



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



YEAR 6

Summer 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

Summer 2023-2024

Subject and Topic	Significant Skills	Significant Knowledge
Religious Education	<p>Judaism Make links between the Jewish festival of repentance and the Sacrament of Reconciliation. Explain the impact of Rosh Hashanah and Yom Kippur on Jewish people.</p> <p>Witnesses Make links to show how feelings and beliefs affect their behaviour and that of others when it comes to making a decision about being a witness. Describe and show understanding of Scripture, beliefs, ideas, feelings and experiences of the power of the Holy Spirit in witnessing to the Good News of Jesus Christ and make links between them. Give reasons for the witness to Jesus Christ by believers.</p> <p>Healing Use a developing religious vocabulary to describe the sacrament of the sick. Engage and respond to their own experiences of sickness and this sacrament. Make links between this sacrament and others. Describe and show understanding of the liturgies in this sacrament.</p> <p>Islam Show insight into the five pillars of Islam. Make links between the values of Muslim, Christians and Jews.</p> <p>Common Good · make links between Micah, Matthew 25, the Beatitudes and beliefs. · give reasons for certain actions by believers in working for justice and the common good.</p>	<p>Judaism Understand the meaning and difference between repentance and atonement. Understand that Rosh Hashanah is a time for Jews to reflect and make up for wrongdoings.</p> <p>Witnesses Know and understand the courage it takes to be a witness. Understand the meaning of Pentecost and how the Holy spirit engages people to witness the Easter message. Know and understand how we can be modern day witnesses to our faith and appreciate the importance of this.</p> <p>Healing Understand the importance of caring for those who are sick and needy as well as understanding why this can be rewarding but also difficult. Understand the significance of the anointing of the sick Know the religious symbolism of the sacrament. Learn about St Bernadette and think about Lourdes as a place of healing.</p> <p>Islam Know that there are five main components within the religion of Islam. Explain the importance of a pilgrimage to Mecca for Muslims.</p> <p>Common Good Show understanding of how religious belief in justice and the common good of all shapes life.</p>



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	<ul style="list-style-type: none"> · describe and show understanding of religious sources, beliefs, ideas, feelings and experiences around the common good, making links between them. · engage with and respond to big questions around justice and the common good, in the light of religious teaching on the common good of all. · children will be able to identify sources of religious belief and explain how religious beliefs, including Catholic Social Teaching about the common good arise. · children will be able to demonstrate how religious beliefs and Catholic Social Teaching give some explanation of the purpose and meaning of life. 	<p>Know what drives inequality and injustice Look at the impact of money and wealth and its unfair distribution Focus on particular countries as case studies Understand the concept of fair trade Understand how we can make small every day decisions to promote the Common Good.</p>
Science	<p>Living Things In Their Habitats Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Living Things In Their Habitats Classify flora and fauna based on observations. Understand the meaning of key words; classification, vertebrate, invertebrate, kingdoms: animal, plant, 'microorganism' classes: amphibian, reptile, bird, mammal, scales, feathers, flowering plant, non-flowering plant. Know who Evelyn Cheesman is and why she is important in Science.</p>
History	N/A	N/A
Geography	<p>Enchanted Rainforest Suggest questions for investigating. Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale, contrasting and distant places. Draw a variety of thematic maps based on their own data. Use/recognise map symbols. Use atlas symbols. Locate places on a world map. Analyse evidence and draw conclusions e.g. from data collected on temperature, look at patterns and explain the reasons behind it. Use atlases to find out about other features of places (e.g. mountain regions, weather patterns) Begin to draw plans of increasing complexity. Use/recognise map symbols. Use atlas symbols. Locate places on a world map. Use 8 compass points confidently and accurately. Use 4 figure coordinates confidently to locate features on a map. Begin to use 6 figure grid references: use latitude and longitude on atlas maps. Use map sites on the internet - Google Earth or Digimap</p>	<p>Enchanted Rainforest Understand what a biome/vegetation belt is Know the world's major biomes and their key characteristics Understand the link between global position, climate zone and biome. Using knowledge of the world alongside maps, atlases and globes (e.g. Google Earth) - locate the world's temperate and tropical rainforests - understand the differences and similarities between these forests. Locate the Amazon Rainforest on a map. 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); including the Amazon Rainforest. Understand geographical similarities and differences through the study of human and physical geography of a region of South America - the Amazon Rainforest. Explore the layers of the rainforest and their purpose and function. Study the diverse habitats of the Amazon Rainforest and the animals that live there.</p>



