



**St Mary's**  
Catholic Primary School and Nursery

**St Mary's Catholic Primary School Curriculum**  
**Year 6 Spring 1**  
**Main Themes: World War 2 & The human body**  
**Cultural Capital/Enrichment**

<b>End Points</b>	By the end of Spring 1 the children will have learnt about World War II. They will have learnt about the Allied and Axis Powers, the key events and duration of the war, The Battle of Britain, The Blitz, evacuation and many other key issues such as the role of women. In Science, they will have learnt about the human body including the circulatory system, how water is transported and the effects of exercise on the body. They will also have learnt about electricity and its uses. The children will know how circuits are assembled, how the brightness of bulbs can be altered and how electricity was used in WWII – Morse Code etc. In Computing they will have learnt how to manipulate spreadsheets and the importance of on-line safety. They will have learnt what spreadsheets are used for and will have created their own spreadsheets, understanding how to create and apply formulae. The children will know some rules of tennis including the scoring system in a mini game. In French the children will have begun to learn about Paris and will begin to plan a trip visiting various famous land marks. In Art and Design the children will have studied and applied drawing techniques to improve their mastery. They will have learnt to have drawn expressively in their own personal style and in their response to stimulus. In RE the children will have explored the Mass and the symbolism of its parts. In Music the children will have sung in a round and in 2-part harmony, and composed a piece based on two chords.
<b>Religious Education</b>  <b>Exploring the Mass</b>	In this topic the children will be learning about the different parts of the mass, particularly the Liturgy of the Word and the Liturgy of the Eucharist. They will learn about the first Passover and show an understanding of the links between it and the Last Supper. They will: <ul style="list-style-type: none"><li>• know and think about the story of the Passover</li><li>• know what happened at the Last Supper and reflect on what this means for us</li><li>• understand the Penitential Rite and the Liturgy of the Word in the Mass and think about their participation in them</li><li>• understand the Offertory, Consecration and Communion and reflect on our part in them</li><li>• know that Jesus has chosen to stay with us in a special way in the Blessed Sacrament.</li></ul>



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<b>English</b>	<p><b>Writing:</b> Balanced Argument (Should School Uniform be Banned?) and Narrative using dialogue to advance the action (Goodnight Mr Tom)</p> <p><b>Poetry: The Jabberwocky</b></p> <p><b>Extracts / Short Texts:</b> Do some subjects matter more than others (balanced argument), A Day of Surprises, An Underground City, Baba Yaga, SATs Test 2022, If (Poetry) Rudyard Kipling</p>	<p><b>(Shared) Reading texts:</b> Goodnight Mr Tom</p>
<b>English - Reading Comprehension Skills/Word Reading</b>	<p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>	
<b>English- Spoken Language Skills</b>	<p>To make improvements based on constructive feedback on their listening skills.</p> <p>To regularly ask relevant questions to extend their understanding and knowledge.</p> <p>To articulate and justify answers with confidence in a range of situations.</p> <p>To gain, maintain and monitor the interest of the listener(s).</p> <p>To articulate and justify arguments and opinions with confidence.</p> <p>To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</p> <p>To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.</p>	
<b>English - Handwriting Skills</b>	<p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;</li> </ul>	



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	<p>- 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>		
<b>English - Writing Spelling Skills</b>	<p>To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p> <p>To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).</p>		
<b>English - Writing Composition Skills</b>	<p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</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> <p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p>		
<b>English - Writing VGP Skills</b>	To use the subjunctive form in formal writing		
<b>Mathematics Skills Small Steps</b>	<p><b>Number: Ratio</b></p> <p>Step 1 Add or multiply?</p> <p>Step 2 Use ratio language</p> <p>Step 3 Introduction to the ratio symbol</p> <p>Step 4 Ratio and fractions</p> <p>Step 5 Scale drawing</p> <p>Step 6 Use scale factors</p> <p>Step 7 Similar shapes</p> <p>Step 8 Ratio problems</p> <p>Step 9 Proportion problems</p>	<p><b>Number: Algebra</b></p> <p>Step 1 1-step function machines</p> <p>Step 2 2-step function machines</p> <p>Step 3 Form expressions</p> <p>Step 4 Substitution</p> <p>Step 5 Formulae</p> <p>Step 6 Form equations</p> <p>Step 7 Solve 1-step equations</p> <p>Step 8 Solve 2-step equations</p> <p>Step 9 Find pairs of values</p>	<p><b>Number: Decimals – Part 1</b></p> <p>Step 1 Place value within 1</p> <p>Step 2 Place value – integers and decimals</p> <p>Step 3 Round decimals</p> <p>Step 4 Add and subtract decimals</p>



