



St Mary's  
Catholic Primary School and Nursery

**St Mary's Catholic Primary School Curriculum**  
**Year 6 Autumn 2**  
**Main Themes: Population/Evolution and Inheritance**

<b>End Points</b>	<p>By the end of Autumn 2 the children will have explored the theme of Justice in RE and will know that they are called to work for justice in the world. They will have written a diary extract and newspaper report and be familiar with their features. They will have a greater understanding of punctuation. In Maths they will be able to add and subtract fractions with different denominators; compare and order fractions; and multiply and divide fractions. In Science the children will have learnt about characteristics that are inherited and those that are environmental. In Geography they will have learnt about how and why the global population has changed and begin to explain why people may choose to live in a particular environment. They will design and make a waistcoat in Design and Technology, they will mark and cut fabric according to a design and assemble their final piece. In music, they will have explored songs from World War Two, exploring melodies and harmonies. . In Computing they will have learnt how to create and interrogate a spreadsheet. In PE they will perform the trickiest shape, balance, travel, flight, rotation skills in gymnastics. They will have develop skills to play hockey games. In French they will be able to create extended sentences and express their ideas clearly on the theme of Les Quatre Saisons. In their RHE work they will have completed the first module about how they are loved by God and developed an understanding of the importance of valuing themselves as the basis for personal relationships.</p>
<b>Religious Education</b>  <b>Justice</b>	<p>In this topic the children will learn what justice is and know that they are called to work for justice in the world. They will explore the work of the prophet Elijah and John the Baptist as well as more modern-day Christians like Oscar Romero. In the latter part of the topic the children will explore the meaning of Advent and the customs associated with Advent and Christmas.</p> <p>They will:</p> <ul style="list-style-type: none"><li>• understand what justice is and know that we are called to work for justice</li><li>• know that the prophets spoke out against injustice, e.g. Elijah, John the Baptist</li><li>• know that God calls all of us to speak out about injustice</li></ul>



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	<ul style="list-style-type: none"> <li>• know about people who have been persecuted for speaking out against injustice</li> <li>• reflect on the cost of a commitment to justice</li> <li>• be aware that Christians across the world speak up for justice</li> <li>• be aware that justice starts with each one of us</li> <li>• know that in Advent we prepare to celebrate the birth of Jesus</li> <li>• be aware that our Christmas customs are drawn from different countries and cultures.</li> </ul>	
<p><b>English</b></p>	<p><b>Poetry: The Jabberwocky by Rudyard Kipling</b>  <b>Talk 4 Writing genres:</b>  <b>Writing:</b> Diary writing (WAGOLL text – Lil being told she is going to Egypt) and Newspaper report (WAGOLL text – the Highwayman)</p>	<p><b>Class Read for pleasure Text: Secrets of the Sun King By Emma Carroll</b>  <b>Complete Comprehension Texts:</b>          Sky Song          Tin          The Wonderful Wizard of Oz          Welcome to Nowhere          Malala Yousafzai          The Crooked Sixpence  <b>Progress Check Text: The Snow Queen</b></p>
<p><b>English - Reading Comprehension Skills/Word Reading</b></p>	<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>	



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	<p><b>Skills Focus:</b></p> <ul style="list-style-type: none"><li>• To predict what might happen from details stated and implied in The Sky Song.</li><li>• To draw inferences from characters and events in the Tin text and justify with evidence</li><li>• To retrieve and record information from the fictional text The Wonderful Wizard of Oz</li><li>• To draw inferences from characters and events in Welcome to Nowhere and justify with evidence</li><li>• To retrieve and record information from the non-fiction text Malala Yousefazi</li><li>• To draw inferences from characters and events in The Crooked Sixpence</li></ul> <p><i>All units provide children with the chance to explore vocabulary and word meaning, the chance to read aloud and practise their reading skills through mixed practice questions.</i></p>
<b>English- Spoken Language Skills</b>	<p>To select and use appropriate registers for effective communication.</p> <p>To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose</p> <p>To speak audibly, fluently and with a full command of Standard English in all situations.</p> <p>To communicate confidently across a range of contexts and to a range of audiences.</p> <p>To articulate and justify arguments and opinions with confidence.</p>
<b>English - Handwriting Skills</b>	<p>To write legibly, fluently and with increasing speed by: -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task.</p> <p>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>
<b>English - Writing Spelling Skills</b>	<p>To spell words ending in -able and-ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).</p> <p>To have knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p> <p>To spell all of the Y5 and Y6 statutory spelling words correctly.</p>



