

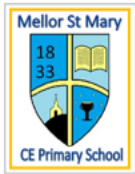
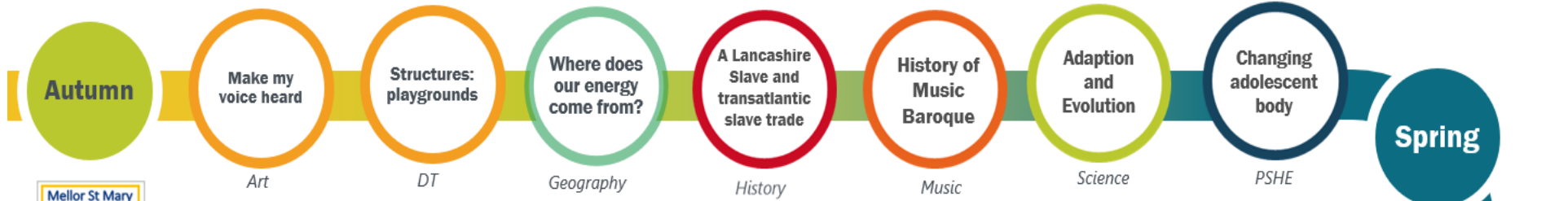


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# Mellor St Mary CE Primary School Year 6 Curriculum Overview

*'For with God nothing shall be impossible.'* Luke 1:37

## Autumn Term enquiry question : Who are we ?



## Year 6

Curriculum Plan

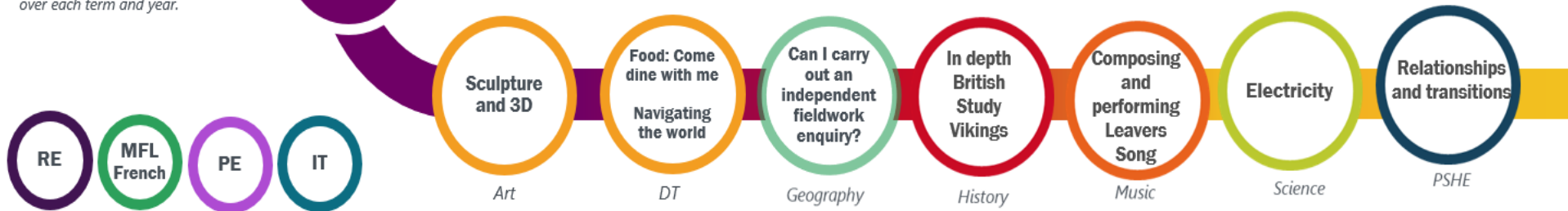
In Year 6 some subjects such as English, Maths, PE, MFL, IT, PSHE and RE are delivered on a weekly basis.

The subjects shown on this map are delivered in weekly blocks, all of which build up children's knowledge, understanding and skills of each subject over each term and year.

## Spring Term enquiry question : Does the punishment fit the crime?



## Summer Term enquiry question : How have the Vikings shaped England?





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Revised December 2023			
5 core learning outcomes for each unit with each subject			
	Autumn	Spring	Summer
Y6	<b>Who are we ?</b> Genesis 1: 1 In the beginning God created heaven and earth...	<b>Does the punishment fit the crime?</b> Luke 1:37 For with God nothing shall be impossible.	<b>How have the Vikings shaped            England?</b> John 18:36 My kingdom is not of this world.
Special Days, Weeks and Enrichments			
	Roald Dahl Day (September) Mental Health Week (October) Remembrance Day (November) Anti bullying Week (November) Switch off Fortnight (November) Children in Need Day (November) Save the Children Day (December)	Holocaust Memorial Day RSPB Big School Garden Watch Week (January) Online Safety Week (February) British Science Week (March) Fair Trade fortnight (March) Comic Relief/ Sports Relief Day (March)	Hope – Share a Pencil SMSC themes Environmental activities Mary's Meals Malawi back pack
	Visit to Salthill Quarry Visit to Chester Zoo Theatre Group (anti-bullying)	Visit to Preston Magistrate Court Reverend Karen (Eucharist)	Tatton Park Viking Workshop

