



St Mary's
Catholic Primary School and Nursery

m

St Mary's Catholic Primary School Curriculum Year 6 Spring 2 Main Themes: Where does our energy come from?/Electricity	
End Points	By the end of Spring 2 the children will have continued to work hard towards their SATs in May through daily revision of mental arithmetic skills, spelling punctuation and grammar and reading skills. In Science they will have learned about sources of light, paths of light and shadows, electricity and will have learned how to build circuits including buzzers and switches. In Geography, the children will summarise the characteristics of a desert biome. In Computing, they will understand how a blog can be used as an informative text and will have worked collaboratively to plan a blog. The children will have posted comments on an existing class blog and will have understood the issues surrounding inappropriate posts and cyber-bullying. In PE they will have learned what makes an effective leader and why this is so important for a successful team. Their French work will revolve around Un Voyage a Paris (a trip to Paris). They will have planned a trip to Paris and will have knowledge of various famous landmarks in France's capital city using a range of complex sentences. In music, pupils will sing in three parts and develop some understanding of the origins, history and social context of the song they have learnt. In Design and Technology, the children will have designed and made a range of playground structures.
Religious Education Jesus is the Messiah	<p>In this topic the children will learn that the miracles Jesus performed led many to believe that Jesus was God's Son. They will reflect on the reactions of people to the miracles and come to know that opposition to Jesus' actions led to his arrest. They will learn about the events of Holy Week and consider their importance for us.</p> <p>They will:</p> <ul style="list-style-type: none">• know that Jesus' miracles led many to believe that he was the Son of God• understand why Jesus washed the disciples' feet and reflect on the meaning this has for us• know about the Passion and Death of Jesus and consider its importance for us• understand and reflect on what the Resurrection of Jesus means for us.



St Mary's
Catholic Primary School and Nursery

English	Talk 4 Writing genres: Writing: Narrative writing (stimulus – Alma) Non-chronological reports (WAGOLL – Land of Neverbelieve) Poetry- Reading Comprehension homework focus, 2023 SAT tests	(Shared) Reading texts: Goodnight Mr Tom Extracts / Short texts: 60 Second Reads and 5 for 5 SATs revision practice 2023 SAT tests
English - Reading Comprehension Skills/Word Reading	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To distinguish independently between statements of fact and opinion providing reasoned justifications for their views. To discuss how characters change and develop through texts by drawing inferences based on indirect clues. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography, and science text-books) 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).	
English-Spoken Language Skills	To follow complex directions / multi-step instructions without the need for repetition. To confidently explain the meaning of words and offer alternative synonyms.	
English - Handwriting Skills	To write fluently, legibly and with increasing speed by choosing which shape of a letter to use when given choices and choosing the writing implement that is best suited for a task. 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).	
English - Writing Spelling Skills	To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms. To spell words with endings which sound like /shuhl/ after a vowel letter using -cial (e.g. official, special, artificial) To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' e.g. partial, confidential, essential	



St Mary's

Catholic Primary School and Nursery

English - Writing Composition Skills	<p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements in their writing.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points and underlining).</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>		
English - Writing VGP Skills	<p>To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</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>		
Mathematics Skills Decimals - Part 2 (Small Steps	Number: Decimals – Part 2 Step 5 Multiply by 10, 100 and 1,000 Step 6 Divide by 10, 100 and 1,000 Step 7 Multiply decimals by integers Step 8 Divide decimals by integers Step 9 Multiply and divide decimals in context	Number: Fractions, Decimals & Percentages Step 1 Decimal and fraction equivalents Step 2 Fractions as division Step 3 Understand percentages Step 4 Fractions to percentages Step 5 Equivalent fractions, decimals and percentages Step 6 Order fractions, decimals and percentages Step 7 Percentage of an amount – one step	Measures: Area, Perimeter & Volume Step 1 Shapes – same area Step 2 Area and perimeter Step 3 Area of a triangle – counting squares Step 4 Area of a right-angled triangle Step 5 Area of any triangle Step 6 Area of a parallelogram Step 7 Volume – counting cubes Step 8 Volume of a cuboid



St Mary's
Catholic Primary School and Nursery

		<p>Step 8 Percentage of an amount – multi-step</p> <p>Step 9 Percentages – missing values</p>	
<p>Science Knowledge Light</p>	<ul style="list-style-type: none"> • To recognise that light appears to travel in straight lines. • To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. • To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. • To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 		
<p>Working Scientifically Skills</p>	<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 		
<p>Computing Knowledge Purple Mash Unit Blogging & Text Adventures</p>	<ul style="list-style-type: none"> • To know what a text-based adventure game is. • To know how to use 2Connect to plan a story. • To know how to code a map-based adventure. 		



