



St Mary's
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum Year 6 Autumn 2 Main Themes: Population/Evolution and Inheritance	
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. In English they will have written a flashback narrative and newspaper report based on the Vehicle Text A Story Like the Wind by Gill Lewis, and they will be familiar with the features of both text styles. They will have a greater understanding of advanced punctuation including hyphens and semi-colons. 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 bag in Design and Technology. They will design pattern pieces, making a bag for a specific user and think about aesthetics and functionality. In music, they will have explored songs from World War Two, exploring melodies and harmonies. In Computing the children will have learned how to create, edit and query 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 the children will build towards performing an extended role-play acting as a tour guide and a tourist. 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



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	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.
English - Reading Comprehension Skills/Word Reading	<u>Through all units, children will be taught through the following areas:</u> <u>Comprehension</u> Building on Previous Year and throughout Year 6 focus on: •Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks •Increase their familiarity with a wide range of books, including modern fiction, fiction from our literary heritage and traditional tales * •Read books that are structured in different ways and read for a range of purposes •Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views •Retrieve, record and present information from fiction and non-fiction •Identify and discuss themes and conventions in and across a wide range of writing •Identify how language, structure and presentation contribute to meaning •Learn a wider range of poetry by heart •Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience** •Predict what might happen from details stated and implied •Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence •Ask questions to improve their understanding •Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas •Make comparisons within and across books e.g. plot, genre and theme •Provide reasoned justifications for their views



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- Discuss and evaluate how authors use language, including figurative language considering the impact on the reader
- Distinguishing between statements of fact and opinion
- 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***

*Three-week units contain either, modern fiction, fiction from our literary heritage or traditional tales

** Three-week units contain either poems or play scripts

*** Across the year children will have opportunities to complete presentations and debates

Reading Skills

Building on Previous Year and throughout Year 6 focus on:

- Make meaning from words and sentences, including knowledge of phonics, word roots, word families
- Make meaning from text organisation
- Make meaning by drawing on prior knowledge
- Read increasingly complex texts independently for sustained periods
- Find the main idea of a paragraph and text
- Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause and complex sentences
- Read closely, annotating for specific purposes
- Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases
- Connecting prior knowledge and textual information to make inferences and predictions
- Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity
- Summarising a text
- Secure responses and understanding through re-reading and cross-check information
- Confidently use a range of strategies for finding and locating information e.g. skimming scanning for detail •Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning

Word Reading



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	Building on Previous Year and throughout Year 6 focus on: •Apply 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 •Recognise and read most Year 5&6 Word List words with automaticity <u>Reading Terminology for Pupils</u> Across the Year Building on Previous Year and throughout Year 6 focus on: figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare
Reading Texts	<u>Fiction Texts:</u> The Island at the End of Everything The House with Chicken Legs <u>Non-Fiction Texts:</u> The Diary of a Young Girl The Place for Me <u>Poetry Texts:</u> Digging for Victory Poems from the Second World War
English - Vehicle Texts and Writing Outcomes	Vehicle Text: A Story Like The Wind Fiction: Flashback narrative Purpose: To narrate Non-Fiction: Newspaper report Purpose: To recount



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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 – Grammar: Word	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms Converting nouns into verbs using suffixes (reinforce from Y5) 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
English – Grammar Sentence	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal



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	Using expanded noun phrases to convey complicated information concisely		
English – Grammar Text	Build on previous units & focus on: Use headings, sub-headings, columns and captions to structure information		
English – Grammar: Punctuation	Build on previous units & focus on: Use hyphens to join words and avoid ambiguity Use range of punctuation taught at KS2 (Speech punctuation) Use the semi-colon as the boundary between independent clauses		
Terminology for Pupils	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points		
Mathematics Skills Small Steps	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	Measures: Converting Units Step 1 Metric measures Step 2 Convert metric measures Step 3 Calculate with metric measures Step 4 Miles and kilometres Step 5 Imperial measures



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		Step 7 Fraction of an amount – find the whole	
Science Knowledge Evolution and inheritance	● 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	● 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		
Computing Knowledge Purple Mash Unit Spreadsheets	Spreadsheets: ● There are key features of a spreadsheet, and data can be entered into cells. ● Formulae can be entered into a spreadsheet, this can save time and make working more efficient. ● Spreadsheet software can make complex data clear by manipulating the way it is presented. ● A spreadsheet can be used to model a situation. ● Functions can be used for calculating averages and maximum and minimum values in spreadsheets. ● A spreadsheet program can display a variety of graphs and charts. ● Using sorting and filtering tools can allow you to interrogate large amounts of data quickly and easily. ● A spreadsheet can be created to model a real-life situation and solve problems.		
Computing Skills	Spreadsheets: ● Talk about some uses of a spreadsheet. ● Navigate around the front screen of their chosen program. ● Navigate around a sheet using appropriate cell references. ● Enter data into cells of the chosen program.		



