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<b>St Mary's Catholic Primary School Curriculum</b> <b>Year 6 Spring 2</b> <b>Main Themes: Human Circulation, Energy Sources</b>	
<b>End Points</b>	In English, they will have completed two writing outcomes based on the vehicle text <i>The Ways of the Wolf</i> by Smriti Halls. Their first piece will be a documentary narrative, and their second piece of writing will be a balanced argument. They will build on the skills of using informal and formal speech and using the subjunctive form in formal writing, as well as embedding their use of hyphens, colons and semi-colons. By the end of Spring 2 the children will have continued to work hard towards their SATs in May through daily revision of mental arithmetic skills, spelling punctuation and grammar and reading skills. In Science they will have learned about circulatory system including what blood is made of and the function of the heart. In Geography, the children will have learnt about different energy sources including those which are sustainable and those that aren't. In Computing, they will understand how a blog can be used as an informative text and will have worked collaboratively to plan a blog. The children will have posted comments on an existing class blog and will have understood the issues surrounding inappropriate posts and cyber-bullying. In PE they will have learned what makes an effective leader and why this is so important for a successful team. Their French work will revolve around <i>Un Voyage a Paris</i> (a trip to Paris). They will have planned a trip to Paris and will have knowledge of various famous landmarks in France's capital city using a range of complex sentences. In music, pupils will understand that melody is the theme and variations mark changes to the melody. In Design and Technology, the children will have designed and made a range of playground structures. In PE, the pupils will apply developed athletics skills to competitions and begin to develop leadership skills and teamwork through orienteering.
<b>Religious Education</b> <b>Desert to Garden</b>	In this topic, as the Church moves through the season of Lent, pupils will look at the rich symbolism of St John's account of the end of Jesus' earthly life. St John's gospel looks to bring out the significance of all that Jesus did in light of his resurrection, though this is not understood by those present at the time. Pupils should recognise from



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	the previous branch that the narrative works on two levels: an account of what happened and a revelation of Jesus' divinity. By the end of this unit, the pupils will know fully about Jesus' divinity.	
<b>English</b>	<b>Ready Steady Write Texts:</b> <b>The Ways of the Wolf by Smriti Halls</b>	<b>Class Read for pleasure Text:</b> <b>Goodnight Mr. Tom</b> <b>Progress Check Text:</b> The Hunting of the Snark Macbeth Deforestation for Palm Oil Pig-Heart Boy
<b>English - Reading Comprehension Skills/Word Reading</b>	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To distinguish independently between statements of fact and opinion providing reasoned justifications for their views. To discuss how characters change and develop through texts by drawing inferences based on indirect clues. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography, and science text-books) 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).	
<b>English-Spoken Language Skills</b>	To follow complex directions / multi-step instructions without the need for repetition. To confidently explain the meaning of words and offer alternative synonyms.	
<b>English - Handwriting Skills</b>	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).	



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<b>English - Writing Spelling Skills</b>	To revise: Year 3 & 4 and Year 5 & 6 Statutory National Curriculum Content		
<b>English - Writing Composition Skills</b>	To develop understanding of how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing To use expanded noun phrases to convey complicated information concisely To understand the difference between structures typical of informal speech and structures appropriate to formal To develop understanding of the passive to affect the presentation of information in a sentence To use the subjunctive forms in some very formal writing and speech To use cohesive devices, e.g. synonyms To make accurate tense choices throughout the writing		
<b>English - Writing VGP Skills</b>	To use semi-colons, colons and dashes to mark the boundary between independent clauses To use hyphens to avoid ambiguity To use colons to introduce a list To use semi-colons within lists		
<b>Mathematics Skills Decimals - Part 2 (Small Steps)</b>	<b>Number: Decimals</b> Step 1 Place value within 1 Step 2 Place value – integers and decimals Step 3 Round decimals Step 4 Add and subtract decimals Step 5 Multiply by 10, 100 and 1,000 Step 6 Divide by 10, 100 and 1,000 Step 7 Multiply decimals by integers Step 8 Divide decimals by integers	<b>Number: Fractions, Decimals &amp; Percentages</b> Step 1 Decimal and fraction equivalents Step 2 Fractions as division Step 3 Understand percentages Step 4 Fractions to percentages Step 5 Equivalent fractions, decimals and percentages Step 6 Order fractions, decimals and percentages	<b>Measures: Area, Perimeter &amp; Volume</b> Step 1 Shapes – same area Step 2 Area and perimeter Step 3 Area of a triangle – counting squares



