



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



YEAR 6

Spring 2023-2024

In order to help our pupils **'KNOW MORE and REMEMBER MORE'** we revisit knowledge that has been taught in a variety of ways. Each lesson, starts with reviewing prior learning, including games, quizzes and recaps; throughout each theme teachers regularly recap significant knowledge and at the end of each half term, pupils play the 'SJF Know More, Remember More Gameshow/Quiz'. This informs teachers' assessments, whilst also helping to move the significant knowledge (from each theme taught in each year group) into the long term memory of each pupil.

Helping to embed that significant knowledge.

Year 6	Foundation Subjects Curriculum coverage		Spring 2023
Subject and Topic	Significant Skills	Significant Knowledge	
Religious Education	<p>Sources Give reasons for certain actions by believers. Show an understanding of the stories from the Bible and their effect on people's beliefs. Show how decisions are informed by our beliefs and values. Use multiple sources to support a view. Use the Bible and Bible references to locate scripture.</p> <p>Unity Ask and respond to questions about their own and others' experiences about friendship and unity. Describe and show an understanding of the parts of the Mass whilst making links between them and the religious sources. Show an understanding of how belief in Jesus, the uniting presence in Holy Communion, shapes the lives of Christians in many different ways. Explain what beliefs and values inspire and influence me and others.</p> <p>Death and New Life Make links between the scripture and resurrection of Jesus. Give reasons for religious actions and symbols connected with Lent, Holy Week and the Sacred Paschal Triduum.</p>	<p>Sources Know the different parts of the Bible and how they are sequenced. Understand the Bible is made up of the Old and New Testament and the differences between these parts of the Bible. Know the different genres of writing that can be found in the Bible.</p> <p>Unity Know the different parts of the Communion rite and use the correct vocabulary when referring to them. Make a direct link between the Last Supper and the parts of the Communion rite. Understand the consecration and its significance.</p> <p>Death and New Life Pupils will know and understand that loss and death bring about change for people. Understand that Lent is a time of preparation when we remember the suffering and death of Jesus. Know the different ways in which we can prepare ourselves during this time. Understand the significance of the story of Lazarus as a way of Jesus preparing us for his own death and resurrection. Know the story of the passion and make links to the Easter Vigil.</p>	



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	<p>Describe and show understanding of religious sources, beliefs, ideas, feelings and experiences connected with Lent, Good Friday of the Passion of the Lord; and The Easter Vigil in the Holy Night; making links between them.</p>		
Science	<p>Evolution and Inheritance: Identify scientific evidence that has been used to support or refute ideas or arguments. Plan an enquiry that will answer a question. Record data in a table. Measure with a data logger. Present findings from an enquiry. Recognise which secondary sources will be most useful to research ideas (non-statutory).</p> <p>Electricity: Take repeat measurements of data with precision. Explain the degree of trust that can be had in results. Plan a fair-test by recognising the control variables. Use predictions to set up fair tests.</p>	<p>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.</p> <p>Electricity: Use recognised symbols when representing a simple circuit in a diagram. 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.</p>	
History	<p>Crime and Punishment Find out about beliefs, behaviour and characteristics of people through time in relation to Crime and punishment. Use relevant dates and terms. Recognise primary and secondary sources. Check the accuracy of interpretations – fact or fiction and opinion. Use the internet, books and a range of other sources to research an aspect of crime and punishment in one of the time periods studied (Medieval)</p> <p>The Atlantic Slave Trade Place current study on timeline in relation to other studies. Use relevant dates and terms. Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied. Link sources and work out how conclusions were arrived at.</p>	<p>Crime and Punishment Know that a crime is something a person does that is against the law. Punishment is a penalty for doing something wrong Know the difference between rules and laws Understand that punishments are a deterrent to prevent crime from happening Compare how beliefs and behaviour have changed in Britain through time (Anglo-Saxons, Romans, Victorians and today). Make a comparison between how a crime would be punished in two of the different time periods studied. Know key dates, characters and events - Sir Robert Peel introduced the police force in the Victorian Era.</p> <p>The Atlantic Slave Trade Understand that people were sold into slavery for a long period of our country's history Children look at the chronology of the historical periods they have studied and understand the trading of people was happening at these times. Understand and explain the terms 'British Empire' and the 'Commonwealth'. Understand the development of the triangular slave trade and how each group involved was linked to the others - what did the groups have to offer? What could they provide? Study individual accounts from enslaved people explaining life on the middle passage Understand how slaves protested in different ways</p>	