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	Step 10 Recipes	Step 10 Solve problems with two unknowns	
<b>Science Knowledge</b> Electricity	<ul style="list-style-type: none"> <li>To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</li> <li>To use recognised symbols when representing a simple circuit in a diagram.</li> </ul>		
<b>Working Scientifically Skills</b>	<ul style="list-style-type: none"> <li>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, and bar and line graphs.</li> <li>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</li> <li>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>Identifying scientific evidence that has been used to support or refute ideas</li> </ul>		
<b>Computing Knowledge</b> <b>Purple Mash Unit</b> Online Safety	<ul style="list-style-type: none"> <li>To know that a digital footprint is the trail of your internet history.</li> <li>To know that a digital footprint can impact areas of your life such as getting a job.</li> <li>To know that a digital footprint can be negative or positive.</li> <li>To know that search results are ranked to help improve accuracy and safety.</li> <li>To know the SMART acronym stands for Safe, Meet, Accept, Reliable, Tell.</li> </ul>		
<b>Computing Skills</b>	<ul style="list-style-type: none"> <li>Identify a range of ways to report concerns about content and contact.</li> <li>Understand the importance of using technology safely, respectfully and responsibly.</li> <li>Appreciate how search results are ranked.</li> <li>Understand the opportunities computer networks offer for collaboration.</li> </ul>		



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	<ul style="list-style-type: none"> <li>Understand the basic workings of computer networks including the internet.</li> </ul>
<b>PE Knowledge</b>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>To not rush your movements.</li> <li>To tighten your muscles and keep your leg circles low to begin with to ensure control in your turns.</li> <li>When jumping, control the height of your jump and land on the balls of your feet with knees bent to absorb impact.</li> <li>To count music or sing a melody out loud or in your head to help.</li> <li>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.</li> <li>To create your sequence using a variety of dance elements you feel confident with using music as an inspiration.</li> <li>To communicate - focus on your own moves as well as staying aware of what your partner is doing.</li> <li>To use your core strength to stay balanced, both in shapes and when moving.</li> </ul> <p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>How to use the correct scoring system during a mini game.</li> <li>How to organise, umpire and manage round robin games</li> <li>When, where and why we are selecting to play a shot (forehand, back or volley) to win a point.</li> </ul>
<b>PE Skills</b>	<p><b>Real Dance- Consolidating skills</b></p> <p><b>Shapes</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Circles</b></p> <ul style="list-style-type: none"> <li>Create complex movement led by a combination of circles made with different body parts and in different planes 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).</li> </ul> <p><b>Partnering</b></p>



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	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>Artistry</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> <li>• 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.</li> </ul> <p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>• Game application</li> <li>• Game application, mixed ability doubles, round robin games</li> </ul>
<p><b>Music Knowledge and Skills</b></p> <p><b>Unit:</b> <b>Dona Nobis Pacem</b></p>	<ul style="list-style-type: none"> <li>• Compose an 8-bar piece in 3-time and using chords F major and C major.</li> <li>• Sing a round accurately in a legato style.</li> <li>• Sing a chorus in two-part harmony with dancing on the beat.</li> <li>• Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).</li> </ul>



