



St Mary's
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum
Year 6 Autumn 2
Main Themes: Population/Animals & Humans

End Points	<p>By the end of Autumn 2 the children will have explored the theme of Justice in RE and will know that they are called to work for justice in the world. They will have written a diary extract and newspaper report and be familiar with their features. They will have a greater understanding of punctuation. In Maths they will be able to add and subtract fractions with different denominators; compare and order fractions; and multiply and divide fractions. They will have a greater understanding of describing the positions of shapes on a full co-ordinate grid and be able to translate and reflect shapes. In Science the children will have learnt about how animals and humans get nutrition from what they eat, know how water is transported through their bodies, and the impact of diet, exercise drugs and lifestyle on the way our bodies function.</p> <p>In Geography they will have learnt about how and why the global population has changed and begin to explain why people may choose to live in a particular environment. They will design and make a waistcoat in Design and Technology, they will mark and cut fabric according to a design and assemble their final piece. They will develop their listening skills in music, through a unit of work called Shadows. They will have sung and performed in a Christmas Advent celebration to an audience. In Computing they will have learnt how to create and interrogate a spreadsheet. In PE they will know how to communicate their thoughts, feelings and ideas through dance. In French they will be able to create extended sentences and express their ideas clearly on the theme of Les Quatre Saisons. In their RHE work they will have completed 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.</p>
Religious Education Justice	<p>In this topic the children will learn what justice is and know that they are called to work for justice in the world. They will explore the work of the prophet Elijah and John the Baptist as well as more modern-day Christians like Oscar Romero. In the latter part of the topic the children will explore the meaning of Advent and the customs associated with Advent and Christmas.</p>



St Mary's
Catholic Primary School and Nursery

	<p>They will:</p> <ul style="list-style-type: none"> • understand what justice is and know that we are called to work for justice • know that the prophets spoke out against injustice, e.g. Elijah, John the Baptist • know that God calls all of us to speak out about injustice • know about people who have been persecuted for speaking out against injustice • reflect on the cost of a commitment to justice • be aware that Christians across the world speak up for justice • be aware that justice starts with each one of us • know that in Advent we prepare to celebrate the birth of Jesus • be aware that our Christmas customs are drawn from different countries and cultures. 	
English	<p>Talk 4 Writing genres:</p> <p>Writing: Diary writing (WAGOLL text – Lil being told she is going to Egypt) and Newspaper report (WAGOLL text – the Highwayman)</p> <p>Poetry- Reading Comprehension homework focus – The Lost Dog, The Gentleman in Grey, Kite Flight</p>	<p>(Shared) Reading texts:</p> <p>Secrets of a Sun King by Emma Carroll Extracts / Short texts: Who Discovered Tutankhamun's Tomb?, The Submerged City (picture stimulus), Dracula's Whitby, SATs 2017 Test paper</p> <p>Class Read for pleasure Text: TBC</p>
English - Reading Comprehension Skills/Word Reading	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p> <p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>	
English-Spoken Language	<p>To select and use appropriate registers for effective communication.</p> <p>To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose</p>	



St Mary's

Catholic Primary School and Nursery

Skills	<p>To speak audibly, fluently and with a full command of Standard English in all situations.</p> <p>To communicate confidently across a range of contexts and to a range of audiences.</p> <p>To articulate and justify arguments and opinions with confidence.</p>
English - Handwriting Skills	<p>To write legibly, fluently and with increasing speed by: -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task.</p> <p>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>
English - Writing Spelling Skills	<p>To spell words ending in -able and-ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).</p> <p>To have knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p> <p>To spell all of the Y5 and Y6 statutory spelling words correctly.</p>
English - Writing Composition Skills	<p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>
English - Writing VGP Skills	<p>To use question tags in informal writing.</p> <p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>



St Mary's

Catholic Primary School and Nursery

Mathematics Skills Small Steps	Number: Fractions – Block A Step 1 Equivalent fractions and simplifying Step 2 Equivalent fractions on a number line Step 3 Compare and order (denominator) Step 4 Compare and order (numerator) Step 5 Add and subtract simple fractions Step 6 Add and subtract any two fractions Step 7 Add mixed numbers Step 8 Subtract mixed numbers Step 9 Multi-step problems	Number: Fractions – Block B Step 1 Multiply fractions by integers Step 2 Multiply fractions by fractions Step 3 Divide a fraction by an integer Step 4 Divide any fraction by an integer Step 5 Mixed questions with fractions Step 6 Fraction of an amount Step 7 Fraction of an amount – find the whole	Measures: Converting Units Step 1 Metric measures Step 2 Convert metric measures Step 3 Calculate with metric measures Step 4 Miles and kilometres Step 5 Imperial measures
Science Knowledge Living Things and their habitats/Animals including Humans	<ul style="list-style-type: none"> • To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • To describe the ways in which nutrients and water are transported within animals, including humans. 		
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 		