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	<p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research.</p>	<p>understand the links between slavery and Afro-Caribbean culture Investigate the legacy of slavery and the ongoing work of movements such as BLM - look particularly at the statue of Edward Colston as an example of legacy. Consider the sensitivity of this topic and how it is important to show empathy and respect for the views of others. Consider empathy and make comparisons to our lives today.</p>	
Geography	Not taught this term.		
Computing	<p>Programming: Intro To Python Predict what I think something new will do. Explore something independently and explain what I found. Decompose a picture. 'Remix' a project by tinkering. Choose Python commands for a purpose. Use the syntax for a loop. Decompose a program. Write an algorithm.</p> <p>Data handling 1: Big Data 1 Identify barcodes, QR codes and RFID. Identify devices and applications that can scan or read barcodes, QR codes and RFID. Understand how barcodes, QR codes and RFID work. Gather and analyse data in real time. Create formulas and sort data within spreadsheets. Learn how 'big data' can be used to solve a problem or improve efficiency.</p>	<p>Programming: Intro To Python Know that there are text-based programming languages such as Logo and Python. Know that nested loops are loops inside of loops. Understand the use of random numbers and remix Python code. Understand why we use loops. Explain what a loop is. Explain how a nested loop works. Understand the appropriate place to use a loop. Identify the need for random numbers. Understand the definition of: loop, remix, algorithm</p> <p>Data handling 1: Big Data 1 Know that data contained within barcodes and QR codes can be used by computers. Know that infrared waves are a way of transmitting data. Know that Radio Frequency Identification (RFID) is a more private way of transmitting data. Know that data is often encrypted so that even if it is stolen it is not useful to the thief.</p>	
Art	<p>Explore mark making using a range of handmade tools. Make comparisons between different artwork Draw a Maya spirit companion and consider its meaning. Generate a range of symbols, patterns and colours that represent yourself. Discuss the effect of light and dark on an object and consider how to draw it. Create form by applying chiaroscuro to a tonal drawing. Discuss ideas about 'what art is' or 'should be' and justify choice Revisit and review work to develop it. Use my creative work to develop an idea, applying drawing techniques for visual impact and effect.</p>	<p>Identify the key features of Maya art. Explain the term Chiaroscuro and understand how it can be used for effect. Identify the similarities and differences between art styles. Understand that a monochromatic artwork uses tints and shades of just one colour. Understand that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>	



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Design & Technology	<p>Designing a playground featuring a variety of different structures, considering how the structures will be used.</p> <p>Considering effective and ineffective designs.</p> <p>Building a range of play apparatus structures drawing upon new and prior knowledge of structures.</p> <p>Measuring, marking and cutting wood to create a range of structures.</p> <p>Using a range of materials to reinforce and add decoration to structures.</p> <p>Improving a design plan based on peer evaluation.</p> <p>Testing and adapting a design to improve it as it is developed.</p> <p>Identifying what makes a successful structure.</p>	<p>Know that structures can be strengthened by manipulating materials and shapes.</p> <p>Understand what a 'footprint plan' is.</p> <p>Understand that in the real world, design can impact users in positive and negative ways.</p> <p>Know that a prototype is a cheap model to test a design idea.</p>	
Physical Education	<p>Gymnastics:</p> <p>Create and recall sequences with 9 actions and large group balances considering aesthetic appeal and creative transitions</p> <p>Designing a creative sequence and articulating ideas to others.</p> <p>Identify key techniques and put in place strategies to improve theirs and others' performances.</p> <p>Performing a range of more advanced actions with good control and coordination such as forward roll, backward roll, group balance, cartwheel, headstand and basic vault.</p> <p>Consistently repeating sequences with reasonable quality, accuracy and smooth transitions Demonstrating a good level of stamina, strength and speed to enhance performance</p> <p>Performing longer and more complex movement sequences confidently with a clear beginning, middle and end.</p> <p>Demonstrating good timing of movement when working with a partner (during canon, unison or mirroring)</p> <p>Tag Rugby:</p> <p>Perform evasive strategies to pass defenders.</p> <p>Perform an accurate lateral passing technique.</p> <p>Perform an accurate catching technique.</p> <p>Work as a team to retain the ball and create scoring opportunities.</p> <p>Identify open spaces to target.</p> <p>Create and assign roles for all members of the team.</p> <p>Dance 2:</p> <p>Use movement to communicate and demonstrate ideas and issues, and their own feelings and thoughts.</p> <p>Choreograph individually, in pairs, small groups and as a whole class.</p> <p>Use expressions to portray character.</p> <p>Identify movements that should be linked.</p> <p>Apply known choreographic devices to link dance movements.</p> <p>Use linking movement to create one whole dance.</p>	<p>Gymnastics:</p> <p>Understand the terms: flight, transition, mirroring</p> <p>Understand and always apply safety requirements when working with a group to balance or use apparatus</p> <p>Identify the following rolls: forward roll, safety roll, side roll, teddy bear roll combination roll, dance roll, backwards roll</p> <p>Identify the following shape jumps: tuck, star, straight, pike, straddle, half turn, full turn.</p> <p>Understand how core strength supports a controlled vault.</p> <p>Tag Rugby:</p> <p>Understand the tactics an attacker could use to beat a defender.</p> <p>Understand how to position the body when making a lateral pass.</p> <p>Understand the steps to make a successful lateral pass.</p> <p>Understand the tactics a team could use to retain the ball.</p> <p>Dance:</p> <p>Understand the terms: dynamics, expression, choreography.</p> <p>Explain the meaning of the following choreographic devices: canon, formation, unison and levels.</p> <p>Understand the historical and cultural origins of different dances through a choice of themes.</p>	



