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Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum Year 6 Autumn 2 Main Themes: Population/Evolution and Inheritance	
End Points	By the end of Autumn 2 the children will have explored the theme prophecy and promise in RE and will know the role that women have played in salvation history. They will have written a flashback narrative 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 to identify densely and sparsely populated areas. 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.
Religious Education Prophecy and Promise	In this topic the children will learn about the importance of women in salvation history in the Old Testament. They will learn that Mary is the fulfilment of the Old Testament promises and will make links to Luke's Gospel. The children will learn how and why the Magnificat prayer forms radical expectations of the Messiah. They will show an understanding of the life of individual women today who are responding to God's call in their life, making relevant links to Mary's 'Yes' to God. By the end of this unit of study, pupils will to able to talk and think critically and creatively, thinking about the role of women in the story of salvation.



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English	
English - Reading Comprehension Skills/Word Reading	<p><u>Through all units children will be taught to:</u></p> <ul style="list-style-type: none">• maintain positive attitudes to reading and an understanding of what they read by:• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• reading books that are structured in different ways and reading for a range of purposes• 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• recommending books that they have read to their peers, giving reasons for their choices• Ask questions to improve their understanding <p><u>Word Reading:</u></p> <ul style="list-style-type: none">• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet <p><u>Skills Focus:</u></p> <ul style="list-style-type: none">• To predict what might happen from details stated and implied in The Sky Song.• To draw inferences from characters and events in the Tin text and justify with evidence• To retrieve and record information from the fictional text The Wonderful Wizard of Oz• To draw inferences from characters and events in Welcome to Nowhere and justify with evidence• To retrieve and record information from the non-fiction text Malala Yousefazi• To draw inferences from characters and events in The Crooked Sixpence <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>
English-	<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>



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Spoken Language Skills	To speak audibly, fluently and with a full command of Standard English in all situations. To communicate confidently across a range of contexts and to a range of audiences. To articulate and justify arguments and opinions with confidence.
English - Handwriting Skills	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. 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	Introduce: Words ending in -ant, -ance/-ancy, -ent, -ence/-ency Embed Year 5: Adding suffixes beginning with vowels to words ending in -fer (r is doubled if the -fer is still stressed when ending is added) Embed Year 5: Adding suffixes beginning with vowels to words ending in -fer (r is not doubled if the -fer is no longer stressed) Reinforce: Endings which sound like /sh/ + /ə/ + /s/ spelt -cious or -tious Reinforce: Endings which sound like /sh/ + /ə/ + /l/ spelt -cial, -tial Embed Year 5: Words containing the letter string -ough Introduce: Adding suffix trans-
English - Writing Outcome and Writing Purpose	Vehicle Text: A Story Like The Wind Narrative: Flashback narrative Purpose: To narrate Recount: Newspaper report Purpose: To recount
English – Grammar: Word	Build on previous units & focus on:



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	<p>Understand how words are related by meaning as synonyms and antonyms</p> <p>Converting nouns into verbs using suffixes (reinforce from Y5)</p> <p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices</p>
English – Grammar Sentence	<p>Build on previous units & focus on:</p> <p>The difference between structures typical of informal speech and structures appropriate to formal</p> <p>Using expanded noun phrases to convey complicated information concisely</p>
English – Grammar Text	<p>Build on previous units & focus on:</p> <p>Use headings, sub-headings, columns and captions to structure information</p>
English – Grammar: Punctuation	<p>Build on previous units & focus on:</p> <p>Use hyphens to join words and avoid ambiguity</p> <p>Use range of punctuation taught at KS2 (Speech punctuation)</p> <p>Use the semi-colon as the boundary between independent clauses</p>
Terminology for Pupils	<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>



