





<p>Year 6 Autumn 1</p>	<h1 style="text-align: center;">Journeys</h1>			<p>Year B</p>
<p style="text-align: center;">Intent</p>	<p>Scripture Passage</p> <p style="text-align: center;">Your Word is a lamp for my feet, a light on my path</p> <p style="text-align: center;"><i>Psalms 119:105</i></p>		<p>Inspirational Quote</p> <p style="text-align: center;">Sometimes it's the Journey that teaches you a lot about your destination</p> <p style="text-align: center;"><i>Drake</i></p>	<p style="text-align: center;">Impact</p>
<p><i>At Our Lady of Fatima, we strive to instil in our children a sense of wonder and awe in their journey through life. The importance of God's creation, being inspired by those before and around us and being inspirational to others.</i></p> <p><i>We inspire our children to be stewards of God, know that all have a right in this world and the importance of family and community and their role in them.</i></p>				<p><i>At the end of the half term children will:</i></p> <p><i>Have a deeper understanding of their role as stewards in the coming year in their spiritual and personal development</i></p> <p><i>Understand more about our local community, from the past to the present, and their role in their family and community as they grow and develop as disciples of God</i></p> <p><i>Know that we all have rights as children of God, and our duty to respect all faiths and cultures</i></p>

Mental Wellbeing Impact	Mass and Prayers / Scripture Passages	Catholic Social Teaching	Our Questions to explore
<p>Exploring this theme will have an impact on our Mental Wellbeing by thinking about our journey through life and meditating on how we can positively influence ourselves; drawing strength from the teachings and love of Christ.</p> <p>Meet you Brain – get to know ourselves, our emotions and our impact on others</p>	<p>Prayers which link to Topic / Focus</p> <p>Scripture Passages support overview</p> <p>Footprints Prayer/Poem</p> <p>Road to Emmaus</p>	<p>Opportunities to share our Catholic Values with the community</p> <p>Stewardship</p> <p>Rights for all (Link to Black History)</p>	<p>Is the Pope/Bishops journey of faith more important than others?</p> <p>Is everyone's journey through life fair?</p> <p>What can I do to make other people's journey in life more fulfilling?</p>

Journeys Links within our Curriculum	
<p>English</p>	<p>-Recommended Class reader to link with a journey - Boy at the back of the class</p> <p>Short mystery stories / Biography – link to black history of those who led by example, we experienced successes and failures</p>
<p>Geography</p>	<p>Canals and rivers in the local area, especially around Birmingham, their importance and impact to local community</p>
<p>Science</p>	<p>Evolution and Inheritance – The journey of human development</p> <p>Focus scientist: Charles Darwin</p>
<p>Religious Education</p>	<p>RE – Islamic journeys, link back to pilgrimages / Confirmation promises – hope for Spiritual development (the children's journey over the coming year and beyond).</p> <p>The Story of the people of God / Prayer in the lives of the followers of Christ</p>

<p>Year 6 Autumn 2</p>	<h1>Memories</h1>			<p>Year B</p>
<p>Intent</p>	<p>Scripture Passage 'Do this in memory of me' Luke 22:19</p>		<p>Inspirational Quote <i>"A million feelings. A thousand thoughts. A hundred memories. One person."</i></p>	<p>Impact</p>
<p><i>At Our Lady of Fatima, we strive to expose the children to the life and example of Jesus Christ – focussing on the lasting memory and love that our faith provides to us.</i></p> <p><i>Children will use the memories, stories and examples of others to help shape their lives as disciples of God – continuing his good work and having a positive impact on those around them</i></p>				<p><i>At the end of the half term children will:</i></p> <p><i>Have a deeper understanding of how memories and memorials allow us to recall personal and religious experiences that have helped shape and sculpt our lives, perceptions and love of Christ.</i></p> <p><i>Understand the importance of memories on our lives and those around us. How powerful memories shape our lives.</i></p>