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<b>English - Writing Composition Skills</b>	<p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>	
<b>English - Writing VGP Skills</b>	<p>To use standard English and non-standard English by selecting the correct register.</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>	
<b>Mathematics Skills Small Steps</b>	<p><b>Four Operations continued</b></p> <p>Step 15 Order of operations including brackets</p> <p>Step 16 mental calculations</p> <p>Step 17 Reason from known facts</p> <p><b>Number: Fractions – Block A</b></p> <p>Step 1 Equivalent fractions and simplifying</p> <p>Step 2 Equivalent fractions on a number line</p> <p>Step 3 Compare and order (denominator)</p> <p>Step 4 Compare and order (numerator)</p> <p>Step 5 Add and subtract simple fractions</p> <p>Step 6 Add and subtract any two fractions</p> <p>Step 7 Add mixed numbers</p> <p>Step 8 Subtract mixed numbers</p>	<p><b>Number: Fractions – Block B</b></p> <p>Step 1 Multiply fractions by integers</p> <p>Step 2 Multiply fractions by fractions</p> <p>Step 3 Divide a fraction by an integer</p> <p>Step 4 Divide any fraction by an integer</p> <p>Step 5 Mixed questions with fractions</p> <p>Step 6 Fraction of an amount</p> <p>Step 7 Fraction of an amount – find the whole</p>



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	Step 9 Multi-step problems	
<b>Science Knowledge Evolution and inheritance</b>	<ul style="list-style-type: none"><li>● recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li><li>● recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li><li>● identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li></ul>	
<b>Working Scientifically Skills</b>	<ul style="list-style-type: none"><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>● Identifying scientific evidence that has been used to support or refute ideas</li></ul>	
<b>Computing Knowledge Purple Mash Unit Spreadsheets</b>	<ul style="list-style-type: none"><li>● To know how to create and interrogate a spreadsheet</li><li>● To know that a spreadsheet can be used for a variety of reasons such as planning a school charity event.</li></ul>	
<b>Computing Skills</b>	<ul style="list-style-type: none"><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>	



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<b>PE Knowledge</b>	<p><b>Real Gym Unit 2</b></p> <p><b>Partner Work- Acrobatic sequences</b></p> <ul style="list-style-type: none"><li>• Focus eyes on a fixed point.</li><li>• Ensure all partners involved and contributing to the balance.</li><li>• Keep whole body tight and extended.</li><li>• When supporting on the back, ensure stomach is engaged and back flat.</li></ul> <p><b>Large Apparatus- Climbing sequences</b></p> <ul style="list-style-type: none"><li>• Decide on footwork pattern and jump before starting.</li><li>• Squeeze body muscles during flight phase.</li><li>• Land through balls of feet with soft knees to absorb impact.</li><li>• When landing on apparatus, focus on landing spot.</li></ul> <p><b>Hockey</b></p> <ul style="list-style-type: none"><li>• That once we regain possession of the ball we become attackers.</li><li>• How different attacking tactics can be applied during a game to create shooting opportunities</li><li>• How different defending tactics can be applied during a game to prevent attacking opportunities.</li><li>• How to officiate our games fairly applying the rules correctly</li></ul>
<b>PE Skills</b>	<p><b>Real Gym Unit 2</b> Perform <b>trickiest</b> shape, balance, travel, flight, rotation skills.</p> <p><b>Partner Work- Acrobatic sequences</b></p> <ul style="list-style-type: none"><li>• Develop and apply different partner balances and link these to create a sequence- supported (H balance), supported (front angel), supported (pyramid), supported (two feet mini front support), supported (4 point),</li><li>• Develop and apply different partner balances and link these to create a sequence, incorporating a variety of transitions, jumps and rotations- match and mirror, supported (wheel barrow), supported (piggy back), over (leap frog), supports jumps (straddle, split), linked forwards rolls, back to back circle rolls.</li></ul> <p><b>Large Apparatus- Climbing sequences</b></p> <ul style="list-style-type: none"><li>• Develop and apply flight using large apparatus and begin to link these to develop a group sequence- around high table using one hand, swing and jump from frame, off high table.</li><li>• Develop sequences by incorporating a variety of ways to use apparatus and a variety of timing- hang, on high table,</li></ul>



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	<p>partial contact.</p> <ul style="list-style-type: none"><li>• Develop and apply gymnastic skills using large apparatus and begin to link these to create a whole class performance.</li></ul> <p><b>Hockey</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: Songs of WW2</b></p>	<ul style="list-style-type: none"><li>• To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2.</li><li>• To know that the Solfa syllables represent the pitches in an octave.</li><li>• A 'counter-subject' or 'counter-melody' provides contrast to the main melody.</li><li>• To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</li></ul>
<p><b>French Knowledge</b></p> <p><b>KS2 only</b></p>	<ul style="list-style-type: none"><li>• Express a range of opinions about seasons.</li><li>• Give justification for opinions.</li><li>• Describe a variety of seasonal photographs, giving opinions, describing the colours and the weather.</li><li>• Develop dictionary skills to check gender and meaning of nouns.</li><li>• Reinforce understanding of the indefinite and definite article (le/le/l'/les/un/une/des).</li><li>• Produce a piece of writing to describe a seasonal picture.</li></ul>
<p><b>French Skills</b></p> <p><b>KS2 only</b></p>	<ul style="list-style-type: none"><li>• Listen and understand the main points and some detail from short, spoken material.</li><li>• Express a wider range of opinions and provide some justification.</li><li>• Converse without prompts.</li><li>• Vary language and produce extended responses.</li><li>• Use a bilingual dictionary to identify word class and gender of nouns.</li></ul>