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| | <ul style="list-style-type: none">• Recall key vocabulary relating to spreadsheets.• Define what is meant by a formula on a sheet.• Navigate around a sheet by clicking in a cell or typing cell reference.• Write simple formula related to the rules of calculation.• Use the series fill function.• Use formulae to change calculations automatically when data entered is changed.• How to change the height and width of a cell and row.• Enter header titles into a sheet.• Split cells for ease.• Sort data in a sheet using the appropriate feature.• Use the sum feature when typing a formula.• Format cells as currency.• Use a computational model in a real-life situation.• Add data to a table format.• Create formulae using cell references.• Use more advanced formula other than SUM• Recap the knowledge of the different axis in a graph based on learning in other subjects.• Create a range of graphs and charts depending upon the version being used.• Sort data in a sheet by alphabetical or numerical order.• Use and apply a variety of text and number filters.• Explain that rows that do not meet the criteria are not deleted; they are temporarily hidden from view.• Clear the filters after a search to make the hidden rows visible again.• Understand the advantages of using formulae when data is liable to change.• Plan an event using a spreadsheet.• Use the skills gathered over the unit to solve a series of problems. |
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Computing Online Safety	Online Reputation • I can explain the ways in which anyone can develop a positive online reputation. • I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. Online Bullying • I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me. • I can explain how someone would report online bullying in different contexts.
PE Knowledge Complete P.E - Dance Complete P.E - Hockey	Complete P.E - Dance Carnival • To know what the 'Rio Carnival' is and that samba is a cultural dance • To know that choreography: is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to perform • To know that rhythm: is a repeated pattern of movements or sounds • To know that emotion: refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others • To know that expression: refers to the actions a dancer uses to make their characters thoughts or feelings known • To know that excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph. Complete P.E: Hockey • 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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PE Skills	Complete P.E - Dance • Perform with clarity, fluency, accuracy and consistency as part of a big group • Use their bodies to perform technical movements with control and rhythm • Make effective evaluations of an individual, pairs' or groups strengths and weaknesses. • Reflect on their own performances. • <i>Demonstrate effective responsibility as they work with less able pupils</i> • Create movement ideas to improve the quality of their work. Complete P.E: Hockey • Consolidate keeping possession, develop officiating • Consolidate defending • Create, understand and apply attacking/defending tactics in game situations
Music Knowledge and Skills Four-Chord Pop: Playing in a Band	This unit will run across the whole of the Autumn Term. Four-Chord Pop: Playing in a band. • Building on the skills developed throughout KS 2, pupils combine their knowledge and experience to form their own pop bands. • Guided by videos featuring professional musicians, pupils will learn the bass line, chords and melody of a well-known pop song. • Pupils will develop their performances by adding rhythm, creativity and musical expression to create a final piece.
French Knowledge KS2 only	• 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). • Learn how to use prepositions to give the precise location of one place in the town in relation to another. • Conduct a complete dialogue about where places are in the town using transactional language.



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French Skills KS2 only	• Listen and understand the main points and some detail from short, spoken material. • Converse without prompts. • Vary language and produce extended responses. • Use a bilingual dictionary to identify word class and gender of nouns. • Understand and correctly use prepositions. Recognise the phonemes – ou, on ,ch, oi, i, in, ique, ille, é, è, e, eau, eux, qu, gne, ç, en, an.
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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> • 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 • 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	To know that the global population has grown significantly since the 1950s. To know which factors are considered before people build settlements. To know migration is the movement of people from one country to another. To be aware of some issues in the local area. To know what a range of data collection methods look like. Locating more countries in Europe and North and South America using maps.