Mental Wellbeing Impact	Mass and Prayers / Scripture Passages	Catholic Social Teaching	Our Questions to explore
<p>Exploring this theme will have an impact on our Mental Wellbeing by reflecting and meditating on past events to see how we can grow from these with the help and love of Christ's message.</p> <p>Celebrate our minds, ourselves and also use this positivity with those around us</p> <p>Prayer/meditation</p>	<p>Prayers which link to Topic / Focus</p> <p>Scripture Passages support overview</p> <p>Remembrance – Flounders</p> <p>Feast of All Saints</p> <p>Feast of All Souls</p> <p>Remembrance Sunday</p>	<p>Opportunities to share our Catholic Values with the community</p> <p>Option for the poor and vulnerable – Reverse Advent Calendar – send to food bank in the local community</p>	<p>What do I want to be remembered for? Does this link to my vocation?</p> <p>What kind of person do I want to be?</p> <p>Do my actions demonstrate this?</p>

<p style="text-align: center;">Memories</p> <p style="text-align: center;">Links within our Curriculum</p>	
<p style="text-align: center;">English</p>	<p style="text-align: center;">Recounts</p> <p style="text-align: center;">Classical/traditional poems</p>
<p style="text-align: center;">Art and DT</p>	<ul style="list-style-type: none"> - Creating memory boxes - Artwork for remembrance – including 3D constructions
<p style="text-align: center;">Religious Education</p>	<ul style="list-style-type: none"> - All Saints and All Souls day - Mary and the Saints (if time, if not May) - Advent

Subject	Content
Religious Education	<p>The Story of the People of God</p> <ul style="list-style-type: none"> • know that the Bible is a library of books that can be placed • into different categories • be able to identify some styles of literature found in the Bible • know some stories of significant people from the Old Testament and will be able to discuss the relationship these people had with God • know and be able to reflect on the Commandments <p>Followers of Christ</p> <ul style="list-style-type: none"> • know that Jesus called many people to follow him • be able to identify reasons why these people responded to his call • understand that following Christ sometimes demands sacrifices • be able to identify some vocations that exist in the life of the Church <p>Prayers in the Lives of Followers of Christ</p> <ul style="list-style-type: none"> • know a range of traditional prayers used by the Church and be able to discuss the meaning of the words contained in them • be able to write their own Psalm prayer • be able to identify important actions and gestures associated with prayer • know that the Mass is the central prayer of the Catholic faith • know about some customs of prayer in other world religions <p>Advent</p> <ul style="list-style-type: none"> • know that there are two parts to the Season of Advent • understand some reasons why it is important for Christians to prepare for Christ to come again • be able to write a modern parable and parts of a hymn about the coming of Christ into the world
RSE	<p>Created and Loved by God</p> <ul style="list-style-type: none"> • In these sessions we explore appreciation of physical and emotional differences, a more complex understanding of physical changes in girl and boys' bodies, body image, strong emotional feelings, the impact of the internet and social media on emotional wellbeing (including teaching on pornography), a more nuanced and scientific understanding of life in the womb and how babies are made, and menstruation.

English

Reading:

- read a wide range of appropriate texts for enjoyment, insight and research
- show understanding of a range of texts, selects essential points, and uses inference and deduction as appropriate
- identify key features, themes and characters and select sentences, phrases and relevant information to support their views
- able to retrieve and collate information from a range of sources

Writing:

Mystery stories

- identify the features of a mystery story
- add adverbials to a sentence to make it more interesting
- use a variety of techniques to build suspense

Biographies and autobiographies

- identify the features of a biography
- identify simple, compound and complex sentences
- create expanded noun phrases

Recounts

- identify features of recounts
- understand how commas are used in a list and to show pauses/separate parts in a sentence
- understand how a colon can be used to introduce a list
- use adverbials of time, number and place

Non-chronological reports

- list the features of non-chronological reports
- use colons, semicolons and bullet points in sentences
- recognise active and passive forms of verbs

Classic poems

- identify features of poetry
- investigate the use of language for effect
- use synonyms for effect