HISTORY	Autumn	Spring	Summer
Y6	<b>A Lancashire Slave Ship Called Hope and            the transatlantic Slave trade.</b> 5 core learning outcomes	<b>Crime and Punishment Through the Ages –            linked to local area (Pendle Witches)</b> 5 core learning outcomes <ul style="list-style-type: none"> <li>Compare how crime and                punishment has changed over time</li> </ul>	<b>Viking and Anglo-Saxon struggle for the            Kingdom of England – linked to Lancashire            and the North West of England – how is            Edward the Confessor portrayed as a good            king?</b> 5 core learning outcomes



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	<ul style="list-style-type: none"> <li>• Know what the transatlantic slave trade was and how it was linked to the Cotton Industry.</li> <li>• Understand the role Great Britain had in the transatlantic slave trade.</li> <li>• Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference and significance linked to the cotton trade.</li> <li>• Explain what life was like for enslaved people in the past including people who were forced to endure long journeys on board Lancashire Slave Ships.</li> </ul> <p>Find out about how significant people, events and changes to laws led to the abolition of slavery over time. An aspect of British History beyond 1066.</p>	<p>from: Ancient Rome, Anglo Saxon, Viking, Tudor, Middle Ages, Victorian, 20<sup>th</sup> Century to modern day. Knowing how punishments have altered over time</p> <ul style="list-style-type: none"> <li>• Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference and significance linked to crime and punishment in Britain /local area Pendle Witch trials.</li> <li>• Explain key events in local area Pendle Witch trials and the impact this had on women in Britain in the 15<sup>th</sup> and 16<sup>th</sup> Centuries.</li> <li>• Develop chronologically secure knowledge and understanding of British, local and world history</li> <li>• Note connections, contrasts and trends over time and develop the appropriate use of historical terms</li> </ul> <p>Study Danelaw , Anglo-Saxon laws and other significant periods of law through the history of Britain from the Romans to the present day Learn about the legal system of England today and compare to the In-depth study of the</p>	<ul style="list-style-type: none"> <li>• Use a timeline of key dates from the Viking invasion of Britain to answer questions about Viking life, society, leadership, battles and events.</li> <li>• Identify cultural differences between Anglo Saxon Britain, Vikings, Romans, Stone, Bronze and Iron Age e.g. trade, leaders, farming, work, religion, culture, homes, food and clothing and give reasons why they have been drawn.</li> <li>• Understand what life was like as a Viking invader, warrior, farmer, child, woman, man, leader, settlements (Lindisfarne raids).</li> <li>• Know the significance of Viking invasions, tools used, and successes and impact on life today.</li> <li>• Understand the significance of Viking Gods and compare religious practices with those of other known historical periods.</li> </ul>
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		Pendle Witch Trials focusing on Mother Demdike (Elizabeth Southern).	An in-depth study linked to a British area A study over time tracing how several aspects of national history are reflected in our locality A study of an aspect of history that is significant in our locality
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GEOGRAPHY	Autumn	Spring	Summer
Kapow	<p><b>Where does our energy come from?</b></p> <ul style="list-style-type: none"> <li>- Learn about time zones around the world.</li> <li>- Explore the natural resources and energy found in the United States and the UK.</li> <li>- Learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment.</li> <li>- Carry out a fieldwork investigation considering the best location for a solar panel on the school grounds.</li> </ul>	<p><b>Why does population change?</b></p> <ul style="list-style-type: none"> <li>- Look at global population distribution.</li> <li>- Think about why certain areas are more populated than others.</li> <li>- Explore the factors that influence birth and death rates.</li> <li>- Use case studies to illustrate findings.</li> <li>- Consider and discuss the social, economic and environmental push and pull factors that influence migration.</li> <li>- Carry out fieldwork to explore the impact of population on the local environment.</li> </ul>	<p><b>Can I carry out an independent fieldwork enquiry?</b></p> <ul style="list-style-type: none"> <li>- Observe, measure, record and present their findings of their own fieldwork study exploring local area issues.</li> <li>- Implement digital mapping, use of photographs, data collection and analysis before culminating their ideas into a presentation.</li> </ul> <p>Link to history unit: <b>Compare Viking and Anglo-Saxon settlements, particularly in Lancashire</b></p> <ul style="list-style-type: none"> <li>• Relate maps to each other</li> <li>• Use 6-figure grid references</li> <li>• Use maps at different scale to illustrate a story</li> <li>• Use and draw thematic maps to indicate invasions; trade for example</li> </ul>



