



St Mary's
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum Year 6 Summer 1 Electricity – Changing Circuits	
End Points	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 use recognised symbols when drawing electrical circuits and will explore the impact of increasing the voltage of cells within a circuit. In History, the children will use a range of skills to learn about the Maya civilisation, including their culture, beliefs and ways of life. 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 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 concepts of prejudice and discrimination as well as considering the impacts of cyberbullying. In PE, pupils will know and use techniques to help us run faster and throw further and apply these to competitions.
Religious Education	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.



St Mary's
Catholic Primary School and Nursery

The Transforming Spirit	<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 	
English	<p>SPaG Revision Revise key areas following test analysis</p> <p>Talk 4 Writing genres:</p> <p>Writing: Diary writing (Wonder)</p>	<p>Class Read for pleasure Text: Journey to Jo'burg What is so special about Shakespeare? Macbeth Deforestation for palm oil The Explorer 2024 Reading SAT</p>
English - Reading Comprehension Skills/Word Reading	<p>To summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas</p> <p>To retrieve and record information and identify key details from fiction and non-fiction</p> <p>To explain the meaning of words in context</p> <p>To be able to discuss and evaluate how author's use language, including figurative language considering the impact on the reader</p>	
English-	To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.	



St Mary's
Catholic Primary School and Nursery

Spoken Language Skills	To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.			
English - Handwriting Skills	To write fluently, legibly and with increasing speed by choosing which shape of a letter to use when given choices and choosing the writing implement that is best suited for a task. To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).			
English - Writing Spelling Skills	To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.			
English - Writing Composition Skills	To distinguish between the language of speech and writing and to choose the appropriate level of formality. To habitually proofread for spelling and punctuation errors.			
English - Writing VGP Skills	To use the perfect form of verbs to mark relationships of time and cause. To use question tags in informal writing			
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	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	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



St Mary's
Catholic Primary School and Nursery

	Step 7 Volume – counting cubes Step 8 Volume of a cuboid	Step 7/8 – Angles in quadrilaterals and polygons Step 9 Circles Step 10 Drawing shapes accurately Step 11 Nets of 3-D shapes	
Areas of learning may change due to revision			
Science Knowledge Electricity: Changing Circuits	<ul style="list-style-type: none"> ● associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ● compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches ● use recognised symbols when representing a simple circuit in a diagram. 		
Working Scientifically Skills	<ul style="list-style-type: none"> ● Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. ● Recording data and results of increasing complexity using scientific diagrams and labels, [classification keys,] tables, [scatter graphs, bar and line graphs.] ● Using test results to make predictions to set up further comparative [and fair] tests. ● Identifying scientific evidence that has been used to support or refute ideas or arguments. 		
Computing Knowledge Purple Mash Unit Networking	<ul style="list-style-type: none"> ● 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. 		



St Mary's
Catholic Primary School and Nursery

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
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.



St Mary's

Catholic Primary School and Nursery

	<ul style="list-style-type: none"> • 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
How does the Maya civilisation compare to Anglo-Saxons?		
Key Concepts: Chronological Awareness, Change and Continuity, Cause and Consequence, Similarities and Differences, Historical Significance, Sources of Evidence, Historical interpretations, Historical Enquiry, Power (monarchy, government and empire), Beliefs, Civilisation (social and cultural), Trade, Achievements of Folks and Mankind.		
History Knowledge	<i>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</i> <ul style="list-style-type: none"> • understand the methods of historical enquiry, including how evidence is used 	<ul style="list-style-type: none"> • To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya, and Victorians. • To understand that historical periods have characteristics that distinguish them. • To understand how to work out durations of periods and events. • To understand how to represent a scale on a timeline. • To understand how to create their own timeline selecting significant events. • To understand how the monarchy exercised absolute power • To understand that different empires have different reasons for their expansion. • To know that there are different reasons for the decline of different empires



St Mary's

Catholic Primary School and Nursery

	<p>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">• 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.• know and understand the	<ul style="list-style-type: none">• To be aware of the different beliefs that different cultures, times and groups hold.• To be aware of how different societies practise and demonstrate their beliefs• To understand how society is organised in different cultures, times and groups.• To understand that there are differences between early and later civilisations• To understand that the expansion of trade routes increased the variety of goods available.• To understand the impact of war on local communities•
History Skills		<ul style="list-style-type: none">• Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.• Putting dates in the correct century.• Using the terms AD and BC in their work.• Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age• Developing a chronologically secure understanding of British, local and world history across the periods studied.• Placing the time, period of history and context on a timeline.• Relating current study on timeline to other periods of history studied.• Comparing and making connections between different contexts in the past.• Making links between events and changes within and across different time periods / societies.• Identifying the reasons for changes and continuity.



St Mary's

Catholic Primary School and Nursery

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

- 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

- Describing the links between main events, similarities and changes within and across different periods/studied.
- Describing the links between different societies.
- Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.
- 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.
- Describing change throughout time.
- Identifying significant people and events across different time periods.
- Comparing significant people and events across different time periods
- 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.
- Identifying how conclusions have been arrived at by linking sources.
- Developing strategies for checking the accuracy of evidence.
- Addressing and devising historically valid questions.
- Understanding that different evidence creates different conclusions.



St Mary's

Catholic Primary School and Nursery

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| <ul style="list-style-type: none">• gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'• 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 | <ul style="list-style-type: none">• Planning a historical enquiry.• Suggesting the evidence needed to carry out the enquiry.• Creating a hypothesis to base an enquiry on.• Asking questions about the interpretations, viewpoints and perspectives held by others.• Using different sources to make and substantiate historical claims. Gathering, organising and evaluating evidence• Developing an awareness of the variety of historical evidence in different periods of time.• Recognising 'gaps' in evidence.• Identifying how sources with different perspectives can be used in a historical enquiry.• Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.• 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.• Challenging existing interpretations of the past using interpretations 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. |
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St Mary's

Catholic Primary School and Nursery

		<ul style="list-style-type: none"> • Evaluating conclusions and identifying ways to improve conclusions. • 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. • Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. • Constructing explanations for past events using cause and effect. • Using evidence to support and illustrate claims. • Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. • Constructing explanations for past events using cause and effect. • Using evidence to support and illustrate claims. • To be able to identify the impact of beliefs on society • To be able to identify the achievements of civilisations and explain why these achievements were so important. <p>To be able to compare the achievements of different civilisations and groups.</p>
Sculpture and 3D – Making Memories Art Knowledge	<ul style="list-style-type: none"> • To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of 	<ul style="list-style-type: none"> • To know that the surface textures created by different materials can help suggest form in two-dimensional art work. • 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.



St Mary's

Catholic Primary School and Nursery

<p>Art Skills</p>	<p>different kinds of art, craft and design.</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.
<p>RHE/PHSE/SMSC (Relationships and Health Education)</p>	<p>RHE Module 2 : Created to Love Others</p> <ul style="list-style-type: none"> • That God calls us to love others <p>Personal Relationships</p> <ul style="list-style-type: none"> • Build others up – to learn about the concepts of fairness, bullying, discrimination and prejudice <p>Life Online</p> <ul style="list-style-type: none"> • Sharing isn't always caring – staying safe within the digital world • Cyberbullying – the consequences and impact of cyberbullying, including what is appropriate behaviour 	



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Mental Health and Wellbeing Safeguarding Curriculum Links	Safe Guarding links: Cyber Bullying PHSE: Relationships Height and weight checks
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