> <li>I can use appropriate language to evaluate and refine my own and others' work.</li> <li>I can use feedback provided to improve the quality of my work.</li> </ul> | <p>Dance</p> <ul style="list-style-type: none"> <li>I can choreograph a dance and work safely using a prop.</li> <li>I can lead a small group through a short warm-up routine.</li> <li>I can perform dances confidently and fluently with accuracy and good timing.</li> <li>I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.</li> <li>I can use appropriate language to evaluate and refine my own and others' work.</li> </ul> | <p>Volleyball</p> <ul style="list-style-type: none"> <li>I am inclusive of others, can share job roles and lead when necessary.</li> <li>I can orientate a map efficiently to navigate around a course.</li> <li>I can pool ideas within a group, selecting and applying the best method to solve a problem.</li> <li>I can use critical thinking skills to form ideas and strategies to solve challenges.</li> <li>I can work effectively with a partner and a group to solve challenges.</li> <li>With increasing accuracy, I can reflect on when and how I successful at solving challenges and</li> </ul> | <p>Rounders</p> <ul style="list-style-type: none"> <li>I can compete within the rules showing fair play and honesty.</li> <li>I can help others to improve their technique using key teaching points.</li> <li>I can identify my own and others' strengths and areas for development and can suggest ways to improve.</li> <li>I can perform jumps for height and distance using good technique.</li> <li>I can select and apply the best pace for a running event.</li> <li>I can show accuracy and good technique when throwing for distance.</li> </ul> | <p>Rounders</p> <ul style="list-style-type: none"> <li>I can strike a bowled ball with increasing consistency.</li> <li>I can use a wider range of skills with increasing control under pressure.</li> <li>I can use feedback provided to improve the quality of my work.</li> <li>I can use the rules of the game consistently to play fairly.</li> <li>I can work collaboratively with others to get batters out.</li> <li>I can work in collaboration with others so that games run smoothly.</li> <li>I recognise my own and others strengths and</li> </ul> |



# THE HOLY FAMILY SCHOOL YEARLY OVERVIEW Year: 6

Teacher: EL



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|   | <p>team and evaluate the effectiveness of these.</p> <ul style="list-style-type: none"> <li>I can work in collaboration with others so that games run smoothly.</li> <li>I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> </ul> | <ul style="list-style-type: none"> <li>I can work collaboratively with others to create a sequence.</li> <li>I understand how to work safely when learning a new skill.</li> <li>I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>I understand what counter balance and counter tension is and can show examples with a partner.</li> </ul> | <ul style="list-style-type: none"> <li>I can use feedback provided to improve the quality of my work.</li> <li>I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.</li> </ul>    | alter my methods in order to improve.  | <ul style="list-style-type: none"> <li>I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>I use different strategies to persevere to achieve my personal best.</li> </ul>   | <p>areas for development and can suggest ways to improve.</p> <ul style="list-style-type: none"> <li>I understand and can apply some tactics in the game as a batter, bowler and fielder.</li> <li>I understand that there are different areas of fitness and how this helps me in different activities.</li> </ul> |
| <b>PSHE</b><br><b>JIGSAW</b>            | Being me in my world   | Celebrating difference  | Dreams and goals   | Healthy Me   | Relationships   | Changing me   |
| <b>RSE</b><br><b>Ten Ten</b>            | N/A  | <p>Story Sessions: Calming the Storm<br/>Session 1: Gifts and Talents<br/>Session 2: Girls' Bodies<br/>Session 3: Boys' Bodies<br/>Session 4: Spots and Sleep</p> <p><b>CTS: Life and Dignity of the Human Person.</b> We all have dignity because we are created in God's image.</p>   | <p>Session 1: Body Image<br/>Session 2: Funny Feelings<br/>Session 3: Emotional Changes<br/>Session 4: Seeing Stuff Online</p> <p><b>CTS: Life and Dignity of the Human Person.</b> We all have dignity because we are created in God's image.</p> | <p>Session 1: Is God Calling you?<br/>Session 1: Under pressure<br/>Session 2: Do You Want a Piece of Cake?<br/>Session 3: Self – Talk</p> <p><b>CTS: Life and Dignity of the Human Person.</b> We all have dignity because we are created in God's image.</p> | <p>Session 1: Sharing isn't Always Caring<br/>Session 2: Cyberbullying<br/>Session 3: Types of Abuse<br/>Session 4: Impacted lifestyles<br/>Session 5: Making Good Choices<br/>Session 6: Giving Assistance</p> <p><b>CTS: Life and Dignity of the Human Person.</b> We all have dignity because we are created in God's image.</p> | <p>Session 1: Making babies (Part 1)<br/>Session 2: making Babies (Part 2)<br/>Session 1 : The Trinity<br/>Session 2: Catholic Social Teaching<br/>Session 1: Reaching Out</p> <p><b>CTS: Life and Dignity of the Human Person.</b> We all have dignity because we are created in God's image.</p>                  |
| <b>French</b><br><b>Language Angels</b> | Phonetics lesson 4 (C) & At School (P)   | Regular verbs   | The weekend  | Me In The World (P)  | World War II, Habitats or Planets (P)   | World War II, Habitats or Planets (P)   |