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	<p>Hockey: Apply basic principles of team play to keep possession of the ball Plan practices and warm ups to get ready for playing safely Recognize their own and others strengths and weaknesses in games Suggest ideas that will improve performance Use different techniques for passing, controlling dribbling and shooting the ball in games Use marking, tackling and/or interception to improve their defence</p>	<p>Hockey: Know what position they are playing in and how to contribute when attacking and defending. Know a range of tactics for attacking and defending. Understand how marking, tackling and interception strategies improve defence.</p>	
Music	<p>Pace the voice with accuracy over a wider pitch range. Use voice expressively in songs with awareness of effect created. Sing rounds, canons and simple harmonic two / three part arrangements, maintaining own part accurately with confidence and awareness of how the different parts fit together. Recognise aurally and speak rhythms. Compose / read / perform rhythmic patterns using simple combinations of SOLFA written rhythmic symbols. Read and perform melodic phrases. Distinguish specifically between different music / sounds using appropriate descriptive and musical vocabulary. Show an understanding of how lyrics can reflect cultural and social meaning and use this to enhance their performance. Feel and mark the strong beats, maintaining the pulse accurately. Identify aurally how the pulse has been grouped – metre (2/3/4's). Improvise and compose pieces and accompaniments using given structure and devices. Use notation as a support for creative work and performance.</p>	<p>Harmony is produced using many different techniques and devices. Pitched sounds can be layered in different ways to make different styles of harmony and create a particular mood or effect. Note lengths and silences can be represented by rhythmic syllables. Rhythms can be represented using written notation - In western stave notation, notes of different lengths are called: semi-breve, dotted minim, minim, crotchet, quaver, semi-quaver. Pitch: can be represented using stave notation. Timbre and Tempo are expressive elements in music that is used to achieve particular effects and moods and communicate meaning. Pulse can be organised into strong and weak beats and can help characterise a musical genre and style. Pulse can be grouped in different ways (metre). Structure: musical ideas can be improvised, fixed and organised in different ways – the process of composition.</p>	
Spanish	<p>Identify different Spanish festivals. Discuss different traditions in Spain and compare them to the English traditions. Continue to identify feminine, masculine, singular and plural nouns. Practise adjectival agreement.</p>	<p>Describing the town you live in, negative sentences, writing practice. Talk and discuss Spanish festivals and their traditions. Cultural topics to introduce different traditions that people have and how they celebrate some festivals. Comparing to other festivals celebrated around the world and in the UK. Allow children to tell other pupils to share their traditions and beliefs and to express their opinions about them.</p>	
PSHE & Relationships, Sex Education	<p>Work out the learning steps I need to take to reach my goal. Identify problems in the world that concern me and talk to other people. Work with other people to help make the world a better place. Take responsibility for my health and make choices that benefit my health and well-being. Recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.</p>	<p>Know my learning strengths and can set challenging but realistic goals for myself. Know what some people in my class like or admire about me. Know about different types of drugs and their uses and their effects on the body, particularly the liver and heart. Understand that some people can be exploited and made to do things that are against the law. Know why some people join gangs and the risks this involves.</p>	



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		Understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.	