



St Mary's
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum
Year 6 Autumn 1
Main Themes: The Mayans

End Points	By the end of this first half term, in Maths the children will have developed a greater concept of the formal written methods for multiplication and division, having secured their understanding of written addition and subtraction. In English they will be able to write a suspense narrative opening and a non-chronological report. In History, they will have a greater understanding and appreciation of an ancient civilisation: Maya, through examining of artefacts and sources of information. They will be able to make comparisons with the Anglo Saxons. They will develop their Science knowledge about humans and animals and how they are classified. They will know how to use the body to perform controlled movements in gymnastics. and they will have listened and responded to music of Big Band swing. In French our topic is 'Les Quatre Saisons'. The children will learn to say the four seasons and express opinions about seasonal pictures. In Art and Design, they will have studied craft design explaining how a new image can be created using a combination of other images. They will understand what photomontage is and recognise how artists use photography. In Computing, they will know how to use the program design process to effectively code. In RE, they will have explored the Kingdom of God, and will be able to talk about living in God's Kingdom. In their RHE work they will have started the first module about how they are loved by God and developed an understanding of the importance of valuing themselves as the basis for personal relationships. They will begin formal practise of SATs papers in preparation for their tests later on in the year.
Religious Education Kingdom of God	In this topic the children will be introduced to the concept of the Kingdom of God. They will explore the concept of the Kingdom of God through some of the parables and miracles of Jesus and ways in which people respond to Jesus' invitation to belong to his Kingdom. The children will: <ol style="list-style-type: none">1. reflect on what the Kingdom of God is like2. know some of the parables of the Kingdom3. understand some of the parables of the Kingdom4. reflect on the importance of responding to the invitation to the Kingdom



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	5. know that everyone is called to enter the Kingdom and reflect on our response 6. reflect on the words and deeds necessary to show commitment to the Kingdom 7. know there are three kinds of miracle 8. know that Jesus' miracles reflected the beginning of the Kingdom and show us what God is like	
English	Talk 4 Writing genres: Narrative: Text – The Summoner (Picture stimulus) Non chronological report Text: The Land of Never believe by Norman Messenger Poetry- The Refugees	(Shared) Reading texts: Secrets of a Sun King by Emma Carroll The Egyptian Cinderella Class Read for pleasure Text: TBC
English - Reading Comprehension Skills/Word Reading	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres To explain and discuss their understanding of what they have read- through formal presentations To draw out key information and to summarise the main ideas in a text	
English- Spoken Language Skills	Ask relevant questions to extend their understanding and knowledge. Participate in discussions, presentations, performances, role play, improvisations and debates. Use relevant strategies to build their vocabulary. To maintain attention and participate actively in collaborative conversations, staying on topic, initiating and responding to comments with confidence. To regularly ask relevant questions to extend their understanding and knowledge. To articulate and justify answers with confidence in a range of situations	
English - Handwriting Skills	To write legibly, fluently and with increasing speed	
English - Writing Spelling Skills	To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency To spell homophones and near homophones eg practice/practise To spell words that contain hyphens To spell all of the Year 5/6 statutory spelling words correctly	



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English - Writing Composition Skills	<p>To note down and develop initial ideas drawing on reading and research where necessary</p> <p>To write effectively for a range of purposes and audiences, selecting the appropriate form.</p> <p>To use further organisational and presentational devices to structure text</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proof-read for spelling and punctuation errors</p>	
English - Writing VGP Skills	<p>To use the passive voice</p> <p>To use the full range of punctuation taught at KS2: commas, question marks, exclamation marks, dashes, hyphens</p>	
Mathematics Skills Small Steps	<p>Number: Place Value</p> <p>Step 1 Numbers to 1,000,000</p> <p>Step 2 Numbers to 10,000,000</p> <p>Step 3 Read and write numbers to 10,000,000</p> <p>Step 4 Powers of 10</p> <p>Step 5 Number line to 10,000,000</p> <p>Step 6 Compare and order any integers</p> <p>Step 7 Round any integer</p> <p>Step 8 Negative numbers</p>	<p>Number: Addition, Subtraction, Multiplication & Division</p> <p>Step 1 Add and subtract integers</p> <p>Step 2 Common factors</p> <p>Step 3 Common multiples</p> <p>Step 4 Rules of divisibility</p> <p>Step 5 Primes to 100</p> <p>Step 6 Square and cube numbers</p> <p>Step 7 Multiply up to a 4-digit number by a 2-digit number</p> <p>Step 8 Solve problems with multiplication</p> <p>Step 9 Short division</p> <p>Step 10 Division using factors</p> <p>Step 11 Introduction to long division</p> <p>Step 12 Long division with remainders</p> <p>Step 13 Solve problems with division</p> <p>Step 14 Solve multi-step problems</p> <p>Step 15 Order of operations</p> <p>Step 16 Mental calculations and estimation</p> <p>Step 17 Reason from known facts</p>



