



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

<b>St Mary's Catholic Primary School Curriculum Year 6 Spring 1 Main Themes: World War 2 &amp; What Light does Cultural Capital/Enrichment</b>		
<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 learned about how light travels, how shadows can be changed and how objects reflect light in order for us to see things. In Computing they will have learnt the importance of on-line safety and how to verify information. The children will know some rules of tennis including the scoring system in a mini game and they will consolidate dance skills whilst using equipment. 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 create shade and tone. They will have learnt to have drawn expressively in their own personal style. In RE the children will have explored the Mass and the symbolism of its parts. In Music the children will have explore film soundtracks and create graphic scores to represent compositions.	
<b>Religious Education 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>	
<b>English</b>	<b>Poetry: If by Rudyard Kipling</b> <b>Talk 4 Writing genres:</b>	<b>Class Read for pleasure Text:</b> <b>Goodnight Mr. Tom</b>



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	<p>Balanced Argument (Anne Boleyn) and Narrative using dialogue to advance the action (Goodnight Mr Tom)</p>	<p><b>Complete Comprehension Texts:</b>          Tin          The Wonderful Wizard of Oz          Welcome to Nowhere          Malala Yousafzai          Revisit the texts</p>
<p><b>English - Reading Comprehension Skills/Word Reading</b></p>	<p>To recognise more complex themes in what they read (such as loss or heroism).          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.          To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.          To compare characters, settings and themes within a text and across more than one text.          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>	
<p><b>English-Spoken Language Skills</b></p>	<p>To make improvements based on constructive feedback on their listening skills.          To regularly ask relevant questions to extend their understanding and knowledge.          To articulate and justify answers with confidence in a range of situations.          To gain, maintain and monitor the interest of the listener(s).          To articulate and justify arguments and opinions with confidence.          To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.          To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.</p>	
<p><b>English - Handwriting Skills</b></p>	<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>	



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	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).	
<b>English - Writing Spelling Skills</b>	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). 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).	
<b>English - Writing Composition Skills</b>	To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. 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). 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.).	
<b>English - Writing VGP Skills</b>	To use the subjunctive form in formal writing	
<b>Mathematics Skills Small Steps</b>	<p><b>Measures: Converting Units</b></p> <p>Step 1 Metric measures Step 2 Convert metric measures Step 3 Calculate with metric measures Step 4 Miles and kilometres Step 5 Imperial measures</p> <p><b>Number: Ratio</b></p> <p>Step 1 Add or multiply? Step 2 Use ratio language Step 3 Introduction to the ratio symbol</p>	<p><b>Number: Algebra</b></p> <p>Step 1 1-step function machines Step 2 2-step function machines Step 3 Form expressions Step 4 Substitution Step 5 Formulae Step 6 Form equations Step 7 Solve 1-step equations Step 8 Solve 2-step equations Step 9 Find pairs of values Step 10 Solve problems with two unknowns</p>



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	<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>Step 10 Recipes</p>	
<p><b>Science Knowledge</b> What light does.</p>	<ul style="list-style-type: none"> <li>● recognise that light appears to travel in straight lines</li> <li>● 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</li> <li>● 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</li> <li>● use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	
<p><b>Working Scientifically Skills</b></p>	<ul style="list-style-type: none"> <li>● Identifying scientific evidence that has been used to support or refute ideas or arguments.</li> <li>● Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>● Recording data and results of increasing complexity using scientific diagrams and labels, [classification keys, tables, scatter graphs, 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> </ul>	
<p><b>Computing Knowledge</b> <b>Purple Mash Unit</b> Online Safety</p>	<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>	
<p><b>Computing Skills</b></p>	<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> </ul>	



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	<ul style="list-style-type: none"><li>• Appreciate how search results are ranked.</li><li>• Understand the opportunities computer networks offer for collaboration.</li><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>



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	<p><b>Partnering</b></p> <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>Film Music</b></p>	<ul style="list-style-type: none"><li>• To know that a film soundtrack includes the background music and any songs in a film.</li><li>• To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.</li><li>• To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.</li><li>• To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</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 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 Follies 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>understand the methods of historical enquiry, including how evidence is used rigorously to</li> </ul>	<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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	<p>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> </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>
<p><b>History Skills</b></p>	<ul style="list-style-type: none"> <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 influenced and been influenced by the wider world</li> <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</li> </ul>	<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> </ul>





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and create their own structured accounts, including written narratives and analyses

- Analysing and presenting the reasons for changes and continuity.
- Giving reasons for historical events, the results of historical events, situations and changes.
- Starting to analyse and explain the reasons for, and results of historical events, situations and change.
- Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Similarities and differences
- Making links with different time periods studied.
- Describing change throughout time.
- Identifying significant people and events across different time periods.
- Comparing significant people and events across different time periods.
- Explain the significance of events, people and developments.
- Recognising primary and secondary sources.
- Using a range of sources to find out about a particular aspect of the past.
- Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.
- Comparing accounts of events from different sources. Historical interpretations
- Suggesting explanations for different versions of events.
- Evaluating the usefulness of historical sources.



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|  |  | <ul style="list-style-type: none"><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><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></ul> |
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|  |  | <ul style="list-style-type: none"><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><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 indicating 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></ul> |
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		<ul style="list-style-type: none"> <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>
<p><b>Art Knowledge</b> <b>Drawing – Make My Voice Heard</b></p>	<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> </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>
<p><b>Art Skills</b></p>	<ul style="list-style-type: none"> <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>• 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> <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> </ul>



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		<ul style="list-style-type: none"><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>
<p><b>RHE/PHSE/SMSC (Relationships and Health Education)</b></p>	<p><b>RHE Module 1 continued. Created and loved by God</b></p> <p><b>Emotional Well being</b></p> <ul style="list-style-type: none"><li>• To recognise that images in the media do not always reflect reality and can affect how people feel about themselves</li></ul> <p>That thankfulness builds resilience against feelings of envy, inadequacy etc, and against pressure from peers or the media.</p> <ul style="list-style-type: none"><li>• Deepen their understanding of the range and intensity of their feelings; that ‘feelings’ are not good guides for action.</li></ul> <p>Learn that some behaviour is wrong, unacceptable, unhealthy or risky.</p> <ul style="list-style-type: none"><li>• That emotions change as they grow up (including hormonal effects)</li></ul> <p>To deepen their understanding of the range and intensity of their feelings; that feelings are not good guides for action</p> <p>That openness with trusted parents/carers/teachers when worried helps with healthy emotional well-being.</p> <p>That beauty, art, etc. can lift the spirit and contribute to our sense of well-being.</p> <ul style="list-style-type: none"><li>• The difference between harmful and harmless videos and images</li></ul> <p>The impact that harmful videos and images can have on young minds. Ways to combat and deal with viewing harmful videos and images.</p>	



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<p><b>Mental Health and Wellbeing</b></p> <p><b>Safeguarding</b></p> <p><b>Curriculum Links</b></p>	<p>Safe Guarding Links</p> <p>Safer internet day</p> <p>E-safety theatre performance and workshop</p> <p>Computing unit on e-safety Unit 5.2 and 6.2</p> <p>Continue RHE Module 1</p>
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