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Mathematics Skills Small Steps	Four Operations continued Step 15 Order of operations including brackets Step 16 mental calculations Step 17 Reason from known facts Number: Fractions – Block A Step 1 Equivalent fractions and simplifying Step 2 Equivalent fractions on a number line Step 3 Compare and order (denominator) Step 4 Compare and order (numerator) Step 5 Add and subtract simple fractions Step 6 Add and subtract any two fractions Step 7 Add mixed numbers Step 8 Subtract mixed numbers Step 9 Multi-step problems	Number: Fractions – Block B Step 1 Multiply fractions by integers Step 2 Multiply fractions by fractions Step 3 Divide a fraction by an integer Step 4 Divide any fraction by an integer Step 5 Mixed questions with fractions Step 6 Fraction of an amount Step 7 Fraction of an amount – find the whole
Science Knowledge Evolution and inheritance	<ul style="list-style-type: none"> ● recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago ● recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents ● identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	
Working Scientifically Skills	<ul style="list-style-type: none"> • 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 • Identifying scientific evidence that has been used to support or refute ideas 	



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Computing Knowledge Purple Mash Unit Spreadsheets	<ul style="list-style-type: none"> • To know how to create and interrogate a spreadsheet • To know that a spreadsheet can be used for a variety of reasons such as planning a school charity event.
Computing Skills	<ul style="list-style-type: none"> • Combine a variety of software to accomplish given goals on a range of digital devices. • Design and create systems that accomplish given goals. • Analyse and evaluate information and data.
PE Knowledge	<p>Real Gym Unit 2</p> <p>Partner Work- Acrobatic sequences</p> <ul style="list-style-type: none"> • Focus eyes on a fixed point. • Ensure all partners involved and contributing to the balance. • Keep whole body tight and extended. • When supporting on the back, ensure stomach is engaged and back flat. <p>Large Apparatus- Climbing sequences</p> <ul style="list-style-type: none"> • Decide on footwork pattern and jump before starting. • Squeeze body muscles during flight phase. • Land through balls of feet with soft knees to absorb impact. • When landing on apparatus, focus on landing spot. <p>Hockey</p> <ul style="list-style-type: none"> • That once we regain possession of the ball we become attackers. • How different attacking tactics can be applied during a game to create shooting opportunities • How different defending tactics can be applied during a game to prevent attacking opportunities. • How to officiate our games fairly applying the rules correctly



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<p>PE Skills</p>	<p>Real Gym Unit 2 Perform trickiest shape, balance, travel, flight, rotation skills.</p> <p>Partner Work- Acrobatic sequences</p> <ul style="list-style-type: none"> • 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), • 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. <p>Large Apparatus- Climbing sequences</p> <ul style="list-style-type: none"> • 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. • Develop sequences by incorporating a variety of ways to use apparatus and a variety of timing- hang, on high table, partial contact. • Develop and apply gymnastic skills using large apparatus and begin to link these to create a whole class performance. <p>Hockey</p> <ul style="list-style-type: none"> • Consolidate keeping possession, develop officiating • Consolidate defending • Create, understand and apply attacking/defending tactics in game situations
<p>Music Knowledge and Skills</p> <p>Unit: Songs of WW2</p>	<ul style="list-style-type: none"> • To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2. • To know that the Solfa syllables represent the pitches in an octave. • A 'counter-subject' or 'counter-melody' provides contrast to the main melody. • To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.



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French Knowledge KS2 only	<ul style="list-style-type: none"> • Express a range of opinions about seasons. • Give justification for opinions. • Describe a variety of seasonal photographs, giving opinions, describing the colours and the weather. • Develop dictionary skills to check gender and meaning of nouns. • Reinforce understanding of the indefinite and definite article (le/le/l'/les/un/une/des). • Produce a piece of writing to describe a seasonal picture.
French Skills KS2 only	<ul style="list-style-type: none"> • Listen and understand the main points and some detail from short, spoken material. • Express a wider range of opinions and provide some justification. • Converse without prompts. • Vary language and produce extended responses. • Use a bilingual dictionary to identify word class and gender of nouns. • Use a wider range of descriptive language. • Use a greater range of conjunctions to create compound sentences. • Re-use and reinforce understanding of the negative form (ne...pas) in a new context.