	<ul style="list-style-type: none"> • understand how the use of hyphens can change the meaning of a sentence • understand how to create expanded noun phrases <p>Grammar, Punctuation and Spelling:</p> <ul style="list-style-type: none"> • demonstrate appropriate use of standard English vocabulary and grammar • how written standard English varies in formality • understand word classes • know the features of different types of sentence • know the purpose of paragraphs • be able to proof read work for errors • use age-appropriate spelling strategies • use common prefixes and suffixes • use punctuation marks accurately – including question marks, exclamation marks, commas, inverted commas, apostrophes • use appropriate spelling terminology
Mathematics	<p>Place Value</p> <ul style="list-style-type: none"> • read, write, order and compare numbers up to 10,000,000 and determine the value of each digit • round any whole number to a required degree of accuracy. • Use negative numbers in context, and calculate intervals across zero • solve number and practical problems that involve all of the above <p>Four Rules</p> <ul style="list-style-type: none"> • solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why • multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication • divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context • divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context • perform mental calculations, including with mixed operations and large numbers • identify common factors, common multiples and prime numbers. • use their knowledge of the order of operations to carry out calculations involving the four operations • solve problems involving addition, subtraction, multiplication and division

- use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy

Fractions

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions > 1
- generate and describe linear number sequences (with fractions)
- Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.
- Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$
- divide proper fractions by whole numbers [for example $\frac{1}{3} \div 2 = \frac{1}{6}$]
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example $\frac{3}{8}$]
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Converting Units

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp
- convert between miles and kilometers

Biology

Evolution and Inheritance

- learn how fossils provide information about living things that inhabited the Earth in the past
- recognise that living things produce offspring that are not identical to their parents
- identify how plants and animals are adapted to suit their environment and that adaptation may lead to evolutions

Electricity

- know a complete circuit is needed for electrical components to work
- know electrical symbols are used for circuit diagrams
- understand the difference between conductors and insulators
 - investigate how the brightness of a lamp and the volume of a buzzer changes with the number and voltage of cells used in a circuit
- use recognised symbols when representing a circuit in a diagram

Computing

Online Safety

Message in a Game

- Children have used the example game and further research to refresh their memories about risks online including sharing location, secure websites, spoof websites, phishing, and other email scams.
- Children have used the example game and further research to refresh their memories about the steps they can take to protect themselves including protecting their digital footprint, where to go for help, smart rules and security software.

Online Behaviour

- Children understand how what they share impacts upon themselves and upon others in the long-term.
- know about the consequences of promoting inappropriate content online and how to put a stop to such behaviour when they experience it or witness it as a bystander.
- Extension: Children' actions demonstrate that they also feel a responsibility to others when communicating and sharing content online.

Screen Time

- Children can take more informed ownership of the way that they choose to use their free time. They recognise a need to find a balance between being active and digital activities.
- Children can give reasons for limiting screen time.
- Children can talk about the positives and negative aspects of technology and balance these opposing views.
- Extension: Children have an internalised in-depth understanding of the risks and benefits of an online presence.

POLITE REMINDER: Please be vigilant regarding your child's access to on line activities and be aware of what they are engaging in.

Spreadsheets

Exploring Probability

- Children can create a spreadsheet to answer a mathematical question relating to probability.
- Children can take copy and paste shortcuts.

- Children can problem solve using the count tool.

Creating a Computational Model

- Children can create a machine to help work out the price of different items in a sale.
- Children can use the formula wizard to create formulae.
- Children can use a spreadsheet to solve a problem.

Use a Spreadsheet to Plan Pocket Money Spending

- Children can use a spreadsheet to model a real-life situation and come up with solutions.
- Children can make practical use of a spreadsheet to help plan actions.
- Planning a School Event
- Children can use a spreadsheet to model a real-life situation and come up with solutions that can be applied to real life.

Creative Curriculum

We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music.

Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects. (See Creative Curriculum Two Year Cycle)

Year A

Autumn 1: Community

Main focus: Geography- local transport

Finding out about transport issues in our local area and the impact on the community.

- use maps, charts etc. to support decision making about the location of places e.g. new bypass
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- use maps, atlases and globes to locate places and describe features
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world
- understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc

History – exploring travel 18th and 19th centuries.

- to notice changes over time and make comparisons
- to make deductions from primary and secondary sources
- to find out about the local area in the past
- to discover the quality of information gained from different kinds of historical sources

Year B

Autumn 1: Journeys

Main focus: Geography- local transport

Finding out about local transport networks.

