



St Oswald's Catholic Primary School

Year 6 Autumn Overview 2025-26

<u>Subject Area</u>	<u>Autumn</u>		
R.E.	Do you have to earn love? Loving Know and understand: The love and care of people – <i>Explore</i> God's love is unconditional and never ending – <i>Reveal</i> Acquire the skills of assimilation, celebration and application of the above – <i>Respond</i>	What is commitment in your life? Vocation & commitment Know and understand: Commitment in life – <i>Explore</i> The vocation to the priesthood and religious life – <i>Reveal</i> Acquire the skills of assimilation, celebration and application of the above – <i>Respond</i>	Should we have expectations in life? Expectations Know and understand: The meaning of expectation – <i>Explore</i> Advent, a time of joyful expectation of Christmas, the Word becoming a human person, Jesus – <i>Reveal</i> Acquire the skills of assimilation, celebration and application of the above – <i>Respond</i> <i>Other faiths week: Judaism</i>
English	Year 6 Unit B A Story Like the Wind	Year 6 Unit C On the Origin of Species	
Mathematics	Place Value Addition & Subtraction Multiplication & Division	Fractions Decimals Measurement – Converting units	
Science	How do our choices affect how our bodies work? Animals Including Humans Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function. Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some	How do living things change over time and place? Evolution and inheritance Building on what they learned about fossils in the topic on rocks in year 3, pupils will now find out more about how living things on earth have changed over time. They should be introduced to the idea that characteristics are passed from parents to their offspring. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments.	



	drugs and other substances can be harmful to the human body.	
Computing	<p>CS Can I use Python to create text-based a text bade program?</p> <p>Edu blocks- Introduction to Python</p> <p>Pupils will learn how block-based programming compares to written code. Pupils will be introduced to Python as a text-based method of programming.</p>	<p>Can I organise data and make calculations in Excel?</p> <p>Creating formula in Excel</p> <p>Pupils will learn how to organise data and make calculations using the application Microsoft Excel.</p>
PE	<p>Gymnastics</p> <p>Perform actions in a fluent and consistent performance, Create sequences and adapt showing clarity. Link ideas, skills and techniques with control, precision and fluency when performing basic skills. Understand composition by performing more complex sequences. Make sequences longer</p>	<p>Dance</p> <p>Choreograph dances and work safely with a prop. Perform dances confidently. Use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.</p>
Games	<p>Football</p> <p>Dribble effectively around obstacles Show precision and accuracy when sending and receiving Perform skills with accuracy, confidence and control Combine and perform skills with control, adapting them to meet the needs of the situation, Play shots on both sides of the body and above their heads in practises and when the opportunity arises in a game Play competitive games (modified where appropriate) showing tactical awareness of attacking and defending and some knowledge of rules and scoring Respond consistently in the games they play, choosing and</p>	<p>Dodgeball</p> <p>I can officiate and help to manage a game by refereeing. I can select the appropriate action for the situation and make this decision quickly. I can use a wider range of skills with increasing control under pressure. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p>



	using skills which meet the needs of the situation and learn how to evaluate and recognise their own success.	I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve
MFL	What job do I want in the future? Self, family and friends (jobs) Produce names of family and professions orally and in writing including definite and possessive pronoun. Use first person of verb 'to have' to talk about feelings and illness. Listen and elicit meaning from a short paragraph about jobs. Write sentences/a paragraph about family and the jobs they do.	How do I get there in my city? The world around us (my town & directions) Use third person to give some information about others. Produce verbally names of places in a town/ directions/ prepositions. Talk in sentences about where you or someone else lives. Give directions using a range of phrases and sentences. Listen and show understanding of someone else giving directions.
RSHE	Lesson 1 - Journey in Love: The Wonder of God's Love in Creating New Life (Social and Emotional) Complete M1U1 Story Sessions: Calming the Storm in CW/Class Read time Lesson 2 - M1U2 Session 1: Gifts and Talents Lesson 3 - M1U2 Session 2: Girls' Bodies Lesson 4 - Anti Bullying Week (wb 11th Nov) Lesson 5 - Road Safety Week (wb 18th Nov) Lesson 6 - M1U2 Session 3: Boys' Bodies Lesson 7 - M1U2 Session 4: Spots and Sleep Additional PSHE elements Class Charter, School Council, Good to be Green, Black History Month, Bonfire Safety	Lesson 1 - Journey in Love: The Wonder of God's Love in Creating New Life (Social and Emotional) Complete M1U1 Story Sessions: Calming the Storm in CW/Class Read time Lesson 2 - M1U2 Session 1: Gifts and Talents Lesson 3 - M1U2 Session 2: Girls' Bodies Lesson 4 - Anti Bullying Week (wb 11th Nov) Lesson 5 - Road Safety Week (wb 18th Nov) Lesson 6 - M1U2 Session 3: Boys' Bodies Lesson 7 - M1U2 Session 4: Spots and Sleep Additional PSHE elements Class Charter, School Council, Good to be Green, Black History Month, Bonfire Safety
History	What impact did WW2 have on Liverpool? Local study – Liverpool during World War 2 Local Study – Liverpool in the Second World War (Considering the impact of global conflict on the city of Liverpool and	



	its people. Exploring the important role played by the port of Liverpool in maintaining the flow of vital supplies to the nation).
Geography	<p>Where on Earth are we? Arctic and Antarctic Circles</p> <p>Identify the position and significance of latitude, longitude, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a Europe</p>
Art	<p>Can I create a piece of artwork inspired by a famous illustrator? Shade and Tone</p> <p><i>Inspire</i> Observe and record opinions on Tim Burton illustrations – focus on use of colour to convey mood Watch Tim Burton animation clips to see landscapes</p> <p><i>Skill</i> Create a mood board inspired by Tim Burton illustrations Sketch a full body self-portrait inspired by Tim Burton</p> <p><i>Final Product</i> Children to use Tim Burton mood board to create a mixed media landscape as a background for their self-portrait.</p> <p><i>Must cover skills – Drawing, colour</i></p>
Design Technology	<p>Can you make a popular meal in WW2 times? Cookery</p> <p>To understand and apply the principles of a healthy and varied diet. To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p> <p>Children will prepare and cook a variety of dishes using a range of cooking techniques focusing on popular food / recipes in Liverpool during WWII</p>
Music	<p>What is Gamelan Music? Gamelan Music</p> <p>The children will explore the cultural significance of the Gamelan, they will simulate the conventions of gamelan in their performance on Glockenspiel and percussion. They will perform as part of a group with control, accuracy and sympathy for</p>



other performers.