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			<ul style="list-style-type: none"> <li>• Describe and interpret relief features on a map including where Viking and Anglo-Saxon settlements may have been</li> <li>• Use agreed symbols</li> <li>• Use linear scale for measures</li> <li>• Draw measured maps from field study</li> </ul> <p>Use maps to research factual information (historical maps of Viking and Anglo-Saxon settlements in Lancashire)</p>
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COMPUTING	Autumn	Spring	Summer
Kapow	<p><b>Working on e-safety and the importance of staying safe online.</b></p> <ul style="list-style-type: none"> <li>• Developing skills to be able to use technology responsibly and what to do and who to tell if they discover something inappropriate or offensive on a website, at home and in school. Looking at word processing and developing typing skills.</li> </ul>	<p><b>Coding:</b></p> <p>Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p><b>Coding, text and graphics Multimedia (Y6).</b></p> <p>Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>



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	<p>Using texts and graphics to design and make a finished outcome.</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p> <p>Co2/1.6 select, use and combine a variety of software (including Microsoft word) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<ul style="list-style-type: none"> <li>Using repetition, selection and variables in programmes</li> <li>Design a programme to accomplish a specific task or goal</li> <li>Use logical reasoning and decomposition</li> </ul> <p><b>Online safety:</b> Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour;</p> <ul style="list-style-type: none"> <li>Continue to develop the skills to identify risks involved with contact, content and their own conduct whilst online</li> </ul> <p><b>Spreadsheets:</b> identify formula</p> <p>Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p> <p>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour;</p>
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	<p><b>Create a documentary</b> Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <ul style="list-style-type: none"> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create content that accomplishes given goals, including collecting and presenting data and information</li> </ul>		
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SCIENCE	Autumn	Spring	Summer
PLAN/Plymouth Science	<p><b>How have living things on Earth changed over time?</b> <b>Animals including humans:</b></p> <ul style="list-style-type: none"> <li>• To describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>	<p><b>How do we see things?</b> <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 explain that</li> </ul>	<p><b>How can we alter the brightness of a bulb?</b></p> <ul style="list-style-type: none"> <li>• Associate the brightness of a bulb 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>• To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li><li>• To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li></ul> <p><b>Adaptation and 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 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>objects are seen because they give out or reflect light into the eye</p> <ul style="list-style-type: none"><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</li></ul>	<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><b>How can we classify different things?</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 on similarities and differences, including micro-organisms, plants and animals.</li><li>• Give reasons for classifying plants and animals based on specific characteristics.</li></ul>
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ART	Autumn	Spring	Summer
Kapow	<p><b>Drawing : Y6 Make My Voice Heard</b> 5 core learning outcomes</p> <ol style="list-style-type: none"> <li>1. Make relevant comparisons between different styles of art.</li> <li>2. Use tools effectively to explore a range of effects.</li> <li>3. Explain the term chiaroscuro.</li> <li>4. Apply chiaroscuro to create light and form through a tonal drawing.</li> <li>5. Participate in a discussion that examines the similarities and differences between different styles of art and form their own opinions about what art is, justifying their ideas.</li> </ol>	<p><b>Painting and Mixed Media : Y6 Artist Study 5</b> core learning outcomes</p> <ol style="list-style-type: none"> <li>1. Identify different features within a painting and use the formal elements to describe it.</li> <li>2. Suggest ideas for the meaning behind a picture reading it well and seeing beyond the first glance, analysing and evaluating it successfully.</li> <li>2. Reflect on personal experiences to convey through their own piece of abstract art.</li> <li>3. Understand and choose a meaningful message to convey through imagery, creating some different composition ideas.</li> <li>4. Select an appropriate artist and generate an idea for a final piece, demonstrating some inspiration from their chosen artist.</li> <li>5. Experiment and revisit ideas, drawing on creative experiences working in a sustained way to complete a piece, making evaluations at</li> </ol>	<p><b>Sculpture and 3D : Y6 Making Memories</b> 5 core outcomes</p> <ol style="list-style-type: none"> <li>1. Produce a completed sculpture demonstrating experimentation, originality and technical competence and an expression of themselves in a literal or symbolic way.</li> <li>2. Suggest ways to represent memories through imagery, shapes and colours.</li> <li>3. Draw a composition of shapes developed from initial ideas to form a plan for a sculpture.</li> <li>4. Talk about artists' work and explain what they might use in their own work.</li> <li>5. Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed then successfully translate plans to a 3D sculpture.</li> </ol>
DT	Autumn	Spring	Summer



