



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

**St Mary's Catholic Primary School Curriculum**  
**Year 6 Autumn 1**  
**Main Themes: Local history**  
**Classification of Living Things**

<b>End Points</b>	<p>By the end of this first half term, in Maths the children will have developed a greater concept of the formal written methods for multiplication and division, having secured their understanding of written addition and subtraction. In English they will be able to write a suspense narrative opening and a non-chronological report. In History, they will have a greater understanding of the local area and how it has changed over time. This will involve looking at local records. They will develop their Science knowledge about humans and animals and how they are classified. They will know how to use the body to perform controlled movements in gymnastics. They will have developed skills to play netball. In music they will explore The Fingals by Mendelssohn, focussing on dynamics, pitch and texture. In French our topic is 'Les Quatre Saisons'. The children will learn to say the four seasons and express opinions about seasonal pictures. In Art and Design, they will have studied craft design explaining how a new image can be created using a combination of other images. They will understand what photomontage is and recognise how artists use photography. In Computing, they will know how to use the program design process to effectively code. In RE, they will have explored the Kingdom of God, and will be able to talk about living in God's Kingdom. In their RHE work they will have started the first module about how they are loved by God and developed an understanding of the importance of valuing themselves as the basis for personal relationships. They will begin formal practise of SATs papers in preparation for their tests later on in the year.</p>
<b>Religious Education</b> <b>Kingdom of God</b>	<p>In this topic the children will be introduced to the concept of the Kingdom of God. They will explore the concept of the Kingdom of God through some of the parables and miracles of Jesus and ways in which people respond to Jesus' invitation to belong to his Kingdom. The children will:</p> <ol style="list-style-type: none"><li>1. reflect on what the Kingdom of God is like</li><li>2. know some of the parables of the Kingdom</li><li>3. understand some of the parables of the Kingdom</li><li>4. reflect on the importance of responding to the invitation to the Kingdom</li></ol>



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	<ol style="list-style-type: none"><li>5. know that everyone is called to enter the Kingdom and reflect on our response</li><li>6. reflect on the words and deeds necessary to show commitment to the Kingdom</li><li>7. know there are three kinds of miracle</li><li>8. know that Jesus' miracles reflected the beginning of the Kingdom and show us what God is like</li></ol>	
<b>English</b>	<p><b>Poetry: I Am by Pie Corbett</b></p> <p><b>Talk 4 Writing genres:</b></p> <p><b>Narrative:</b> Text -The Summoner (Picture stimulus)</p> <p><b>Non chronological report</b> Text: The Land of Never believe by Norman Messenger</p>	<p><b>Class Read for pleasure Text: Room 13 by Robert Swindells</b></p> <p><b>Guided Reading texts:</b></p> <p>Who Let The Gods Out To Asgard Hidden Figures The British War Horse For The Fallen</p>
<b>English - Reading Comprehension Skills/Word Reading</b>	<p><b>Through all units children will be taught to:</b></p> <ul style="list-style-type: none"><li>• maintain positive attitudes to reading and an understanding of what they read by:</li><li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>• reading books that are structured in different ways and reading for a range of purposes</li><li>• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li><li>• recommending books that they have read to their peers, giving reasons for their choices</li><li>• Ask questions to improve their understanding</li></ul> <p><b>Word Reading:</b></p> <ul style="list-style-type: none"><li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet</li></ul> <p><b>Skills Focus:</b></p> <ul style="list-style-type: none"><li>• To draw inferences from characters and events in Who Let the Gods Out? And, justify within evidence.</li></ul>	



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	<ul style="list-style-type: none"><li>• To retrieve and record information from the fictional poem To Asgard!</li><li>• To summarise the main ideas drawn from more than one paragraph in Hidden Figures and identify the key details that support the main ideas.</li><li>• To identify and discuss the themes and conventions within The British text.</li><li>• To draw inferences from characters and events in War Horse and justify with evidence.</li><li>•</li></ul>
<b>English- Spoken Language Skills</b>	<p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>To maintain attention and participate actively in collaborative conversations, staying on topic, initiating and responding to comments with confidence.</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>
<b>English - Handwriting Skills</b>	<p>To write legibly, fluently and with increasing speed</p>
<b>English - Writing Spelling Skills</b>	<p>To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy</p> <p>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency</p> <p>To spell homophones and near homophones eg practice/practise</p> <p>To spell words that contain hyphens</p> <p>To spell some of the Year 5/6 statutory spelling words correctly</p>
<b>English - Writing Composition Skills</b>	<p>To note down and develop initial ideas drawing on reading and research where necessary</p> <p>To write effectively for a range of purposes and audiences, selecting the appropriate form.</p> <p>To use further organisational and presentational devices to structure text</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proof-read for spelling and punctuation errors</p>