Geography Knowledge <u>Would you like to life in the desert?</u>	National Curriculum End of key Stage 1/2 Pupils should be able to:	Progression Statements Taken from Schemes of Work e.g. Kapow
	<u>Locational Knowledge:</u> <ul style="list-style-type: none"> • 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 	<p>To know that the global population has grown significantly since the 1950s.</p> <p>To know which factors are considered before people build settlements.</p>



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	<p>regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> • name and locate counties and cities of the United Kingdom, • geographical regions and their identifying human and physical • characteristics, key topographical features (including hills, • mountains, coasts and rivers), and land-use patterns; and • understand how some of these aspects have changed over time <p><u>Place Knowledge:</u></p> <ul style="list-style-type: none"> • 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 <p><u>Human and Physical:</u></p> <ul style="list-style-type: none"> • describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p><u>Geographical skills and Fieldwork:</u></p>	<p>To know migration is the movement of people from one country to another. To be aware of some issues in the local area.</p> <p>To know what a range of data collection methods look like. Locating more countries in Europe and North and South America using maps.</p> <p>Locating key human features in countries studied.</p> <p>Locating many counties in the UK.</p> <p>Confidently locating the twelve geographical regions of the UK.</p> <p>Identifying key physical and human characteristics of the geographical regions in the UK.</p> <p>Explaining why a locality has changed over time, giving examples of both physical and human features.</p> <p>Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.</p> <p>Understanding how climates impact on trade, land use and settlement.</p>
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	<ul style="list-style-type: none">• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied• use fieldwork to observe, measure, record and present the• human and physical features in the local area using a range of• methods, including sketch maps, plans and graphs, and digital• technologies.	<p>Understanding some of the impacts and causes of climate change.</p> <p>Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change.</p> <p>Describing and understanding economic activity, including trade links.</p> <p>Suggesting reasons why the global population has grown significantly in the last 70 years.</p> <p>Describing the 'push' and 'pull' factors that people may consider when migrating.</p> <p>Recognising geographical issues affecting people in different places and environments.</p> <p>Describing and explaining how humans can impact the environment both positively and negatively, using examples.</p> <p>Confidently using and understanding maps at more than one scale.</p> <p>Using atlases, maps, globes and digital mapping to locate countries studied.</p>
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		<p>Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.</p> <p>Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.</p> <p>Beginning to use thematic maps to recognise and describe human and physical features studied.</p> <p>Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.</p> <p>Accurately using four and six-figure grid references to locate features on a map in regions studied.</p> <p>Confidently locating features using the 8 points of a compass.</p> <p>Following a short pre-prepared route on an OS map.</p> <p>Planning a journey to another part of the world using six-figure grid references and the eight points of a compass.</p>
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		<p>Developing their own enquiry questions.</p> <p>Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.</p> <p>Beginning to use standard field sampling techniques appropriately.</p> <p>Using GIS (Geographical Information Systems) to plot data sets.</p> <p>Using a simplified Likert Scale to record their judgements of environmental quality.</p> <p>Conducting interviews/questionnaires to collect qualitative data.</p> <p>Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.</p> <p>Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.</p> <p>Evaluating evidence collected and suggesting ways to improve this.</p>
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		Analysing quantitative data in pie charts, line graphs and graphs with two variables
Design and Technology Textiles - Waistcoats Knowledge	<ul style="list-style-type: none">• To understand that it is important to design clothing with the client/ target customer in mind.• To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric.• To understand the importance of consistently sized stitches.	
Design and Technology Skills	<ul style="list-style-type: none">• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.• Designing a waistcoat in accordance to a specification linked to set of design criteria.• Annotating designs, to explain their decisions.• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.• Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.• Investigate and analyse a range of existing products.• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.• Using a template when cutting fabric to ensure they achieve the correct shape.• Using pins effectively to secure a template to fabric without creases or bulges.• Marking and cutting fabric accurately, in accordance with their design.• Sewing a strong running stitch, making small, neat stitches and following the edge.	



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	<ul style="list-style-type: none">• Tying strong knots.• Decorating a waistcoat, attaching features (such as appliqué) using thread.• Finishing the waistcoat with a secure fastening (such as buttons).• Learning different decorative stitches.• Sewing accurately with evenly spaced, neat stitches.• Reflecting on their work continually throughout the design, make and evaluate process.
RHE/PHSE/SMSC (Relationships and Health Education)	RHE Module One: Created and loved by God Unit 3: Emotional Well-being <ul style="list-style-type: none">• Thankfulness• Thoughts, feelings and actions• Thoughts, feelings and actions Remembrance day Anti Bullying activities
Mental Health and Wellbeing Safeguarding Curriculum Links	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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