St Oswald's Catholic Primary School

Year 6 Spring Overview 2025- 2026

Subject Area	Spring		
R.E.	Are books enriching? Sources In this topic, pupils explore how books can be sources of wisdom, truth and inspiration. They learn that for Christians, the Bible is a special and sacred book that guides beliefs, values and daily life. Children reflect on how stories, especially religious texts, can influence people's choices, help them understand right and wrong, and enrich their lives. Pupils are encouraged to think about the books that are important to them and how reading can shape attitudes, beliefs and personal growth.	Why are we happiest when we are united? Unity In this topic, pupils explore the meaning of unity and what it means to belong to the Christian community. They learn how the Eucharist brings Christians together as one family, united in faith, love and service. Children reflect on how belonging to a community involves commitment, shared beliefs and caring for others. Pupils are encouraged to think about their own experiences of belonging and how unity can strengthen relationships and communities.	Can any good come out of loss and death? Death & New Life In this topic, pupils explore Christian beliefs about death, resurrection and eternal life. They learn about Jesus' death and resurrection and how these events give Christians hope and reassurance. Children reflect on feelings of loss and the promise of new life, considering how faith can help people during times of sadness and change. Pupils are encouraged to think about how belief in resurrection influences the way Christians live their lives.
English	The Ways of The Wolf – Documentary Narrative Recount Balanced Argument	Shakelton's Journey Narrative Explanation Adaptation	
Mathematics	**Measurement – Converting units** Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time	**Measurement – Perimeter, Area and Volume** Recognise that shapes with the same areas can have different perimeters and vice versa Recognise when it is possible to use formulae for area and volume of shapes Calculate the area of parallelograms and triangles	

	from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places. Convert between miles and kilometres **Number –Percentages** Use common factors to simplify fractions; use common multiples to express fractions in the same denomination Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts Compare and order fractions, including fractions >1 Solve problems involving the calculation of percentages and the use of percentages for comparison **Ratio** Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples Solve problems involving similar shapes where the scale factor is known or can be found Solve problems involving ratio relationships. 6AS/MD–3 **Number - Algebra** Use simple formulae Generate and describe linear number sequences Express missing number problems algebraically Find pairs of numbers that satisfy an equation with two unknowns Solve problems with 2 unknowns 6AS/MD–4 Enumerate possibilities of combinations of two variables.	Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units **Geometry – Shape** Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles Draw given angles, and measure them in degrees (°) (Y5) Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles (Y5) Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
Science	Can we vary the effects of electricity? Electricity	How do living things change over time and place? Evolution and Inheritance

	-Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood -Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function -Describe the ways in which nutrients and water are transported within animals, including humans.	- 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.
Computing	**CS** Can I create an animation using Scratch? Programming a game (6.3) Using the application Scratch, pupils will create an interactive, playable game using conditionals, variables, and operators.	**IT** Can I create a podcast? Creating a Podcast (6.4) Pupils will produce a podcast based on a piece of writing from another curriculum area or aspect of school life.
PE	**OAA** Share job roles and lead when necessary. Orientate a map efficiently to navigate around a course. Pool ideas within a group, selecting and applying the best method to solve a problem. Use critical thinking skills to form ideas and strategies to solve challenges. Work effectively with a partner and a group to solve challenges.	**Athletics** Compete within the rules showing fair play and honesty. Help others to improve their technique using key teaching points. Identify my own and others' strengths and areas for development and can suggest ways to improve. Perform jumps for distance using good technique. Select and apply the best pace for a running event. Show accuracy and good technique when throwing for distance. Understand that there are different areas of fitness and how this helps me in different activities. Use different strategies to persevere to achieve my personal best.
Games	**Netball**	**Tennis**

	Create and use space to help my team. Pass, receive and shoot the ball with increasing control under pressure. Select the appropriate action for the situation and make this decision quickly. Use marking, and/or interception to improve my defence. Use the rules of the game consistently to play honestly and fairly. Work collaboratively to create tactics with my team and evaluate the effectiveness of these. Work in collaboration with others so that games run smoothly. Recognise my own and others strengths and areas for development and can suggest ways to improve.	Use a wide range of skills with increasing control under pressure. Create tactics with my team and evaluate the effectiveness of these. Use feedback provided to improve the quality of my work. Use the rules of the game consistently to play honestly and fairly.
RSHE	Journey in Love: The Wonder of God's Love in Creating New Life (Physical) M1U3 Session 1: Body Image Children's Mental Health Week (wb 11th Nov) M1U3 Session 2: Peculiar Feelings M1U3 Session 3: Emotional Changes M1U3 Session 4: Seeing Stuff Online Additional PSHE elements Internet Safety Day, Chinese New Year, Blue for Bobby	
History **Opening Worlds**	Why did Manchester change so rapidly in the 19th century? Cities in time 1: This Manchester Man The story of 19th century industrial Manchester told through the life of Abel Heywood, who first arrived in the slums of Manchester in 1819 and rose to oversee numerous city improvements become mayor and build the new town hall. Recurring characteristics of cities beginning	How typical of urban history is the history of my city / the city of xxx? Greek and Roman Pompeii Viking and medieval London 10th to 16th century Samarqand Independent study: a city near you

Geography **Opening Worlds**	How much did Birmingham change between 1750 and the present day? Changing Birmingham This unit reviews and extends knowledge of cities in the UK, focusing on past, present and future changes. Where is Birmingham? How has it changed in the past? Growth and development of the city, industry, migration, deindustrialisation, redevelopment How is it changing now? Current issues, link to UN sustainable development goals, climate change What might Birmingham be like in the future? Possible, probable, and preferable futures Geographical skills: Interpretation and presentation of data	What is a preferable future for Jamaica's tourist industry? An in-depth place focus to complement other regions studied in North and South America (California, the Amazon) and to link with themes in History. Where is Jamaica? Reinforcing knowledge gained about the world, including time zones, and developing understanding of the Caribbean. What is Jamaica like? Climate, landscape, population history, migration, ocean biomes. Tourist industry. Sustainable futures – environmental challenges faced due to tourism, ways forward Geographical skills: tbc
Art	Can I create Japanese art in the style of Hokusai? Artist Study Inspire Observe Hokusai paintings which tell a story and children to use sketchbooks to record observations and create an artist profile. Skill To use pattern for purpose – Create printing block in Ukiyo-e style. To select the correct tools or alter colour to give a desired texture. Final Product Create a painting in the style of Hokusai's 'Thirty-Six Views of Mount Fuji'.	
Design Technology	Can you design and create a cushion and evaluate whether it is fit for purpose? Textiles – Make and mend – Cushion Making	
Music	Classroom Jazz 2 How can improvisation help musicians communicate and create together? Building on previous learning children will learn to perform and improvise across 2 progressively more complex pieces: Bacharach Anorak and Meet the Blues. They will listen to and appraise these pieces and other music in a jazz and blues style.	