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	<ul style="list-style-type: none"> <li>• Use a wider range of descriptive language.</li> <li>• Use a greater range of conjunctions to create compound sentences.</li> <li>• Re-use and reinforce understanding of the negative form (ne...pas) in a new context.</li> </ul>	
	<p><b>National Curriculum</b>  <b>End of key Stage 1/2</b>  Pupils should be able to:</p>	<p><b>Progression Statements Taken from Schemes of Work e.g. Kapow</b></p>
<p><b>Geography Knowledge</b></p> <p><u><b>Would you like to life in the desert?</b></u></p>	<p><b><u>Locational Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul> <p><b><u>Place Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul> <p><b><u>Human and Physical:</u></b></p>	<ul style="list-style-type: none"> <li>• To know the name of many countries and major cities in Europe and North and South America.</li> <li>• To know the location of key physical features in countries studied.</li> <li>• To name and describe some of the world's vegetation belts.</li> <li>• 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.</li> <li>• To know vegetation belts are areas of the world that are home to similar plant species.</li> <li>• To name and describe some of the world's vegetation belts.</li> <li>• To know which factors are considered before people build settlements.</li> <li>• To know a line graph can represent variables over time.</li> <li>• To know that natural resources can be used to make energy.</li> <li>• To know some negative impacts of humans on the environment.</li> </ul>





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<b>Geography Skills</b>		<ul style="list-style-type: none"><li>• Locating more countries in Europe and North and South America using maps.</li><li>• Locating major cities of the countries studied.</li><li>• Locating some key physical features in countries studied on a map.</li><li>• Locating key human features in countries studied.</li><li>• Identifying significant environmental regions on a map.</li><li>• Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns.</li><li>• Confidently locating the twelve geographical regions of the UK.</li><li>• Understanding how land use has changed over time using examples.</li><li>• Explaining why a locality has changed over time, giving</li></ul>



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examples of both physical and human features.

- Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance.
- Using longitude and latitude when referencing location in an atlas or on a globe.
- Describing and explaining similarities between two environmental regions studied.
- Describing and explaining differences between two environmental regions studied.
- Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.
- Understanding how climates impact on trade, land use and settlement.
- Explaining how humans have used desert environments.
- Describing and understanding the key aspects of the six biomes.
- Describing and understanding the key aspects of the six climate zones.
- Understanding some of the impacts and causes of climate change.
- Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.
- Describing and understanding economic activity,



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including trade links.

- Describing the 'push' and 'pull' factors that people may consider when migrating.
- Understanding the distribution of natural resources both globally and within a specific region or country studied.
- Recognising geographical issues affecting people in different places and 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).
- Using models and maps to talk about contours and slopes.
- Interpreting and using real-time/live data.
- Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.
- Analysing quantitative data in pie charts, line graphs



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<p><b>D &amp; T</b> <b>Textiles - Waistcoats</b></p> <p><b>Knowledge</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.</li> </ul>	<p>and graphs with two variables.</p> <ul style="list-style-type: none"> <li>• To understand that it is important to design clothing with the client/ target customer in mind.</li> <li>• To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric.</li> <li>• To understand the importance of consistently sized stitches.</li> </ul>
<p><b>D &amp; T Skills</b></p>	<ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>• 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.</li> <li>• Investigate and analyse a range of existing products.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Designing a waistcoat in accordance to a specification linked to set of design criteria.</li> <li>• Annotating designs, to explain their decisions.</li> <li>• Using a template when cutting fabric to ensure they achieve the correct shape.</li> <li>• Using pins effectively to secure a template to fabric without creases or bulges.</li> <li>• Marking and cutting fabric accurately, in accordance with their design.</li> <li>• Sewing a strong running stitch, making small, neat stitches and following the edge.</li> <li>• Tying strong knots.</li> <li>• Decorating a waistcoat, attaching features (such as appliqué) using thread.</li> <li>• Finishing the waistcoat with a secure fastening (such as buttons).</li> <li>• Learning different decorative stitches.</li> <li>• Sewing accurately with evenly spaced, neat stitches.</li> <li>• Reflecting on their work continually throughout the</li> </ul>



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		design, make and evaluate process.
<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>• That human beings are different to other animals</li></ul> About the unique growth and development of humans, and the changes that girls will experience during puberty About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately The need for modesty and appropriate boundaries. <ul style="list-style-type: none"><li>• How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.</li></ul> <b>Remembrance day</b> <b>Anti Bullying activities</b>	
<b>Mental Health and Wellbeing Safeguarding Curriculum Links</b>	Safe Guarding links Anti bullying week- assemblies RE theme Justice RHE module 1 includes pornography lesson and respect Science- the human body PCSO visit- social awareness and how to report- assembly	



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