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<p>Kapow</p>	<p><b>Kapow: Structures: Playgrounds</b></p> <p>Designing and creating a model of a new playground featuring five apparatus, made from three different structures. Creating a footprint as the base, pupils visualise objects in plan view and get creative with their use of natural features.</p>	<p>Kapow: Textiles: Waistcoats</p> <p>Selecting suitable fabrics, using templates, pinning, decorating and stitching to create a waistcoat for a person or purpose of their choice.</p> <p><b>(inhouse) What would a 17<sup>th</sup> Century woman make for her own home?</b></p> <p>Create a household artefact.</p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><i>Make</i></p> <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> </ul>	<p><b>Kapow: Digital world: Navigating the world</b></p> <p>Programming a navigation tool to produce a multifunctional device for trekkers. Combining 3D objects to form a complete product in CAD 3D modelling software and presenting a pitch to 'sell' their product.</p> <p><b>Kapow : Come Dine with Me</b></p> <ul style="list-style-type: none"> <li>-</li> <li>- The children will know:</li> <li>- How to research and develop design criteria, ensuring the product is fit for purpose through healthy food choices.</li> <li>- The principles of a healthy and varied diet</li> <li>- How to prepare and cook a variety of dishes using a range of cooking techniques</li> <li>- About seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</li> <li>- How to communicate their ideas through discussion, annotated sketches,</li> </ul>
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		<ul style="list-style-type: none"><li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li></ul> <p><i>Evaluate</i></p> <ul style="list-style-type: none"><li>• investigate and analyse a range of existing products</li><li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li><li>• understand how key events and individuals in design and technology have helped shape the world</li></ul> <p><i>Technical knowledge</i></p> <ul style="list-style-type: none"><li>• Use correct vocabulary appropriate to the project</li><li>• Join materials using appropriate methods.</li><li>• Build frameworks to support textiles/rug</li><li>• Cut strip wood, dowel, square section wood accurately to 1 mm.</li></ul>	<ul style="list-style-type: none"><li>- How to select from and use a wider range of tools and equipment to perform practical tasks</li><li>- How to evaluate end products to a set criteria</li></ul>
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MUSIC	Autumn	Spring	Summer
Kapow	<p><b>History of Music : Baroque</b> Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>- Define some key features of Baroque music, including recitative, canon, ground bass and fugue.</li> <li>- Name some well-known Baroque composers and describe what musical features they were known for.</li> <li>- Play several parts of a canon using staff notation, with or without letter names.</li> <li>- Compose and notate a ground bass melodic ostinato using staff notation.</li> <li>- Learn and perform a fugue part by reading staff notation, with or without note names.</li> </ul>	<p><b>Film Music</b> Pupils who are <b>secure</b> will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify how different styles of music contribute to the feel of a film.</li> <li>2. Use the terms 'major' and 'minor' and create sounds that relate to the scene of a film.</li> <li>3. Identify pitch, tempo and dynamics, and use these to explain and justify their answers about how music evokes different emotions.</li> <li>4. Create a musical graphic score to represent a composition.</li> <li>5. Interpret their graphic score and performing their composition appropriately with their group.</li> </ol>	<p><b>Leavers Song</b> Pupils who are <b>secure</b> will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and evaluate the musical features of a song.</li> <li>2. Contribute ideas to their group chorus, suggesting how lines three and four could rhyme. Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.</li> <li>3. Fit an existing melody over a four-chord backing track.</li> <li>4. Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.</li> <li>5. Record melodies using letter notation and perform the leavers' song with confidence.</li> </ol>



