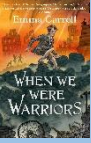
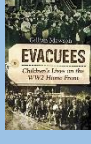



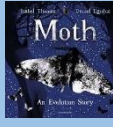
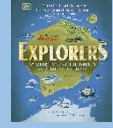





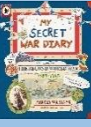









St. Wilfrid's CE Primary Academy Curriculum Overview 2024 - 2025 Year 6



| <u>Term:</u> | <u>Autumn Term</u> | <u>Spring Term</u> | <u>Summer Term</u> | |
|--------------------------------|---|---|--|---|
| <u>Focus Theme:</u> | WW2: Wigan at War | Remarkable Rainforests | Animal Allsorts | Moving On Up! |
| <u>Hook:</u> | WW2 Visitors and Workshop | Rainforest animal visitor | Heart Rate Experiment | Visit from inspirational person |
| <u>Focus Reading Text:</u> | Letters from the Lighthouse by Emma Carroll  | The Explorer by Katherine Rundell  | The Spider and the Fly Poem by Mary Howitt  | Wonder by R. J. Palacio  |
| <u>Home Learning project:</u> | WW2 Air Raid Shelter | Shoobox Biome | Make their own blood | Wonder abstract art |
| <u>Showcase:</u> | WW2 Presentation | Rainforest Art Gallery | Production | |
| <u>Focus Theme Enrichment:</u> | Imperial War Museum | Chester Zoo: Rainforest workshop | Heart Dissection Workshop | |

| Subject Area: | Autumn Term | | Spring Term | | Summer Term | |
|--|--|---|--|--|---|---|
| <p>English Other Reading Texts:</p> | <p>When We Were Warriors by Emma Carroll</p>  <p>Evacuees by Gillian Mawson</p>  | <p>Poems from the Second World War by Gaby Morgan</p>  <p>Rose Blanche by Ian McEwan</p>  | <p>A Christmas Carol by Charles Dickens</p>  <p>Moth by Isobel Thomas</p>  | <p>Explorers by Nellie Huang</p>  <p>The Incredible Ecosystems of Planet Earth by Rachel Ignatofsky</p>  | <p>Can You See Me? by Libby Scott</p>  | <p>The Boy, The Fox and The Mole by Charlie Mackesy</p>  <p>You are awesome by Matthew Syed</p>  <p>Go Big by Matthew Burton</p>  |
| <p>Shared Class Read</p> | <p>My Secret War Diary by Marcia Williams</p>  | <p>Letters from the Lighthouse by Emma Carroll</p>  | <p>Darwin's Dragons by Lindsay Galvin</p>  | <p>The Explorer by Katherine Rundell</p>  | <p>Pig Heart Boy by Malorie Blackman</p>  | <p>Wonder by R. J. Palacio</p>  |
| <p>English Poetry</p> | <p>Poetic forms and device - Compose: Blackout Poetry: Blitz</p> | <p>Read, Analyse and Recite: Collection of WW2 poetry and In Flanders Fields by John McCrae</p> | <p>Read, Analyse and Compose: Create own poems about the evolution of a moth</p> | <p>Read and Analyse - Classic: The Tyger by William Blake</p> | <p>Read, Analyse and Recite - Narrative: The Spider and The Fly by Mary Howitt</p> | <p>Read, Analyse and Compose: Still I Rise by Maya Angelou</p> |
| <p>English Writing Focus:</p> | <p>(NF) Baseline - Letter: Aspirations (Informal) (P) Poetry: Blitz Blackout poetry (Letters from the Lighthouse) Diary Recount: The Secret War Diary (informal)</p> | <p>(NF) Persuasion: Recruitment speeches (formal) (NF) (NF) Instructions: The Grinch How to Ruin Christmas (informal) (NF) Letter: Christmas Message (formal)</p> | <p>(F) Literary character description: Portrayal of Scrooge (formal) (NF) Non-Chronological Report: Rainforest Insect (formal) (P) Poetry: the evolution of a moth</p> | <p>(F) Literary setting description: Flashback to Rainforest Plane Crash (informal) NF Explanation: How a moth has evolved (formal)</p> | <p>(NF) Police Report: Crime committed by the spider (formal/informal) (F) Narrative with dialogue: The Fox and the Bunny (formal/informal)</p> | <p>(NF) Procedure: Instruction manual -How to be a successful year 6 pupil (informal) (NF) Play scripts: based on the Year 6 production (informal) (P) Poetry: Free verse 'Moving On'</p> |

