



St Mary's
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum
Year 6 Summer 1

End Points	<p>By the end of Summer Term one the children will understand how the disciples were transformed by the Holy Spirit at Pentecost and reflect on how they felt once they had received the Holy Spirit. In English they will write a diary entry, narrative and a poem. They will revise key SPaG skills in preparation for SATs. In Maths the children will have used their Geometry skills to find unknown angles within a range of 2d shapes, they will also classify and compare geometric shapes based on their properties and sizes. The children will then move on to naming the parts of a circle including the radius, diameter and circumference. They will also recognise, describe and build simple 3D shapes, including making nets. They will also revise key skills in preparation for SATs. In Science the children will explore Evolution and inheritance. They will be able to describe some inherited characteristics and they will look at how living things have changed over time to adapt to their environment. In History, the children will learn how to use a census to make inferences about people from the past including identifying changes between periods of time. They will also study key events in the life of a historical figure: Mary Bucktrout. In French the children will learn about the café culture in France. They will learn food vocabulary and be able to read and understand a French menu. In computing, pupils will gain an understanding of our school network system. They will consider and be able to explain some of the major technological changes that have taken place in their lifetime. In music, pupils will explore some traditional music from the Indian culture including recognising some similarities with known musical instruments. They will take part in singing a three-part harmony with their peers. In art, design and technology, pupils will create a sculpture to express themselves that incorporates ideas that they have taken from discussions about artists' work. They will successfully translate plans they have drawn to create a 3D sculpture. RHE work will see the pupils explore their relationship with the wider world and how they are called to love other through service and working for the common good. In PE, pupils will know and use techniques to help us run faster and throw further and apply these to competitions. They will continue to develop their leadership skills through orienteering.</p>
Religious Education The Transforming	<p>In this topic the children will learn that the apostles of Jesus were ordinary people who answered the call to follow Jesus. They will reflect on their own calling to be a follower of Jesus. They will know how the apostles changed when they received the Holy Spirit at Pentecost and reflect on how they can be changed.</p>



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<p>Spirit</p>	<p>They will:</p> <ul style="list-style-type: none"> • know and reflect on our calling to be a disciple of Jesus • know that the apostles were ordinary people • know that the apostles were people with strengths and weaknesses just as we are • know how the apostles changed when they received the Holy Spirit ▪ reflect on how the Holy Spirit can change us ▪ know about the early Christian community and our relationship to it ▪ know about and reflect on the persecution of the apostles ▪ know and think about the preaching of the apostles 	
<p>English</p>	<p>Genres: Writing: Diary Narrative including dialogue Poetry Poetry- 'I am...;</p>	<p>(Shared) Reading texts: Journey to Jo'burg Extracts / Short texts: 60 Second Reads and 5 for 5 SATs revision practice Class Read for pleasure Text: Room 13</p>
<p>English - Reading Comprehension Skills/Word Reading</p>	<p>To retrieve, record and present information from non-fiction texts. To recognise more complex themes in what they read (such as loss or heroism). To draw out key information and to summarise the main ideas in a text. To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>	
<p>English-Spoken Language Skills</p>	<p>To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics. To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>	



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English - Handwriting Skills	<p>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.</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 use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>			
English - Writing Composition Skills	<p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To habitually proofread for spelling and punctuation errors.</p>			
English - Writing VGP Skills	<p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use question tags in informal writing</p>			
Mathematics Skills Small Steps	Measure: 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	Statistics Step 1 Line graphs Step 2 Advanced bar charts Step 3 Read and interpret pie charts Step 4 Pie charts with fractions and percentages Step 6 The mean	Geometry: Shape Step 1 Measure and classify angles Step 2 Calculate angles Step 3 Vertically opposite angles Step 4/5 Angles in a triangle Step 6 Angles in a triangle – missing angles Step 7/8 – Angles in quadrilaterals and polygons Step 9 Circles Step 10 Drawing shapes accurately	Geometry: Position & Direction Step 1 The first quadrant Step 2 Read and plot points in four quadrants Step 3 Solve problems with coordinates Step 4 Translations Step 5 Reflections



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Step 11 Nets of 3-D shapes

Identified revision areas may be required

Science Knowledge
Evolution and
Inheritance

- To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

**Working
Scientifically Skills**

- 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
Networking**

- To know the difference between the World Wide Web and the internet.
- To know about their school network and to explain the differences between more than two network types such as: LAN, WAN, WLAN and SAN.
- To consider some of the major changes in technology which have taken place during their lifetime and the lifetime of their teacher/another adult.