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<b>French Knowledge KS2 only</b>	<ul style="list-style-type: none"> <li>Identify landmarks in Paris (La Tour Eiffel, La Cathédrale Notre-Dame, L'Arc de Triomphe, L'Avenue des Champs-Élysées, Le Sacré-Coeur, La Cité des Sciences, La Grande Arche de la Défense, Le Centre Pompidou, Le Palais de Versailles, Le Musée du Louvre).</li> <li>Learn and recall facts about places in Paris.</li> <li>Watch a video about a visit to Paris and pick out the main points.</li> <li>Use the simple future tense to say which places we are going to visit in Paris.</li> <li>Use a map of Paris to locate certain places using grid references.</li> </ul>	
<b>French Skills KS2 only</b>	<ul style="list-style-type: none"> <li>Listen and understand the main points from spoken French.</li> <li>Pronounce words accurately using knowledge of letter string sounds.</li> <li>Observe the silent letter rules.</li> <li>Appreciate the impact of accents and elisions on sound.</li> <li>Read and understand the main points from written material.</li> <li>Refer to the future using the simple future tense (je vais visiter – I'm going to visit).</li> </ul>	
	<b>National Curriculum</b> <b>End of key Stage 1/2</b> Pupils should be able to:	<b>Progression Statements Taken from Schemes of Work e.g. Kapow</b>
<b>What was the impact of World War II on the people of Britain?</b>		
<b>Key Concepts: Chronological Awareness, Change and Continuity, Cause and Consequence, Historical Interpretations, Similarities and Differences, Historical Significance, Sources of Evidence, Historical Enquiry, Power (monarchy, government and empire), Invasion, settlement and migration, Civilisation (social and cultural), Trade, Achievements of Folies and Mankind.</b>		
<b>History Knowledge</b>	<i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>	<ul style="list-style-type: none"> <li>To understand that historical periods have characteristics that distinguish them.</li> <li>To understand how to work out durations of periods and events.</li> <li>To understand how to represent a scale on a timeline.</li> </ul>



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	<ul style="list-style-type: none"><li>• 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</li><li>• 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.</li><li>• 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</li></ul>	<ul style="list-style-type: none"><li>• To understand how to create their own timeline selecting significant events.</li><li>• To know that change can be brought about by conflict.</li><li>• To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.</li><li>• To understand that there are different interpretations of historical figures and events.</li></ul>
<b>History Skills</b>		<ul style="list-style-type: none"><li>• Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.</li><li>• Developing a chronologically secure understanding of British, local and world history across the periods studied.</li><li>• Placing the time, period of history and context on a timeline</li><li>• Comparing and making connections between different contexts in the past.</li><li>• To know that members of society standing up for their rights can be the cause of change.</li><li>• Making links between events and changes within and across different time periods / societies.</li><li>• Identifying the reasons for changes and continuity.</li><li>• Describing the links between main events, similarities and changes within and across different periods/studied.</li><li>• Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.</li><li>• Analysing and presenting the reasons for changes and continuity.</li></ul>