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MFL	Autumn	Spring	Summer
Kapow	<p><b>Themes:</b>  <b>French Sports and the Olympics</b>  <b>French Football champions</b>  <i>Learning sports vocabulary and expanding their knowledge of country name and cultural knowledge of Pétanque, the Tour de France and the Olympics. Pupils will consolidate their learning by writing magazine articles about the sports.</i></p> <p><i>Develop reading, speaking and listening skills, respond to questions about footballers, building up two writing their own football player profiles in French based on reach of a chosen player.</i></p> <ul style="list-style-type: none"> <li>• <b>Speaking and pronunciation</b> Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> </ul> <p>Present ideas and information orally to a range of audience.</p>	<p><b>Themes:</b>  <b>In my French house</b>  <b>Planning a French holiday</b>  <i>Describe a house, the different rooms and who lives there. Learn about prepositions to explain where items are arranged and consolidate grammar and vocabulary y writing a letter to describe their family, home and bedroom. Become familiar with holiday related vocabulary and explore which countries they might visit and why. Ultimately research and plan a holiday to France.</i></p> <ul style="list-style-type: none"> <li>• <b>Speaking and pronunciation</b> Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> </ul> <p>Present ideas and information orally to a range of audience.</p> <p>Describe people, places, things and actions orally and in writing.</p> <ul style="list-style-type: none"> <li>• <b>Listening</b> Listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds</li> </ul>	<p><b>Themes:</b>  <b>Visiting a town in France.</b>  <i>Learn directional and transport vocabulary and prepositional phrases. Explore their journey to school and explain places features. Give opinions and talk about a trip to France.</i></p> <ul style="list-style-type: none"> <li>• <b>Speaking and pronunciation</b> Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> </ul> <p>Present ideas and information orally to a range of audience.</p> <p>Describe people, places, things and actions orally and in writing.</p> <ul style="list-style-type: none"> <li>• <b>Listening</b> Listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling sound and meaning of words.</li> </ul>



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	<p>Describe people, places, things and actions orally and in writing.</p> <ul style="list-style-type: none"> <li>• <b>Listening</b> Listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling sound and meaning of words.</li> <li>• <b>Reading and writing</b> Speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.  Read carefully and show understanding of words, phrases and simple writing.  Write phrases form memory and adapt these to create new sentences, to express ideas clearly.</li> <li>• <b>Grammar</b> Understand basic grammar appropriate to the language being studied, including feminine, masculine, and neuter forms</li> </ul>	<p>of language through songs and rhymes and link the spelling sound and meaning of words.</p> <ul style="list-style-type: none"> <li>• <b>Reading and writing</b> Speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.  Read carefully and show understanding of words, phrases and simple writing.  Write phrases form memory and adapt these to create new sentences, to express ideas clearly.</li> <li>• <b>Grammar</b> Understand basic grammar appropriate to the language being studied, including feminine, masculine, and neuter forms and the conjugation of high frequency verbs, key features and patterns of the language, how to apply these, for instance, to build sentences and how these differ from or are similar to English.  Broaden their vocabulary to understand new words that are introduced into familiar written material, including using a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading and writing</b> Speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.  Read carefully and show understanding of words, phrases and simple writing.  Write phrases form memory and adapt these to create new sentences, to express ideas clearly.</li> <li>• <b>Grammar</b> Understand basic grammar appropriate to the language being studied, including feminine, masculine, and neuter forms and the conjugation of high frequency verbs, key features and patterns of the language, how to apply these, for instance, to build sentences and how these differ from or are similar to English.  Broaden their vocabulary to understand new words that are introduced into familiar written material, including using a dictionary.</li> <li>• <b>Intercultural understanding</b></li> </ul>
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	<p>and the conjugation of high frequency verbs, key features and patterns of the language, how to apply these, for instance, to build sentences and how these differ from or are similar to English.</p> <p>Broaden their vocabulary to understand new words that are introduced into familiar written material, including using a dictionary.</p> <ul style="list-style-type: none"> <li>• <b>Intercultural understanding</b> Appreciate stories, songs, poems and rhymes in the language.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Intercultural understanding</b> Appreciate stories, songs, poems and rhymes in the language.</li> </ul>	<p>Appreciate stories, songs, poems and rhymes in the language.</p>
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RE	Autumn	Spring	Summer
Y 6	<p><b>Life as a Journey</b> – thinking about our own life journey, how faith affects people’s life choices and impacts on a Christian life.</p> <p><b>Advent</b> – is Jesus the Messiah?</p>	<p><b>Eucharist</b> – what is it and why is it important to Christians?</p> <p><b>People of faith</b> - what can we learn from those who use and share their faith with others?</p> <p><b>Easter</b> – why is Easter so important to Christians? We will look at Jesus as the</p>	<p><b>Ascension and Pentecost</b> - how does this mark the beginning of the Christian church?</p> <p><b>Ideas about God and Prayer</b> - does God know everything?</p>