- use maps, charts etc. to support decision making about the location of places e.g. new bypass
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- use maps, atlases and globes to locate places and describe features
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world
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	<p>Year A</p> <p>Autumn 2: Celebrations</p> <p>Main focus: Art and Design – Performance masks- 3D</p> <p>Exploring and making celebration masks used in festivals and theatre.</p> <ul style="list-style-type: none"> • begin to develop an awareness of composition, scale and proportion in their work • select ideas based on first hand observations, experience or imagination and develop these through sketching • produce intricate patterns and textures in a malleable media • use different techniques, colours and textures when designing and making pieces of work and explain his/her choices • use 3D construction techniques with confidence including cutting folding and joining • describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural context 	<p>Year B</p> <p>Autumn 2: Memories</p> <p>Main focus: Design Technology - exploring the storage of keepsakes and memories</p> <ul style="list-style-type: none"> • explore different patterns of nets used to make boxes by disassembling and assembling existing products • generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces • apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities • use technical knowledge accurate skills to problem solve during the making process • begin to use his/her knowledge of designs to further explain the effectiveness of existing products and products he/she have made • use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately • research famous designers and inventors to inform the design of his/her own innovative products. 	
<p>Physical Education</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> • To demonstrate safety whilst using the apparatus. • To travel in and out of counter balances in different ways. • To review modes of travel in gymnastics. • To take off both one and two footed. • To perform with confidence in front of the class. <p>Dance</p>		

	<ul style="list-style-type: none"> • Able to move with a range dynamics to express different emotions. • Able to execute jitterbug actions. • Able to develop relationships – leading and following. • Able to demonstrate unison as a group. • Able to demonstrate and create shapes representing unity. <p>Invasion Games (Basketball)</p> <ul style="list-style-type: none"> • To develop teamwork. • To further develop knowledge of defending. • To dribble a ball with control and fluency using foot or hockey stick. • To further develop knowledge of attacking. • To strike a ball or object towards a target or goal with power and accuracy.
MFL	<p>Phonetics</p> <ul style="list-style-type: none"> • Children will learn and repeat different phonics sounds in French to support their early language development. • Focus sounds: ch, ou, on, oi. • Children then progress onto intermediate sounds: in, l, ique, ille, eau, eux, e, e, e • Children will then progress onto progressive teaching sounds: qu, gne, en, an, é, è, ç <p>Irregular Verbs</p> <ul style="list-style-type: none"> • Understand better the concept of verb stems and endings. • Conjugate easily and with clear understanding irregular verbs like AVOIR. • Conjugate easily and with clear understanding irregular verbs like ÊTRE. • Conjugate easily and with clear understanding irregular verbs like FAIRE. • Conjugate easily and with clear understanding irregular verbs like ALLER.
PSHE	<p>MyHappyMind Topics: Meet your brain & Celebrate</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • About a growth mindset and self-regulation techniques in times of stress.

	<ul style="list-style-type: none"> • To reflect on their stress points as they relate to transitioning to Secondary school (as these are different for everyone) and work through strategies to cope with these scenarios. • To train their brain and how it grows each time. • About the links between their thoughts, feelings and actions and how the thoughts they have can influence how we act. • About calming their amygdala when facing stressful thoughts or having a tough time. • How to manage their emotions to move forward positively and learn that they can train their minds just like their bodies. • How to re-frame scary challenges to become exciting opportunities <p>Children will learn:</p> <ul style="list-style-type: none"> • What their top strengths are based on completing an official survey which will rank their strengths from 1-24. • More about what each of the 24 strengths means and how they help them each day. • How to grow their strengths to help them transition and overcome challenges. • How their character strengths have helped them get to this point in their lives and how these skills and strengths are transferable to the Secondary School environment
Music	<p>Autumn 1</p> <p>Unit: Happy</p> <p>Style: Pop/Motown</p> <p>Topic and cross-curricular links: What makes us happy? Video/project with musical examples.</p> <p>Links to other units:</p> <p>Dancing In The Street KS2/ages 7-11 (Scheme Year 5)</p> <p>Autumn 2</p> <p>Unit: Classroom Jazz 2</p> <p>Style: Jazz, Latin, Blues</p> <p>Topic and cross-curricular links: History of music - Jazz in its historical context.</p>