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Computing Skills	<ul style="list-style-type: none">• Discover what the children know about the Internet.• Find out and understand what a LAN and WAN are.• Find out how we access the internet in school.• Research and find out about the age of the internet.
PE Knowledge	Athletics <ul style="list-style-type: none">• Why we need to apply accurate head, arm and foot technique to make ourselves run quicker• How to transfer their body weight to push (put) the shot put and throw the javelin further.• Why we need to select certain pupils for certain events in order for our team to be successful.
PE Skills	Athletics <ul style="list-style-type: none">• Running for speed competition• Running for distance competition• Throwing competition• Jumping competition
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



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Music Knowledge and Skills Unit: Ame sau vala tara bal	Focus: Indian music, bhairavi raga, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical) <ul style="list-style-type: none">• Create a rhythmic piece for drums and percussion instruments.• Sing the chorus of Throw, catch in three-part harmony with dancing.• Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary.• Demonstrate coordination and keeping a steady beat by dancing to bhangra music.	
French Knowledge KS2 only	<ul style="list-style-type: none">• Learn about French café culture.• Find out about French specialities and know the names of some of the ingredients.• Compare a French school's lunch menu with our own.• Read and pick out details from a French café menu.• Develop dictionary skills to look up food vocabulary.• Express likes and dislikes of certain foods.	
French Skills KS2 only	<ul style="list-style-type: none">• Listen and understand the main points from short, spoken material.• Predict the pronunciation of unfamiliar words using knowledge of letter strings, liaison and silent letter rules.• Read and understand the main points and some detail from written material.• Use a bilingual dictionary to find the meaning of unfamiliar words in French and in English.• Apply phonic knowledge to new vocabulary.• Look for exceptions to phonic rules and compare to English.	
	National Curriculum End of key Stage 1/2 Pupils should be able to:	Progression Statements Taken from Schemes of Work e.g. Kapow
What does the Census tell us about our local area?		
Key Concepts: Chronological Awareness, Change and Continuity, Cause and Consequence, Sources of Evidence, Similarities and Differences, Historical Interpretations, Historical Enquiry, Civilisation (social and cultural).		



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<p>History Knowledge</p>	<p><i>a local history study</i></p> <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 	<ul style="list-style-type: none"> To know that change can be traced using the census. To know that members of society standing up for their rights can be the cause of change. To know that a census is carried out every ten years and is an official survey which records every person living in a household on a specific date. To understand the types of information that can be extracted from the census. To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status. To understand how to compare different census extracts by analysing the entries in individual columns
<p>History Skills</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age Relating current study on timeline to other periods of history studied. Comparing and making connections between different contexts in the past. Describing change throughout time. Recognising primary and secondary sources. Using a range of sources to find out about a particular aspect of the past. Evaluating the usefulness of historical sources. Identifying how conclusions have been arrived at by linking sources Addressing and devising historically valid questions. Planning a historical enquiry. Suggesting the evidence needed to carry out the enquiry. Identifying methods to use to carry out the research. Developing an awareness of the variety of historical evidence in different periods of



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	<p>social history; and between short- and long-term timescales.</p> <ul style="list-style-type: none">• 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	<p>time</p> <ul style="list-style-type: none">• Recognising 'gaps' in evidence.• 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.• 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• 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.• Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.• Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.• Using evidence to support and illustrate claims.• Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.• Using evidence to support and illustrate claims
Sculpture and 3D –	<ul style="list-style-type: none">• To develop their	<ul style="list-style-type: none">• To know that the surface textures created by different materials can help suggest



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<p>Making Memories Art Knowledge</p>	<p>techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<p>form in two-dimensional art work.</p> <ul style="list-style-type: none"> • To know how an understanding of shape and space can support creating effective composition. • To know how line is used beyond drawing and can be applied to other art forms. • To know that colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration.
<p>Art Skills</p>	<ul style="list-style-type: none"> • 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"> • 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. • Using personal plans and ideas to design and construct more complex sculptures and 3D forms. • Combining materials and techniques appropriately to fit with ideas. • Confident problem-solving, editing and refining to create desired effects and end results. • Describing, interpreting and evaluating 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. • 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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<p>D & T Knowledge Structures - Playgrounds</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. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. 	<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. • To know that a prototype is a cheap model to test a design idea.
<p>D & T Skills</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], 	<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.



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	<p>accurately.</p> <ul style="list-style-type: none">• 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.• Apply their understanding of how to strengthen, stiffen and reinforce more complex	
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	structures.	
RHE/PHSE/SMSC (Relationships and Health Education)	<p>RHE Module 2: Created to Love others</p> <p>Life online</p> <ul style="list-style-type: none"> • What the term cyberbullying means and examples of it <p>What cyberbullying feels like for the victim. How to get help if they experience cyberbullying</p> <p>Keeping safe:</p> <ul style="list-style-type: none"> • To judge well what kind of physical contact is acceptable or unacceptable and how to respond <p>That abuse violates the rights of children. That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests.</p> <ul style="list-style-type: none"> • About the effect that a range of substances including drugs, tobacco and alcohol can have on the body. <p>How to make good choices about substances that would have an impact on their health. That our bodies are created by God, so we should take care of them and be careful about what we consume.</p> <ul style="list-style-type: none"> • Consider how, as they get older, they may come under pressure when it comes to drugs, alcohol and tobacco. <p>Learn that they are entitled to say “no” for all sorts of reasons, but not least to protect their God-given bodies.</p> <ul style="list-style-type: none"> • The recovery position can be used when a person is unconscious but breathing <p>DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance.</p>	
Mental Health and Wellbeing Safeguarding Curriculum Links	<p>Safe Guarding links: Cyber Bullying PHSE: Relationships Height and weight checks</p>	



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