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Science Knowledge Living Things and their habitats/Animals including Humans	<ul style="list-style-type: none">• To 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.• To give reasons for classifying plants and animals based on specific characteristics.• To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
Working Scientifically Skills	<ul style="list-style-type: none">• Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, and bar and line graphs.• Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results in oral and written forms such as displays and other presentations• Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary• Identifying scientific evidence that has been used to support or refute ideas
Computing Knowledge Purple Mash Unit Coding	<ul style="list-style-type: none">• To know how to use the program design process to effectively code
Computing Skills	<ul style="list-style-type: none">• Design and create systems that accomplish given goals.• Simulate physical systems.• Solve problems in writing programs by decomposing them into smaller parts.• Use selection and repetition in programs.• Work with variables.• Explain how some simple algorithms work and detect and correct errors in them.• Combine a variety of software to accomplish given goals on a range of digital devices.• Design and create systems that accomplish given goals.• Analyse and evaluate information and data.



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PE Knowledge	<p>Real Gym Unit 1</p> <p>Hand apparatus</p> <ul style="list-style-type: none">• To focus eyes on a fixed point.• To hold apparatus away from body to enable fluent movement.• To decide on footwork pattern and jump before starting.• To hold apparatus away from body to allow for fluent and free movement and apparatus movement.• To land through balls of feet with soft knees to absorb impact.• Use spotting to aid balance.• Tighten muscles to enable controlled movements.• Concentrate on coordination of apparatus with body movements. <p>Low apparatus</p> <ul style="list-style-type: none">• To maintain good body tension and extension.• To concentrate on coordination of body parts.• To keep at least one body part in contact with apparatus.• To use whole body to create the shape.• To tighten body to hold the shape and extended.• To use spotting to maintain balance.• To choose type of rotation before starting.• To decide on footwork pattern and jump before starting.• To squeeze body muscles during flight phase.• To land through balls of feet with soft knees to absorb impact.
PE Skills	<p>Real Gym- Unit 1 Perform trickiest shape, balance, travel, flight, rotation skills.</p> <p>Hand apparatus</p> <ul style="list-style-type: none">• Explore different ways to perform gymnastics skills with a ball and begin to link these to create a sequence- bounce ball side roll, throw and catch one impulse turn, rotate hoop on ankle pirouette, toll ball/ hoop forward roll.• Develop sequences using different types of ball movements in combination with gymnastics skills, incorporating changes in levels, speeds, pathways and directions.



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	<ul style="list-style-type: none"> Consolidate and perform sequences using different types of ball movements in combination with gymnastics skills, incorporating changes in levels, speeds, pathways and directions. <p>Low apparatus</p> <ul style="list-style-type: none"> Explore different ways to perform gymnastics skills using benches and begin to link these to create a sequence- jump over bench, jump down from low table, caterpillar on bench. Develop sequences using different ways to link movements, including different timing and directions, e.g. canon, synchronised, contrasting. Consolidate and perform sequences using different ways to link movements, including different timing and directions, e.g. canon, synchronised, contrasting.
Music Knowledge	<p>Know how to:</p> <ul style="list-style-type: none"> Compose a syncopated melody using the notes of the C major scale. Sing a syncopated melody accurately. Sing and play their own arrangement of the song together in time. Listen to historical recordings of big band swing and describe features of the music using music vocabulary.
Music Skills	<ul style="list-style-type: none"> Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group - i.e. no longer in discrete parts - in order to develop greater listening skills, balance between parts and vocal independence. Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. Listen to recorded performances. Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.



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French Knowledge KS2 only	<ul style="list-style-type: none"> • To learn the names of the 4 seasons in French. • Join in with a song about the seasons and pick out the main points and familiar language. • To recall previously learnt vocabulary in a new context (Days of the week, months, weather, colours). • Recap numbers and count to 100 • Revise weather phrases and describe the weather in different seasons. • Recap colours and months of the year. 	
French Skills KS2 only	<ul style="list-style-type: none"> • Listen and understand the main points from short, spoken material in French. • Ask and answer more complex questions with a scaffold of responses. • Vary language and produce extended responses. • Adapt intonation to mark questions and exclamations. • Explain and use elision; state the differences and similarities with English. 	
	National Curriculum End of key Stage 1/2 Pupils should be able to:	Progression Statements Taken from Schemes of Work e.g. Kapow
How does the Maya civilisation compare to Anglo-Saxons?		
Key Concepts: Chronological Awareness, Change and Continuity, Cause and Consequence, Similarities and Differences, Historical Significance, Sources of Evidence, Historical interpretations, Historical Enquiry, Power (monarchy, government and empire), Beliefs, Civilisation (social and cultural), Trade, Achievements of Folks and Mankind.		
History Knowledge	<i>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</i>	<ul style="list-style-type: none"> • To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya , and Victorians. • To understand that historical periods have characteristics that distinguish them. • To understand how to work out durations of periods and events.