| <u>Subject Area:</u> | <u>Autumn Term</u> | | <u>Spring Term</u> | | <u>Summer Term</u> | |
|-----------------------|--|--|--|---|---|--|
| <u>Mathematics</u> | Number and Place Value Number- Fractions, Decimals and Percentages Number- Addition, Subtraction, Multiplication and Division Geometry Measurement | Number- Addition, Subtraction, Multiplication and Division Number- Fractions, Decimals and Percentages Measurement | Number- Fractions, Decimals and Percentages Geometry Statistics | Algebra Ratio and Proportion Number and Place Value Number- Fractions, Decimals and Percentages Number- Addition, Subtraction, Multiplication and Division Geometry Measurement | Number and Place Value Number- Fractions, Decimals and Percentages Number- Addition, Subtraction, Multiplication and Division Geometry Measurement | Number and Place Value Number- Fractions, Decimals and Percentages Number- Addition, Subtraction, Multiplication and Division Geometry Measurement |
| <u>RE</u> | Life as a journey Is every person's journey the same? Links to World Faiths: Why do people of faith make pilgrimages? | Advent How do Christians prepare for Christmas? | Exodus Why is the Exodus such a significant event in Jewish and Christian history? Links to World Faiths: Jewish Festival of Passover (throughout the unit) | The Eucharist Why do Christians celebrate the Eucharist? Jesus Who was Jesus? Who is Jesus? | God What is the nature and character of God? Links to World Faiths: Have you discovered any beliefs about God in common across different faiths? | People of Faith How does having faith affect people's lives? Links to World Faiths: How does having faith affect people's lives? |
| <u>Computing</u> | Online Safety Secure Websites Digital Art Photoshop | Video Editing iPads | Program, monitor and control products Algorithms | Website Creation Weebly | Effective Searching Program, monitor and control products | Advanced Algorithms Code Combat (Python) |
| <u>Science</u> | Light | Electricity | Evolution and Inheritance | | Animals, including Humans The Heart | Living things and their habitats |
| <u>History</u> | A local history study WW2: Wigan At War (Newspaper Report Wigan Bomb) (Postcards - evacuation) | | | | A Non-European society that provides contrasts with British History Ancient Maya | |
| <u>Geography</u> | | | Rainforests (Human and Physical Geography, Locational Knowledge) (Charles Darwin Journal of discoveries) | | South America Brazil (Place Knowledge and Place Knowledge) | |
| <u>Art and Design</u> | Textiles: WW2 Make do and Mend Designers in History: Victor Stiebel & Norman Hartnel | | Drawing: Rainforest/Peppered moth to practise drawing techniques Artist in History: Henri Rousseau | | Printing: The Maya Artists in History | |

| <u>Subject Area:</u> | <u>Autumn Term</u> | | <u>Spring Term</u> | | <u>Summer Term</u> | |
|-----------------------------------|---|--|---|---|---|--|
| <u>Design and Technology</u> | Poppy Flowers <i>(Joining – four to six sewing stitches)</i> | | Biomes <i>(Apply computing to program, monitor and control products)</i> | | Food of the Maya! (Cooking and Nutrition Topic) | |
| <u>Physical Education</u> | Invasion Games Swimming | Net Games Volleyball Swimming | Sports hall Athletics Swimming Safe Self-Rescue | Gymnastics/Yoga Swimming Safe Self-Rescue | Swimming Striking & Fielding Games Cricket Dance | Swimming Outdoor Adventurous Activity Dance |
| <u>Music</u> | Samba 2 | Performing | Ride of the Valkyries Wagner | Blues | Film Music | Performing |
| <u>PSHE</u> | Relationships Families and close positive relationships | Health & Wellbeing Ourselves, growing and changing | Relationships Respecting self and others | Living in the Wider World Communities | Living in the Wider World Communities | Health & Wellbeing Keeping Safe |
| <u>French</u> | The Euro - L'Euro Food and drink - Qu'est-ce que tu aimes? | | Enjoy your meal! - Bon appétit! Leisure activities - Les passe-temps | | School subjects - Quelle est ta matière préférée? What are you wearing? - Qu'est-ce que tu portes? | |
| <u>SMSC</u> | Our Year 6 Curriculum promotes children's Spiritual, Moral, Social and Cultural Development, ensuring that they are prepared to be reflective about and responsible for their actions as good citizens. | | | | | |
| <u>Fundamental British Values</u> | Our Year 6 Curriculum actively promotes the Fundamental British Values of <i>democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> , in order to prepare children for life in Modern Britain. | | | | | |
| <u>Christian Values</u> | Our Christian Values underpin all of our Curriculum at St. Wilfrid's: FAIR, FORGIVE, TRUST, HOPE, LOVE, JOY, COURAGE, KIND and PEACE. | | | | | |