St Mary's

Catholic Primary School and Nursery

Computing Skills	<ul style="list-style-type: none"> • To find out what a text-based adventure game is and to explore an example made in 2Create a Story. • To use 2Connect to plan a 'Choose your own Adventure' type story. • To introduce an alternative model for a text adventure which has a less sequential narrative. • To use written plans to code a map-based adventure in 2Code. • Understand the opportunities computer networks offer for collaboration. • Understand the basic workings of computer networks including the internet. • Understand the importance of using technology safely, respectfully and responsibly. • Identify a range of ways to report concerns about content and contact.
PE Knowledge	Orienteering- Leadership <ul style="list-style-type: none"> • What makes an effective leader and why this is so important for the success of a team. • What the 'STEP' principle is: Space, Task, Equipment. People. • How to use the 'STEP' principle when leading an activity
PE Skills	Orienteering- Leadership <ul style="list-style-type: none"> • Understanding what makes an effective leader • Communicating as a leader • Introducing the STEP principle: Space, Task, Equipment and People
Music Knowledge and Skills Unit: Ain't gonna let nobody	<ul style="list-style-type: none"> • Improvise over chords C minor and G7. • Sing in three parts with good ensemble and accurate pitching. • Play bass notes and chords to accompany improvised melodies. • Develop knowledge and understanding of the origins, history, and social context of the song.
French Knowledge KS2 only	<ul style="list-style-type: none"> • Say which Parisian Landmarks we are going to visit on our virtual trip to Paris. • Learn modes of transport to say how we are going to get to Paris. • Learn items of clothing to say what we are going to wear in Paris. • Design an outfit to wear in Paris. • Describe our outfits and make sure adjectives agree with the nouns.



St Mary's
Catholic Primary School and Nursery

	<ul style="list-style-type: none"> Produce an extended piece of writing to plan our trip to Paris. 	
French Skills KS2 only	<ul style="list-style-type: none"> Listen and understand the main points and some detail from spoken material. Express opinions and provide simple justification. Manipulate language to present ideas and information in simple sentences. Read and understand the main points and some detail from written material. Use a bilingual dictionary. Manipulate familiar language to describe places and actions. Use a wider variety of verbs. Use qualifiers to reinforce adjectives. 	
	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>Where does our Energy come from?</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) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, 	<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 name of many cities in the UK. 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 that natural resources can be used to make energy. To know some positive impacts of humans on the environment. 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 what a range of data collection methods look like.



St Mary's

Catholic Primary School and Nursery

	<p>geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</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 	<ul style="list-style-type: none"> To know how to use a range of data collection methods.
Geography Skills	<p>geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</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 	<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. Locating many cities in the UK. Identifying key physical and human characteristics of the geographical regions in 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. Understanding how climates impact on trade, land use and settlement. Using maps to explore wider global trading routes. Understanding some of the impacts and causes of climate change.



St Mary's

Catholic Primary School and Nursery

	<p>region within North or South America</p> <p><u>Human and Physical:</u></p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 <p><u>Geographical skills and Fieldwork:</u></p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. Describing and understanding economic activity, including trade links. Suggesting reasons why the global population has grown significantly in the last 70 years. 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 environments. 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). Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Using models and maps to talk about contours and slopes. Selecting a map for a specific purpose Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.
--	---	--



St Mary's

Catholic Primary School and Nursery

	<p>grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <ul style="list-style-type: none"> • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> • Accurately using four and six-figure grid references to locate features on a map in regions studied. • Making sketch maps of areas studied including labels and keys where necessary. • Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. • Selecting appropriate methods for data collection. • Designing interviews/questionnaires to collect qualitative data. • Conducting interviews/questionnaires to collect qualitative data. • Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. • Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.
D & T Knowledge Structures - Playgrounds	<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. 	<p><u>Technical</u></p> <ul style="list-style-type: none"> • To know that structures can be strengthened by manipulating materials and shapes. <p><u>Additional</u></p> <ul style="list-style-type: none"> • To understand what a 'footprint plan' is. • To understand that in the real world, design , can impact users in positive and negative ways.



St Mary's

Catholic Primary School and Nursery

	<ul style="list-style-type: none">• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	<ul style="list-style-type: none">• To know that a prototype is a cheap model to test a design idea.
D & T Skills	<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">• Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs.• Building a range of play apparatus structures drawing upon new and prior knowledge of structures.• Measuring, marking and cutting wood to create a range of structures.• Using a range of materials to reinforce and add decoration to structures.• Improving a design plan based on peer evaluation.• Testing and adapting a design to improve it as it is developed.• Identifying what makes a successful structure.



St Mary's
Catholic Primary School and Nursery

	<ul style="list-style-type: none">• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	
RHE/PHSE/SMSC (Relationships and Health Education)	<p>RHE Module 2 : Created to Love Others</p> <p>Personal Relationships</p> <ul style="list-style-type: none">• To identify special people (e.g. parents, carers, friends) and what makes them special <p>The importance of the nuclear family and of the wider family. The importance of being close to and trusting 'special people', and telling them when something is troubling them.</p> <ul style="list-style-type: none">• How their behaviour affects other people and that there is appropriate and inappropriate behaviour <p>The characteristics of positive and negative relationships. About different types of teasing and that all bullying is wrong and unacceptable.</p> <ul style="list-style-type: none">• Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions. Apply this approach to personal friendships and relationships.• Learn about prejudice, bullying and discrimination: what they mean and how to challenge them. Learn about protected characteristics from the Equality Act 2010 such as race, age and disability. Know that everyone is made in the image of God, loved unconditionally by Him, has equal dignity and is deserving of equal respect. <p>Life online:</p> <ul style="list-style-type: none">• To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. How to use technology safely. That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. How to report and get help if they encounter inappropriate materials or messages	



St Mary's

Catholic Primary School and Nursery

Mental Health and Wellbeing Safeguarding Curriculum Links	SafeGuarding links <ul style="list-style-type: none">• Making good choices• Cyber bullying• PSO visit -anti social behaviour• NSPCC visit
--	--



St Mary's
Catholic Primary School and Nursery