Believing, Learning & Sharing Together

## Mellor St Mary CE Primary School Year 6 Curriculum Overview

*'For with God nothing shall be impossible.'* Luke 1:37

		Light of the World and how His atoning sacrifice was for us all.	
<b>Christian Distinctiveness – Understanding Christianity</b>			
	Generosity Harvest – God and Creation Wisdom Incarnation Christmas – hope, peace, joy and love	Thankfulness - for gifts and for Jesus as a gift to us Gospel– The teaching of Jesus Easter – Salvation	Love- Kingdom of God People of God Ascension and Pentecost - Gospel

PSHE / Relationship Education	Autumn	Spring	Summer
Y 6	<p><b>Changing adolescent body</b> - key facts about puberty and the changing adolescent body, particularly from the age of 9 – 11, including physical and emotional and menstrual wellbeing</p> <p><b>Caring friendships</b> – the characteristics of friendships including mutual respect</p> <p><b>Online relationships</b> – know that people sometimes behave differently online, including</p>	<p><b>Families</b> - understand that other families, either in school or in the wider world, sometimes look different from ours and that we should respect those differences</p> <p><b>Mental wellbeing</b> – where and how to seek support (including recognising the triggers for seeking support) and knowing who they can talk to in school</p> <p><b>Internet safety and Online Relationships</b> – considering effects of online actions</p>	<p>Preparing for Transition to Y7:</p> <p><b>Physical wellbeing</b> – understand that sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>Know the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p>



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	<p>pretending to be someone else; how to stay safe online</p> <p><b>Mental wellbeing</b> – the benefits of physical exercise (Pump, Yoga)</p> <p><b>Healthy eating</b> – the principles of planning and preparing a range of healthy meals</p> <p><b>Drugs, alcohol and tobacco</b> – the facts about legal and illegal substances and associated risks including smoking, alcohol and drug-taking</p>	<p><b>Physical health and fitness</b> – to participate fully in physical exercise both in class and at lunchtimes and understand the benefits of an active lifestyle</p> <p><b>Being Safe</b> – knowing what sort of boundaries are appropriate in friendships with peers and others (including online)</p>	<p><b>Mental wellbeing</b> - to learn problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p><b>Relationships</b> - know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships and face-to-face relationships</p> <p>Know where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p><b>Living in the wider world</b> - to identify the ways that money can impact on people's feelings and emotions</p> <p>To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>
<b>SMSC including Fundamental British Values</b>			



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	<p><b>SMSC:</b>  <b>Spiritual</b> - create writing, music, art inspired by nature</p> <p><b>Moral</b> - understand the consequences of our behaviour and actions</p> <p><b>Social</b> - work with others on a social action cause linked to local, national and global issues.</p> <p><b>Cultural</b> - participate in and respond to artistic opportunities</p> <p><b>Fundamental British Values:</b>          Individual liberty – choices about the language we use</p> <p>Democracy - participate in class elections for the school council</p> <p>The rule of law – create set of acceptable ways yo behave in class and around school</p> <p>Respect – for endangered wildlife, both animals and plants</p>	<p><b>SMSC:</b>  <b>Spiritual</b> – reflect on our beliefs, religious or otherwise, that inform our perspective on life and our interest in and respect for different people’s faiths, feelings and values.</p> <p><b>Moral</b> – Understand the consequences of our behaviour and show respect for the civil and criminal laws of England.</p> <p><b>Social</b> – Know that the rule of law protects the rights of individual citizens and is essential for our well-being and safety.</p> <p><b>Cultural</b> – Explore and show respect for different faiths, religious, ethnic and socio-economic groups in national and global communities.</p> <p><b>Fundamental British Values:</b>          Individual liberty - we should be able to do and say things which are different but not illegal</p>	<p><b>SMSC:</b>  <b>Spiritual</b> – Sense enjoyment and fascination when learning about themselves, others and the world around them</p> <p><b>Moral</b> – Investigate and offer reasoned views about moral and ethical issues and understand and appreciate the viewpoints of others on these issues</p> <p><b>Social</b> – Co-operate well with others and be able to resolve conflicts effectively</p> <p><b>Cultural</b> - Understand the wide range of cultural influences that have shaped their heritage and those of others</p> <p><b>Fundamental British Values:</b>          Individual liberty - it is good to have dreams and goals; learning from when things go wrong</p> <p>Democracy – all countries have their own rules to decided how their country is ruled</p>
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	Mutual respect – taking part in charitable work in school (organising fundraising events)	The rule of law - understand how laws have changed over time and how the court system works	
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PE	Autumn	Spring	Summer
Y 6	<p><b>Gymnastics – how can we incorporate different balances into routines?</b></p> <p><b>Pump – take part in a totally new exercise to promote a healthy lifestyle.</b></p> <p><b>Both activities will be helping the children to:</b></p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul> <p><b>Gymnastics:</b></p>	<p><b>Dance - how can we work collaboratively to create sequences and routines which tell a story?</b></p> <ul style="list-style-type: none"> <li>perform dances using a range of movement patterns</li> <li>Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively</li> <li>Work creatively band imaginatively on their own, with a partner and in a group to compose</li> <li>motifs and structures simple dances and dance.</li> </ul> <p><b>Invasive games -</b></p> <ul style="list-style-type: none"> <li>play competitive games, modified where appropriate (e.g. rugby)</li> </ul>	<p><b>Invasion games – how can we develop tactical problem solving?</b></p> <ul style="list-style-type: none"> <li>Use a range of passes</li> <li>Close down spaces</li> <li>Intercept passes</li> <li>Develop sport specific skills</li> </ul> <p><b>Striking and fielding –</b></p> <ul style="list-style-type: none"> <li>Bowl overarm</li> <li>Strike a bowled ball</li> <li>Field a ball and throw back</li> </ul> <p>Outdoor Adventurous Activities</p>