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	<ul style="list-style-type: none"> • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. • know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world • know and understand significant aspects of the history of the wider world: the nature of ancient 	<ul style="list-style-type: none"> • To understand how to represent a scale on a timeline. • To understand how to create their own timeline selecting significant events. • To understand how the monarchy exercised absolute power • To understand that different empires have different reasons for their expansion. • To know that there are different reasons for the decline of different empires • To be aware of the different beliefs that different cultures, times and groups hold. • To be aware of how different societies practise and demonstrate their beliefs • To understand how society is organised in different cultures, times and groups. • To understand that there are differences between early and later civilisations • To understand that the expansion of trade routes increased the variety of goods available. • To understand the impact of war on local communities
History Skills	<ul style="list-style-type: none"> • know and understand significant aspects of the history of the wider world: the nature of ancient 	<ul style="list-style-type: none"> • Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. • Putting dates in the correct century. • Using the terms AD and BC in their work. • Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age



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	<p>civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <ul style="list-style-type: none">• gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'• understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses	<ul style="list-style-type: none">• Developing a chronologically secure understanding of British, local and world history across the periods studied.• Placing the time, period of history and context on a timeline.• Relating current study on timeline to other periods of history studied.• Comparing and making connections between different contexts in the past.• Making links between events and changes within and across different time periods / societies.• Identifying the reasons for changes and continuity.• Describing the links between main events, similarities and changes within and across different periods/studied.• Describing the links between different societies.• Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.• Analysing and presenting the reasons for changes and continuity.• Giving reasons for historical events, the results of historical events, situations and changes.• Starting to analyse and explain the reasons for, and results of historical events, situations and change.• Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.• Describing change throughout time.• Identifying significant people and events across different time periods.• Comparing significant people and events across different time periods
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| | | <ul style="list-style-type: none">• Recognising primary and secondary sources• Using a range of sources to find out about a particular aspect of the past.• Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources• Comparing accounts of events from different sources. Historical interpretations• Suggesting explanations for different versions of events.• Identifying how conclusions have been arrived at by linking sources.• Developing strategies for checking the accuracy of evidence.• Addressing and devising historically valid questions.• Understanding that different evidence creates different conclusions.• Planning a historical enquiry.• Suggesting the evidence needed to carry out the enquiry.• Creating a hypothesis to base an enquiry on.• Asking questions about the interpretations, viewpoints and perspectives held by others.• Using different sources to make and substantiate historical claims. Gathering, organising and evaluating evidence• Developing an awareness of the variety of historical evidence in different periods of time.• Recognising 'gaps' in evidence.• Identifying how sources with different perspectives can be used in a historical enquiry.• Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. |
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| | | <ul style="list-style-type: none">• Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.• Interpreting evidence in different ways using evidence to substantiate statements.• Making increasingly complex interpretations using more than one source of evidence.• Challenging existing interpretations of the past using interpretations of evidence.• Making connections, drawing contrasts and analysing within a period and across time.• Beginning to interpret simple statistical sources.• Reaching conclusions which are increasingly complex and substantiated by a range of sources.• Evaluating conclusions and identifying ways to improve conclusions.• Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.• Showing written and oral evidence of continuity and change as well as indicting simple causation.• Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.• Constructing explanations for past events using cause and effect.• Using evidence to support and illustrate claims.• Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.• Constructing explanations for past events using cause and effect. |
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		<ul style="list-style-type: none"> • Using evidence to support and illustrate claims. • To be able to identify the impact of beliefs on society • To be able to identify the achievements of civilisations and explain why these achievements were so important. • To be able to compare the achievements of different civilisations and groups.
Craft Design - Photo Opportunity Art Knowledge	<ul style="list-style-type: none"> • To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay. • To know about great artists, architects and designers in history. 	<ul style="list-style-type: none"> • To know that a 'monochromatic' artwork uses tints and shades of just one colour.
Art Skills		<ul style="list-style-type: none"> • Drawing upon their experience of creative work and their research to develop their own starting points for creative outcomes. • Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. • Developing personal, imaginative responses to a design brief, using sketchbooks and independent research. • Justifying choices made during a design process, explaining how the work of creative practitioners have influenced their final outcome. • Describing, interpreting and evaluating the work, ideas and processes used by artists across a variety of disciplines, and describing how the cultural and historical context may have influenced their creative work. • Giving reasoned evaluations of their own and others work which takes account of context and intention. • Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.



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RHE/PHSE/SMSC (Relationships and Health Education)	<p>RHE Module One: Created and loved by God Me, My Body, My Health</p> <ul style="list-style-type: none">• Similarities and differences between people arise as they grow and mature <p>By living and working together ('teamwork') we create community. There are many different types of family set up Self-confidence arises from being loved by God (not status, etc.)</p> <ul style="list-style-type: none">• That human beings are different to other animals <p>About the unique growth and development of humans, and the changes that girls will experience during puberty About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately The need for modesty and appropriate boundaries.</p> <ul style="list-style-type: none">• How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc. <p>World Mental Health Day</p>
Mental Health and Wellbeing Safeguarding Curriculum Links	<p>Safeguarding links PHSE: Living in the wider world Start of year rules Mission statement assembly Peace Day assembly World mental health day Black history day 2 x multicultural days</p>



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