St Mary's
Catholic Primary School and Nursery

	<ul style="list-style-type: none">Identifying scientific evidence that has been used to support or refute ideas
Computing Knowledge Purple Mash Unit Spreadsheets	<ul style="list-style-type: none">To know how to create and interrogate a spreadsheetTo know that a spreadsheet can be used for a variety of reasons such as planning a school charity event.
Computing Skills	<ul style="list-style-type: none">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.
PE Knowledge	Dance <ul style="list-style-type: none">To not rush your movements.To tighten your muscles and keep your leg circles low to begin with to ensure control in your turns.When jumping, control the height of your jump and land on the balls of your feet with knees bent to absorb impact.To count music or sing a melody out loud or in your head to help.To focus on timing. Make sure lifting happens at the same time as the jump, so the lifting isn't really lifting but supporting the jump to go higher.To create your sequence using a variety of dance elements you feel confident with using music as an inspiration.To communicate - focus on your own moves as well as staying aware of what your partner is doing.To use your core strength to stay balanced, both in shapes and when moving.
PE Skills	Real Dance- Consolidating skills Shapes <ul style="list-style-type: none">Create multiple standing and floor shapes - balanced on 1 foot with other foot higher than 45°. - with 2 points of contact using combination of hands, arms and shoulders for support. Travel between shapes including rotation - on the floor (spirals and turns) and in the air. - in different directions. - at different speeds. Circles <ul style="list-style-type: none">Create complex movement led by a combination of circles made with different body parts and in different planes



St Mary's
Catholic Primary School and Nursery

	<p>leading into - stepping, body movements and turns. - jumps with 1 foot take-off and landing, other leg extended. - jumps with 180° rotation and change of direction in the air (landing facing backwards).</p> <p>Partnering</p> <ul style="list-style-type: none"> • Create standing and floor shapes in close contact - both balancing on 1 foot. - cross-bodied with 2 points of contact with the floor. Travel with my partner - incorporating spirals, rotation on the floor, jumping and cross bodied finishing positions. • Create sequences of movement led by combinations of circles made with different body parts and in different planes - leading into and out of turning. - in unison. - while mirroring. • Create sequences of movement, turning and jumping - leading into and out of partner supports. - leaning towards and away from my partner. - in unison. - in canon. - independently from my partner. <p>Artistry</p> <ul style="list-style-type: none"> • Create multiple ways of moving linked to the silk - where the silk moves lead me into jumping, a turn and a jump, floor and floor shapes. - fluently without stopping. • Create a combination of shapes, circle and silk moves - both matching and in contrast to the melody or the main song line. - responding to musical phrases • Create a sequence of a minimum of 6 various moves - with movements made both with arms and legs. - in unison followed by moves in contrast and performed independently of my partner.
Music Knowledge	<p>Know how to:</p> <ul style="list-style-type: none"> • Improvise using the pentatonic scale. • Sing accurately in two parts, with dynamic contrast and expression. • Play the melody, bass note, or chord • for one verse of Skye boat song. • Listen to traditional Scottish music identifying influences on Touch the sky.
Music Skills	<ul style="list-style-type: none"> • Create music with multiple sections that include repetition and contrast. • Use chord changes as part of an improvised sequence. • Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. • Enhance improvised/composed melodies with rhythmic or chordal accompaniment.



St Mary's
Catholic Primary School and Nursery

	<ul style="list-style-type: none"> • Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard. 	
French Knowledge KS2 only	<ul style="list-style-type: none"> • Express a range of opinions about seasons. • Give justification for opinions. • Describe a variety of seasonal photographs, giving opinions, describing the colours and the weather. • Develop dictionary skills to check gender and meaning of nouns. • Reinforce understanding of the indefinite and definite article (le/le/l'/les/un/une/des). • Produce a piece of writing to describe a seasonal picture. 	
French Skills KS2 only	<ul style="list-style-type: none"> • Listen and understand the main points and some detail from short, spoken material. • Express a wider range of opinions and provide some justification. • Converse without prompts. • Vary language and produce extended responses. • Use a bilingual dictionary to identify word class and gender of nouns. • Use a wider range of descriptive language. • Use a greater range of conjunctions to create compound sentences. • Re-use and reinforce understanding of the negative form (ne...pas) in a new context. 	
	National Curriculum End of key Stage 1/2 Pupils should be able to:	Progression Statements Taken from Schemes of Work e.g. Kapow
Geography Knowledge <u>Would you like to</u>	<u>Locational Knowledge:</u> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) 	<ul style="list-style-type: none"> • To know the name of many countries and major cities in Europe and North and South America. • To know the location of key physical features in countries studied. • To name and describe some of the world's vegetation belts.