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	Step 9 Multiply and divide decimals in context	Step 7 Percentage of an amount – one step Step 8 Percentage of an amount – multi-step Step 9 Percentages – missing values	
<b>Science Knowledge</b> Human Circulation	<ul style="list-style-type: none"> <li>● identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>● describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>		
<b>Working Scientifically Skills</b>	<ul style="list-style-type: none"> <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>		
<b>Computing Knowledge</b> <b>Purple Mash Unit</b> Blogging & Text Adventures	<ul style="list-style-type: none"> <li>● To know what a text-based adventure game is.</li> <li>● To know how to use 2Connect to plan a story.</li> <li>● To know how to code a map-based adventure.</li> </ul>		
<b>Computing Skills</b>	<ul style="list-style-type: none"> <li>● To find out what a text-based adventure game is and to explore an example made in 2Create a Story.</li> <li>● To use 2Connect to plan a 'Choose your own Adventure' type story.</li> <li>● To introduce an alternative model for a text adventure which has a less sequential narrative.</li> <li>● To use written plans to code a map-based adventure in 2Code.</li> <li>● Understand the opportunities computer networks offer for collaboration.</li> <li>● Understand the basic workings of computer networks including the internet.</li> <li>● Understand the importance of using technology safely, respectfully and responsibly.</li> <li>● Identify a range of ways to report concerns about content and contact.</li> </ul>		



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<b>PE Knowledge</b>	<b>Orienteering- Leadership</b> <ul style="list-style-type: none"><li>• What makes an effective leader and why this is so important for the success of a team.</li><li>• What the 'STEP' principle is: Space, Task, Equipment. People.</li><li>• How to use the 'STEP' principle when leading an activity</li></ul> <b>Athletics</b> <ul style="list-style-type: none"><li>• Why we need to apply accurate head, arm and foot technique to make ourselves run quicker</li><li>• How to transfer their body weight to push (put) the shot put and throw the javelin further.</li><li>• Why we need to select certain pupils for certain events in order for our team to be successful.</li></ul>
<b>PE Skills</b>	<b>Orienteering- Leadership</b> <ul style="list-style-type: none"><li>• Understanding what makes an effective leader</li><li>• Communicating as a leader</li><li>• Introducing the STEP principle: Space, Task, Equipment and People</li></ul> <b>Athletics</b> <ul style="list-style-type: none"><li>• Running for speed competition</li><li>• Running for distance competition</li><li>• Throwing competition</li><li>• Jumping competition</li></ul>
<b>Music Knowledge and Skills</b>  <b>Unit:</b> <b>Theme and variations (Pop Art)</b>	<ul style="list-style-type: none"><li>• To know that a 'theme' is a main melody in a piece of music.</li><li>• To know that 'variations' in music are when a main melody is changed in some way throughout the piece.</li><li>• To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.</li><li>• To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly</li></ul>
<b>French Knowledge KS2 only</b>	<ul style="list-style-type: none"><li>• Say which Parisian Landmarks we are going to visit on our virtual trip to Paris.</li><li>• Learn modes of transport to say how we are going to get to Paris.</li><li>• Learn items of clothing to say what we are going to wear in Paris.</li></ul>



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	<ul style="list-style-type: none"> <li>• Design an outfit to wear in Paris.</li> <li>• Describe our outfits and make sure adjectives agree with the nouns.</li> <li>• Produce an extended piece of writing to plan our trip to Paris.</li> </ul>	
<b>French Skills KS2 only</b>	<ul style="list-style-type: none"> <li>• Listen and understand the main points and some detail from spoken material.</li> <li>• Express opinions and provide simple justification.</li> <li>• Manipulate language to present ideas and information in simple sentences.</li> <li>• Read and understand the main points and some detail from written material.</li> <li>• Use a bilingual dictionary.</li> <li>• Manipulate familiar language to describe places and actions.</li> <li>• Use a wider variety of verbs.</li> <li>• Use qualifiers to reinforce adjectives.</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>Geography Knowledge</b>  <u>Where does our Energy come from?</u>	<u><b>Locational Knowledge:</b></u> <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> </ul>	<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 name of many cities in the UK.</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 that natural resources can be used to make energy.</li> <li>• To know some positive impacts of humans on the environment.</li> <li>• To know some negative impacts of humans on the environment.</li> <li>• To know that contours on a map show height and slope.</li> <li>• To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.</li> </ul>