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	- understand how some of these aspects have changed over time <u>Place Knowledge:</u> - 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 <u>Human and Physical:</u> - 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 <u>Geographical skills and Fieldwork:</u> - 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	Locating key human features in countries studied. Locating many counties in the UK. Confidently locating the twelve geographical regions of the UK. Identifying key physical and human characteristics of the geographical regions in the UK. Explaining why a locality has changed over time, giving examples of both physical and human features. Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. Understanding how climates impact on trade, land use and settlement. 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.
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	technologies.	Describing and understanding economic activity, including trade links. Suggesting reasons why the global population has grown significantly in the last 70 years. Describing the 'push' and 'pull' factors that people may consider when migrating. 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. Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.
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		Beginning to use thematic maps to recognise and describe human and physical features studied. Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using four and six-figure grid references to locate features on a map in regions studied. Confidently locating features using the 8 points of a compass. Following a short pre-prepared route on an OS map. Planning a journey to another part of the world using six-figure grid references and the eight points of a compass. Developing their own enquiry questions. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. Beginning to use standard field sampling techniques appropriately.
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		Using GIS (Geographical Information Systems) to plot data sets. Using a simplified Likert Scale to record their judgements of environmental quality. Conducting interviews/questionnaires to collect qualitative data. 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. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables
Design and Technology Textiles - bags Knowledge	<u>Design:</u> To know: • Different materials have different costs. • Original and innovative ideas are different from what has been made before. • Drawings and diagrams can be communicated in 3D.	



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- Improving on prototypes can help to improve the final design.

Make

To know:

- Materials and equipment lists help to plan better.
- Aesthetics are the way something looks.
- Research can help decide which materials are best for both aesthetics and functional properties.
- Risks are things that might go wrong.
- Different measuring tools can be useful depending on what is being measured.
- The shape of an object can affect both its aesthetics and function.
- Aesthetics is how something looks.
- Nets can be folded to create 3D shapes.
- Texture can provide functional properties as well as aesthetic.

Evaluate

To know:

- Sustainability means thinking about the materials that were used to make a product and how the product was made.
- Looking at other designers' work can help inform designs.
- Their final product can still be improved by using different materials or techniques.
- Evaluating their designs in detail will help them understand its successful and less successful parts.
- Explaining how they used feedback to improve their design can help them create better products in the future.

Technical knowledge

To know:

- Using a template (or clothing pattern) helps to accurately mark out a design on fabric.



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	• Complete products are sometimes made in parts that are sewn together. • Consistently sized stitches improve the aesthetic of a product.
Design and Technology Skills	<u>Design</u> • Creating more complex design criteria that require considering detailed user needs, environmental impact, materials and cost. • Developing more independence in generating ideas. • Coming up with a broader range of ideas and deeper innovation, requiring pupils to think critically about their ideas' practicality and originality. • Beginning to use more complex annotated sketches, such as cross-sectional and exploded diagrams and pattern pieces in design. • Beginning to select methods to communicate their ideas, justifying their choices. (eg. prototypes, cross-sectional, exploded diagrams, CAD etc). <u>Make</u> • Assessing risks associated with different tools and equipment. • Understanding and explaining the importance of each safety rule. • Consistently apply safety instructions. • Cutting patterns and drawings accurately. • Choosing PVA glue over hot glue for safety when joining materials in less intensive projects. • Balancing aesthetics and functionality when creating parts of a design. • Using nets to create 3D objects <u>Evaluate</u>



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	• Assessing their designs against a more complex set of design criteria that includes functionality, aesthetics, user experience, sustainability and cost. • Considering alternative materials, tools or techniques that could enhance the product.
RHE/PHSE/SMSC (Relationships and Health Education)	RHE Module One: Created and loved by God Unit 3: Emotional Well-being • Thankfulness • Thoughts, feelings and actions • Thoughts, feelings and actions Remembrance day Anti Bullying activities
Mental Health and Wellbeing Safeguarding Curriculum Links	• Anti bullying week- assemblies • RE theme Justice • Science- the human body • PCSO visit- social awareness and how to report- assembly • Develop emotional awareness by understanding how thoughts, feelings, and actions are connected. • Build resilience, self-esteem, and positive mental health and wellbeing. • Recognise the importance of respect, dignity, and empathy in all relationships. • Understand the impact of bullying, including online bullying, and know how to seek support.



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| | <ul style="list-style-type: none">• Learn about the risks associated with pornography and inappropriate online content, and how to respond safely if they encounter it.• Develop critical thinking about online influences and know when to report concerns to a trusted adult.• Recognise the importance of seeking help for worries, difficult emotions, or situations that make them feel unsafe.• Promote inclusion, kindness, and respect for others within the school and wider community. |
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