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	<ul style="list-style-type: none"><li>• Develop counter-balances and counter tension in partners and in groups</li><li>• Create and perform longer sequences of actions with a partner that show an awareness of their audience in gymnastic activities</li></ul> <p><b>Invasion games –</b></p> <ul style="list-style-type: none"><li>• play competitive games, modified where appropriate (e.g. rugby)</li><li>• Collaborate as a team and apply attacking and defending skills through modified versions of 4v4 and 5v5</li><li>• Develop sport specific skills (e.g. pass, try in rugby)</li><li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li><li>• Watch performances and games and use criteria to</li></ul>	<ul style="list-style-type: none"><li>• Collaborate as a team and apply attacking and defending skills through modified versions of 4v4 and 5v5</li><li>• Develop sport specific skills (e.g. pass, try in rugby)</li><li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li><li>• Watch performances and games and use criteria to make judgements and suggest improvements</li><li>• Accept responsibility when working in a team</li></ul>	
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	<p>make judgements and suggest improvements</p> <ul style="list-style-type: none"> <li>• Accept responsibility when working in a team</li> </ul>		
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MATHS	Autumn	Spring	Summer
Y 6	White Rose Maths Mastery used for daily discrete maths lessons Additional opportunities for contextual learning and using and applying mathematics linked to the themes.		

ENGLISH	Autumn	Spring	Summer
Y 6	Literacy Tree English scheme used daily for developing oracy, reading, writing, grammar skills which is supplemented with additional English resources below.		
	<p><b>School Brochure</b> – information text to inform prospective parents about Mellor St Mary School, published on the school website</p> <p><b>Class page</b> - for the Parish Magazine</p> <p><b>Analytical essays about The Maya</b> - Instructions, posters, missing scenes, diaries, newspapers, debates</p>	<p><b>Classic literature</b> – who killed King Duncan and why? We explore the Shakespeare play of Macbeth.</p> <p><b>Classic Narrative poetry</b> – we will look at how poems can tell stories (e.g. The Highwayman)</p> <p><b>Detective fiction</b> – we shall look at the style of Sir Arthur Conan Doyle through his invention of Sherlock Holmes, using the skills of a mystery writer</p>	<p><b>Wonder</b> - novel as a theme</p> <p><b>Poetry with imagery</b> – The Warm and the Cold (Ted Hughes)</p> <p><b>Class page</b> - for the Parish Magazine</p> <p><b>Y6 Leavers' Worship Script</b></p>



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	<p><b>Own version narratives</b> Diaries, explanations (sci experiment), dialogue, nonchronological reports</p> <p><b>Sequels to continue the cyclical story</b> Experimentation with figurative language, reports</p> <p><b>Discussion texts</b> Letters, explanations, persuasive posters, &amp; speeches, simple poems</p>	<p><b>Biographies</b> of people who have made a difference to our own lives such as famous people who deliberately broke the law to make better laws e.g. Nelson Mandella, Rosa Parks and Emmeline Pankhurst.</p> <p><b>Class page</b> - for the Parish Magazine</p>	
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