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	<p>influenced and been influenced by the wider world</p> <ul style="list-style-type: none"><li>• know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li><li>• 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</li></ul>	<ul style="list-style-type: none"><li>• Giving reasons for historical events, the results of historical events, situations and changes.</li><li>• Starting to analyse and explain the reasons for, and results of historical events, situations and change.</li><li>• Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Similarities and differences</li><li>• Making links with different time periods studied.</li><li>• Describing change throughout time.</li><li>• Identifying significant people and events across different time periods.</li><li>• Comparing significant people and events across different time periods.</li><li>• Explain the significance of events, people and developments.</li><li>• Recognising primary and secondary sources.</li><li>• Using a range of sources to find out about a particular aspect of the past.</li><li>• Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.</li><li>• Comparing accounts of events from different sources. Historical interpretations</li><li>• Suggesting explanations for different versions of events.</li><li>• Evaluating the usefulness of historical sources.</li><li>• Identifying how conclusions have been arrived at by linking sources.</li><li>• Developing strategies for checking the accuracy of evidence.</li><li>• Addressing and devising historically valid questions.</li><li>• Understanding that different evidence creates different conclusions</li><li>• Suggesting the evidence needed to carry out the enquiry.</li><li>• Identifying methods to use to carry out the research.</li></ul>
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|  | <ul style="list-style-type: none"><li>• Asking historical questions of increasing difficulty e.g. who governed, how and with what results?</li><li>• Creating a hypothesis to base an enquiry on.</li><li>• Asking questions about the interpretations, viewpoints and perspectives held by others.</li><li>• Using different sources to make and substantiate historical claims. G</li><li>• Developing an awareness of the variety of historical evidence in different periods of time.</li><li>• Distinguishing between fact and opinion.</li><li>• Recognising 'gaps' in evidence.</li><li>• Identifying how sources with different perspectives can be used in a historical enquiry.</li><li>• Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.</li><li>• Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</li><li>• Interpreting evidence in different ways using evidence to substantiate statements.</li><li>• Making increasingly complex interpretations using more than one source of evidence.</li><li>• Challenging existing interpretations of the past using interpretations of evidence.</li><li>• Making connections, drawing contrasts and analysing within a period and across time</li><li>• Reaching conclusions which are increasingly complex and substantiated by a range of sources.</li><li>• Evaluating conclusions and identifying ways to improve conclusions.</li></ul> |
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		<ul style="list-style-type: none"> <li>Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</li> <li>Showing written and oral evidence of continuity and change as well as indicting simple causation.</li> <li>Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</li> <li>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</li> <li>Constructing explanations for past events using cause and effect.</li> <li>Using evidence to support and illustrate claims.</li> <li>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources</li> <li>Constructing explanations for past events using cause and effect.</li> <li>Using evidence to support and illustrate claims</li> </ul>
<b>Art Knowledge</b> <b>Drawing – Make My Voice Heard</b>	<ul style="list-style-type: none"> <li>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.</li> <li>To create sketch books to record their observations and</li> </ul>	<ul style="list-style-type: none"> <li>To know how line is used beyond drawing and can be applied to other art forms.</li> <li>To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</li> </ul>
<b>Art Skills</b>		<ul style="list-style-type: none"> <li>Drawing on their experience of creative work and their research to develop their own starting points for creative outcomes.</li> <li>Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</li> </ul>



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	<p>use them to review and revisit ideas.</p> <ul style="list-style-type: none"> <li>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]</li> <li>To know about great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>Drawing expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.</li> <li>Applying new drawing techniques to improve their mastery of materials and techniques.</li> <li>Pushing the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.</li> <li>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</li> <li>Giving reasoned evaluations of their own and others work which takes account of context and intention.</li> <li>Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</li> </ul>
<b>RHE/PHSE/SMSC (Relationships and Health Education)</b>	<p><b>RHE Module 1 : Created and loved by God</b></p> <p><b>Life Cycles</b></p> <ul style="list-style-type: none"> <li>How a baby grows and develops in its mother's womb</li> </ul> <p>Pregnancy and childbirth are God's way of giving the gift of life: He creates new life, but entrusts parents with the job of making us.</p> <ul style="list-style-type: none"> <li>About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life</li> </ul> <p>Some practical ways to manage the onset of menstruation.</p> <ul style="list-style-type: none"> <li>What 'death' means</li> </ul> <p>About some feelings often connected with grief. What the Christian faith says about death and eternal life. Some ways to support themselves and others when they are grieving.</p>	



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	<ul style="list-style-type: none"><li>Coping with Change –new unit <b>TBC</b></li></ul> <p><b>Module 2: Created to Love Others</b></p> <ul style="list-style-type: none"><li>That God calls us to love others</li></ul>
<b>Mental Health and Wellbeing</b> <b>Safeguarding Curriculum Links</b>	Safe Guarding Links Safer internet day E-safety theatre performance and workshop Computing unit on e-safety Unit 5.2 and 6.2 Continue RHE Module 1



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