St Mary's

Catholic Primary School and Nursery

<p><u>life in the desert?</u></p>	<p>and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p><u>Place Knowledge:</u></p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p><u>Human and Physical:</u></p>	<ul style="list-style-type: none"> • To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones. • To know vegetation belts are areas of the world that are home to similar plant species. • To name and describe some of the world's vegetation belts. • To know which factors are considered before people build settlements. • To know a line graph can represent variables over time. • To know that natural resources can be used to make energy. • To know some negative impacts of humans on the environment. • To know that contours on a map show height and slope. • To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. • To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. • To know that a pie chart can represent a fraction or percentage of a whole set of data.
<p>Geography Skills</p>		<ul style="list-style-type: none"> • Locating more countries in Europe and North and South America using maps. • Locating major cities of the countries studied. • Locating some key physical features in countries studied on a map. • Locating key human features in countries studied. • Identifying significant environmental regions on a map. • Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns.



St Mary's

Catholic Primary School and Nursery

- describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and Fieldwork:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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 their knowledge of the United Kingdom and the wider world

- Confidently locating the twelve geographical regions of the UK.
- Understanding how land use has changed over time using examples.
- Explaining why a locality has changed over time, giving examples of both physical and human features.
- Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance.
- Using longitude and latitude when referencing location in an atlas or on a globe.
- Describing and explaining similarities between two environmental regions studied.
- Describing and explaining differences between two environmental regions studied.
- Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.
- Understanding how climates impact on trade, land use and settlement.
- Explaining how humans have used desert environments.
- Describing and understanding the key aspects of the six biomes.
- Describing and understanding the key aspects of the six climate zones.
- Understanding some of the impacts and causes of climate change.
- Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.
- Describing and understanding economic activity, including trade links.
- Describing the 'push' and 'pull' factors that people may consider when migrating.
- Understanding the distribution of natural resources both globally and within a specific region or country studied.
- Recognising geographical issues affecting people in different places and



St Mary's
Catholic Primary School and Nursery

		<p>environments.</p> <ul style="list-style-type: none"> • Describing and explaining how humans can impact the environment both positively and negatively, using examples. • Confidently using and understanding maps at more than one scale. • Using atlases, maps, globes and digital mapping to locate countries studied. • Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. • Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g. settlement distribution). • Using models and maps to talk about contours and slopes. • Interpreting and using real-time/live data. • Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. • Analysing quantitative data in pie charts, line graphs and graphs with two variables.
<p>D & T Textiles - Waistcoats</p> <p>Knowledge</p>	<ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. 	<ul style="list-style-type: none"> • To understand that it is important to design clothing with the client/target customer in mind. • To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric. • To understand the importance of consistently sized stitches.
<p>D & T Skills</p>	<ul style="list-style-type: none"> • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, 	<ul style="list-style-type: none"> • Designing a waistcoat in accordance to a specification linked to set of design criteria. • Annotating designs, to explain their decisions. • Using a template when cutting fabric to ensure they achieve the correct shape.



St Mary's

Catholic Primary School and Nursery

	<p>pattern pieces and computer-aided design.</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. • Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 	<ul style="list-style-type: none"> • Using pins effectively to secure a template to fabric without creases or bulges. • Marking and cutting fabric accurately, in accordance with their design. • Sewing a strong running stitch, making small, neat stitches and following the edge. • Tying strong knots. • Decorating a waistcoat, attaching features (such as appliqué) using thread. • Finishing the waistcoat with a secure fastening (such as buttons). • Learning different decorative stitches. • Sewing accurately with evenly spaced, neat stitches. • Reflecting on their work continually throughout the design, make and evaluate process.
RHE/PHSE/SMSC (Relationships and Health Education)	<p>RHE Module 1 continued. Created and loved by God Emotional Well being</p> <ul style="list-style-type: none"> • To recognise that images in the media do not always reflect reality and can affect how people feel about themselves That thankfulness builds resilience against feelings of envy, inadequacy etc., and against pressure from peers or the media. • Deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for 	



St Mary's

Catholic Primary School and Nursery

	<p>action.</p> <p>Learn that some behaviour is wrong, unacceptable, unhealthy or risky.</p> <ul style="list-style-type: none">• That emotions change as they grow up (including hormonal effects) <p>To deepen their understanding of the range and intensity of their feelings; that feelings are not good guides for action</p> <p>That openness with trusted parents/carers/teachers when worried helps with healthy emotional well-being.</p> <p>That beauty, art, etc. can lift the spirit and also contribute to our sense of well-being.</p> <ul style="list-style-type: none">• The difference between harmful and harmless videos and images <p>The impact that harmful videos and images can have on young minds. Ways to combat and deal with viewing harmful videos and images.</p> <p>Remembrance day</p> <p>Anti-Bullying activities</p>
<p>Mental Health and Wellbeing</p> <p>Safeguarding</p> <p>Curriculum Links</p>	<p>Safe Guarding links</p> <p>Anti-bullying week- assemblies</p> <p>RE theme Justice</p> <p>RHE module 1 includes pornography lesson and respect</p> <p>Science- the human body</p> <p>PCSO visit- social awareness and how to report- assembly</p>



St Mary's
Catholic Primary School and Nursery