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	<ul style="list-style-type: none"> <li>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</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>	<ul style="list-style-type: none"> <li>To know what a range of data collection methods look like.</li> <li>To know how to use a range of data collection methods.</li> </ul>
<b>Geography Skills</b>	<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</li> </ul>	<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>Locating many cities in the UK.</li> <li>Identifying key physical and human characteristics of the geographical regions in 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 examples of both physical and human features.</li> <li>Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance.</li> <li>Using longitude and latitude when referencing location in an atlas or on a globe.</li> <li>Describing and explaining similarities between two environmental regions studied.</li> <li>Describing and explaining differences between two environmental regions studied.</li> </ul>



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region of the United Kingdom, a region in a European country, and a region within North or South America

### **Human and Physical:**

- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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

### **Geographical skills and Fieldwork:**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- Understanding how climates impact on trade, land use and settlement.
- Using maps to explore wider global trading routes.
- Understanding some of the impacts and causes of climate change.
- Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change.
- Describing and understanding economic activity, including trade links.
- Suggesting reasons why the global population has grown significantly in the last 70 years.
- 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).
- Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.





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	<ul style="list-style-type: none"> <li>• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</li> <li>• Using models and maps to talk about contours and slopes.</li> <li>• Selecting a map for a specific purpose</li> <li>• Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.</li> <li>• Accurately using four and six-figure grid references to locate features on a map in regions studied.</li> <li>• Making sketch maps of areas studied including labels and keys where necessary.</li> <li>• Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.</li> <li>• Selecting appropriate methods for data collection.</li> <li>• Designing interviews/questionnaires to collect qualitative data.</li> <li>• Conducting interviews/questionnaires to collect qualitative data.</li> <li>• 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.</li> <li>• Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.</li> </ul>
<b>D &amp; T Knowledge Structures - Playgrounds</b>	<ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products</li> </ul>	<p><u>Technical</u></p> <ul style="list-style-type: none"> <li>• To know that structures can be strengthened by manipulating materials and shapes.</li> </ul> <p><u>Additional</u></p>



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	<p>that are fit for purpose, aimed at particular individuals or groups.</p> <ul style="list-style-type: none"><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>	<ul style="list-style-type: none"><li>• To understand what a 'footprint plan' is.</li><li>• To understand that in the real world, design , can impact users in positive and negative ways.</li><li>• To know that a prototype is a cheap model to test a design idea.</li></ul>
<b>D &amp; T Skills</b>	<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</li></ul>	<ul style="list-style-type: none"><li>• Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs.</li><li>• Building a range of play apparatus structures drawing upon new and prior knowledge of structures.</li><li>• Measuring, marking and cutting wood to create a range of structures.</li><li>• Using a range of materials to reinforce and add decoration to structures.</li><li>• Improving a design plan based on peer evaluation.</li><li>• Testing and adapting a design to improve it as it is developed.</li><li>• Identifying what makes a successful structure.</li></ul>



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	<p>design criteria and consider the views of others to improve their work.</p> <ul style="list-style-type: none"><li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li></ul>	
<b>RHE/PHSE/SMSC (Relationships and Health Education)</b>	<p><b>RHE Module 2 : Created to Love Others</b></p> <ul style="list-style-type: none"><li>• That God calls us to love others</li></ul> <p><b>Personal Relationships</b></p> <ul style="list-style-type: none"><li>• Under pressure:- to learn about spoken and unspoken pressure</li><li>• Do you want a piece of cake? – to learn about the issues of consent and bodily autonomy</li><li>• Self-Talk – learn to deal with pressure from themselves</li></ul>	
<b>Mental Health and Wellbeing Safeguarding Curriculum Links</b>	<p>Safeguarding links</p> <ul style="list-style-type: none"><li>• Making good choices</li><li>• Cyber bullying</li><li>• PSO visit -anti social behaviour</li><li>• NSPCC visit</li></ul>	



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