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<p><b>English - Writing VGP Skills</b></p>	<p>To use the full range of punctuation taught at KS2: commas, question marks, exclamation marks, dashes, hyphens</p> <p>To know and use the meaning of different word classes</p>	
<p><b>Mathematics Skills Small Steps</b></p>	<p><b>Number: Place Value</b></p> <p>Step 1 Numbers to 1,000,000</p> <p>Step 2 Numbers to 10,000,000</p> <p>Step 3 Read and write numbers to 10,000,000</p> <p>Step 4 Powers of 10</p> <p>Step 5 Number line to 10,000,000</p> <p>Step 6 Compare and order any integers</p> <p>Step 7 Round any integer</p> <p>Step 8 Negative numbers</p>	<p><b>Number: Addition, Subtraction, Multiplication &amp; Division</b></p> <p>Step 1 Add and subtract integers</p> <p>Step 2 Common factors</p> <p>Step 3 Common multiples</p> <p>Step 4 Rules of divisibility</p> <p>Step 5 Primes to 100</p> <p>Step 6 Square and cube numbers</p> <p>Step 7 Multiply up to a 4-digit number by a 2-digit number</p> <p>Step 8 Solve problems with multiplication</p> <p>Step 9 Short division</p> <p>Step 10 Division using factors</p> <p>Step 11 Introduction to long division</p> <p>Step 12 Long division with remainders</p> <p>Step 13 Solve problems with division</p> <p>Step 14 Solve multi-step problems</p>
<p><b>Science Knowledge Classification of living things</b></p>	<ul style="list-style-type: none"> <li>To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</li> <li>To give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	
<p><b>Working Scientifically Skills</b></p>	<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</li> </ul>	



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	where necessary
<b>Computing Knowledge</b> <b>Purple Mash Unit</b> Coding	<ul style="list-style-type: none"><li>• To know how to use the program design process to effectively code</li></ul>
<b>Computing Skills</b>	<ul style="list-style-type: none"><li>• Design and create systems that accomplish given goals.</li><li>• Simulate physical systems.</li><li>• Solve problems in writing programs by decomposing them into smaller parts.</li><li>• Use selection and repetition in programs.</li><li>• Work with variables.</li><li>• Explain how some simple algorithms work and detect and correct errors in them.</li><li>• Combine a variety of software to accomplish given goals on a range of digital devices.</li><li>• Design and create systems that accomplish given goals.</li><li>• Analyse and evaluate information and data.</li></ul>
<b>PE Knowledge</b>	<b>Real Gym Unit 1</b> <b>Hand apparatus</b> <ul style="list-style-type: none"><li>• To focus eyes on a fixed point.</li><li>• To hold apparatus away from body to enable fluent movement.</li><li>• To decide on footwork pattern and jump before starting.</li><li>• To hold apparatus away from body to allow for fluent and free movement and apparatus movement.</li><li>• To land through balls of feet with soft knees to absorb impact.</li><li>• Use spotting to aid balance.</li><li>• Tighten muscles to enable controlled movements.</li></ul>



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- Concentrate on coordination of apparatus with body movements.

### **Low apparatus**

- To maintain good body tension and extension.
- To concentrate on coordination of body parts.
- To keep at least one body part in contact with apparatus.
- To use whole body to create the shape.
- To tighten body to hold the shape and extended.
- To use spotting to maintain balance.
- To choose type of rotation before starting.
- To decide on footwork pattern and jump before starting.
- To squeeze body muscles during flight phase.
- To land through balls of feet with soft knees to absorb impact.

### **Netball**

- How to organise our team, selecting who to play in each position and understanding why
- How to create and apply attacking tactics during a game to create attacking opportunities.
- How to regain possession if we lose possession of the ball.
- How to create and apply defensive tactics during a game to prevent attacking opportunities.
- How to apply the basic rules of netball and will be able to take responsibility for officiating and managing our own games.



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<p><b>PE Skills</b></p>	<p><b>Real Gym- Unit 1</b> Perform <b>trickiest</b> shape, balance, travel, flight, rotation skills.</p> <p><b>Hand apparatus</b></p> <ul style="list-style-type: none"><li>• Explore different ways to perform gymnastics skills with a ball and begin to link these to create a sequence- bounce ball side roll, throw and catch one impulse turn, rotate hoop on ankle pirouette, toll ball/ hoop forward roll.</li><li>• Develop sequences using different types of ball movements in combination with gymnastics skills, incorporating changes in levels, speeds, pathways and directions.</li><li>• Consolidate and perform sequences using different types of ball movements in combination with gymnastics skills, incorporating changes in levels, speeds, pathways and directions.</li></ul> <p><b>Low apparatus</b></p> <ul style="list-style-type: none"><li>• Explore different ways to perform gymnastics skills using benches and begin to link these to create a sequence- jump over bench, jump down from low table, caterpillar on bench.</li><li>• Develop sequences using different ways to link movements, including different timing and directions, e.g. canon, synchronised, contrasting.</li><li>• Consolidate and perform sequences using different ways to link movements, including different timing and directions, e.g. canon, synchronised, contrasting.</li></ul> <p><b>Netball</b></p> <ul style="list-style-type: none"><li>• Consolidate keeping possession, develop officiating</li><li>• Consolidate defending</li><li>• Create, understand and apply attacking/defending tactics in game situations</li></ul>
<p><b>Music Knowledge and Skills</b></p> <p><b>Unit: Dynamics, pitch and texture</b></p>	<p>Focus: Fingals cave by Mendelhhson</p> <ul style="list-style-type: none"><li>• To know that the conductor beats time to help the performers work well together.</li><li>• To understand that improvisation means making up music 'on the spot'.</li><li>• To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</li><li>• To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold,</li></ul>



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	rich or bright.	
<b>French Knowledge KS2 only</b>	<ul style="list-style-type: none"> <li>• To learn the names of the 4 seasons in French.</li> <li>• Join in with a song about the seasons and pick out the main points and familiar language.</li> <li>• To recall previously learnt vocabulary in a new context (Days of the week, months, weather, colours).</li> <li>• Recap numbers and count to 100</li> <li>• Revise weather phrases and describe the weather in different seasons.</li> <li>• Recap colours and months of the year.</li> </ul>	
<b>French Skills KS2 only</b>	<ul style="list-style-type: none"> <li>• Listen and understand the main points from short, spoken material in French.</li> <li>• Ask and answer more complex questions with a scaffold of responses.</li> <li>• Vary language and produce extended responses.</li> <li>• Adapt intonation to mark questions and exclamations.</li> <li>• Explain and use elision; state the differences and similarities with English.</li> </ul>	
	<b>National Curriculum 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 does the Census tell us about our local area?</b>		
<b>Key Concepts: Chronological Awareness, Change and Continuity, Cause and Consequence, Sources of Evidence, Similarities and Differences, Historical Interpretations, Historical Enquiry, Civilisation (social and cultural).</b>		
<b>History Knowledge</b>	<i>a local history study</i> <ul style="list-style-type: none"> <li>• understand the methods of historical enquiry, including how evidence is</li> </ul>	<ul style="list-style-type: none"> <li>• To know that change can be traced using the census.</li> <li>• To know that members of society standing up for their rights can be the cause of change.</li> <li>• To know that a census is carried out every ten years and is an official</li> </ul>





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	<p>used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <ul style="list-style-type: none"><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>• 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>	<p>survey which records every person living in a household on a specific date.</p> <ul style="list-style-type: none"><li>• To understand the types of information that can be extracted from the census.</li><li>• To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status.</li><li>• To understand how to compare different census extracts by analysing the entries in individual columns</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>• Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age</li><li>• Relating current study on timeline to other periods of history studied.</li><li>• Comparing and making connections between different contexts in the past.</li><li>• Describing change throughout time.</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>• Evaluating the usefulness of historical sources.</li><li>• Identifying how conclusions have been arrived at by linking sources</li><li>• Addressing and devising historically valid questions.</li><li>• Planning a historical enquiry.</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>• Developing an awareness of the variety of historical evidence in different periods of time</li><li>• Recognising 'gaps' in evidence.</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>• Making connections, drawing contrasts and analysing within a period and across time.</li><li>• Beginning to interpret simple statistical sources.</li><li>• Reaching conclusions which are increasingly complex and substantiated by a range of sources</li><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>• 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></ul> |
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		<ul style="list-style-type: none"> <li>Using evidence to support and illustrate claims</li> </ul>
<b>Craft Design - Photo Opportunity Art Knowledge</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 use them to review and revisit ideas.</li> <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>To know that a 'monochromatic' artwork uses tints and shades of just one colour.</li> </ul>
<b>Art Skills</b>		<ul style="list-style-type: none"> <li>Drawing upon 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> <li>Developing personal, imaginative responses to a design brief, using sketchbooks and independent research.</li> <li>Justifying choices made during a design process, explaining how the work of creative practitioners have influenced their final outcome.</li> <li>Describing, interpreting and evaluating the work, ideas and processes used by artists across a variety of disciplines, and describing how the cultural and historical context may have influenced their creative work.</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>	<b>RHE Module One: Created and loved by God Me, My Body, My Health</b> <ul style="list-style-type: none"> <li>Similarities and differences between people arise as they grow and mature</li> </ul>	



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	<p>By living and working together ('teamwork') we create community. There are many different types of family set up Self-confidence arises from being loved by God (not status, etc.)</p> <p><b>World Mental Health Day</b></p>
<p><b>Mental Health and Wellbeing Safeguarding Curriculum Links</b></p>	<p>Safeguarding links PHSE: Living in the wider world Start of year rules Mission statement assembly Peace Day assembly World mental health day Black history day 2 x multicultural days</p>



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