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	<p>Vanishing rainforests Suggest questions for investigating. Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale, contrasting and distant places. Collect and record evidence unaided. Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. Use/recognise map symbols. Use atlas symbols. Locate places on a world map. Use map sites on the internet - Google Earth or Digimap Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Use 8 compass points confidently and accurately. Use 4 figure coordinates confidently to locate features on a map. Begin to use 6 figure grid references: use latitude and longitude on atlas maps.</p>	<p>Vanishing rainforests Understand geographical similarities and differences through the study of human and physical geography of a region of South America - the Amazon Rainforest. Compare London and Manaus. Study the daily lives of the people who live in the Amazon Rainforest. Research how the rest of the world make use of the products of the Amazon / Asia Rainforest; Fair Trade - what is it and why is it so important? Investigate why the Amazon / Asia Rainforest is vanishing? (Deforestation). Learn about the impact of deforestation and the implication this has/ will continue to have on the rest of the world. Explore how to manage deforestation sustainably, both in the Amazon Rainforest and around the rest of the world.</p>
Computing	<p>Creating Media: History of Computers Learn about the history of computers and how they have evolved over time. Use the understanding of historic computers to design a computer of the future. Use search and word processing skills to create a presentation. Plan, record and edit a radio play. Create and edit sound recordings for a specific purpose.</p> <p>Data Handling 2: Big Data 2 Use search and word processing skills to create a presentation. Create formulas and sorting data within spreadsheets. Learn about the Internet of Things and how it has led to 'big data'. Learn how 'big data' can be used to solve a problem or improve efficiency.</p>	<p>Creating Media: History of Computers Know that radio plays are plays where the audience can only hear the action so sound effects are important. Understand that sound clips can be recorded using sound recording software. Understand that sound clips can be edited and trimmed.</p> <p>Data Handling 2: Big Data 2 Know that data can become corrupted within a network but this is less likely to happen if it is sent in 'packets'. Know that devices or that are not updated are most vulnerable to hackers. Know the difference between mobile data and WiFi. Understand how corruption can happen within data during transfer (for example when downloading, installing, copying and updating files). Understand that computer networks provide multiple services.</p>
Art	<p>Sculpture and 3D: Making Memories Identify common themes within different artworks. Consider how I can use art to express myself. Generate a selection of memories from primary school. Represent ideas within a composition of shapes.</p>	<p>Sculpture and 3D: Making Memories Understand that abstract art does not necessarily look like it does in real-life. Know that an assemblage is a 3D collage of collected or made items. Understand that composition refers to the way that different parts of an artwork are pieced together. Know that sculpture is three dimensional art, made by: carving, modelling, casting or construction.</p>



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	<p>Create a cardboard relief sculpture.</p> <p>Discuss the approach of different artists and consider how this may influence my own work.</p> <p>Use my sketchbook to test and develop ideas into a plan.</p> <p>Explain what I need and how I will make my sculpture</p> <p>Use my plans to construct 3D forms.</p> <p>Combine materials and techniques to fit my ideas.</p> <p>Work independently, experimenting with tools and materials.</p> <p>Identify areas of my work to refine.</p> <p>Select appropriate tools and materials to improve my work.</p> <p>Reflect on my work and personal development as an artist.</p>	<p>Understand that a relief is an artwork that projects from a solid base.</p>
Design & Technology	<p>Digital World: Navigating The World</p> <p>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.</p> <p>Apply understanding of computing to program, monitor and control their products.</p> <p>Write a design brief from information submitted by a client.</p> <p>Consider and suggest additional functions for my navigation tool.</p> <p>Develop a product idea through annotated sketches.</p> <p>Place and manoeuvre 3D objects, using computer-aided design.</p> <p>Change the properties of, or combine one or more 3D objects, using computer-aided design to produce a 3D CAD model.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>Digital World: Navigating The World</p> <p>Explain the key functions in a program, including any additions.</p> <p>Explain how a program fits the design criteria and how it would be useful as part of a navigation tool.</p> <p>Understand how to include sustainability in design.</p> <p>Identify key industries that utilise 3D CAD modelling and explain why they use 3D CAD modelling.</p>
Physical Education	<p>Rounders</p> <p>Throw accurately at a target.</p> <p>Catch using a range of techniques.</p> <p>Work constructively as a team member.</p> <p>Strike a ball accurately.</p> <p>Experiment with batting tactics.</p> <p>Identify own and others' strengths and devise practises that lead to improvement.</p> <p>Cricket</p> <p>Develop good fielding techniques and positions.</p> <p>Identify own and others' strengths and improve them.</p> <p>Use a range of tactics for attacking and defending as batters, bowlers and fielders.</p> <p>Bowl a ball over-arm at a target.</p> <p>Play a range of different shots.</p>	<p>Rounders</p> <p>Understand the technique for bowling a ball under-arm.</p> <p>Understand the correct height to bowl a ball for the batter.</p> <p>Understand the role of a backstop.</p> <p>Understand and implement a range of tactics.</p> <p>Recognise why some practices improve play.</p> <p>Cricket</p> <p>Know the basic rules of cricket.</p> <p>Understand the technique for a variety of shots.</p> <p>Understand the body position for a good bowl.</p> <p>Understand the role of wicket-keeper.</p> <p>Understand and implement a range of tactics.</p>



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	<p>Athletics 2 Choose the best pace for a running event to sustain running and improve on a personal target. Identify good athletic performance and explain why it is good, using agreed criteria. Display sorting etiquette. Show control at take-off in jumping activities. Show accuracy and good technique when throwing for distance. Show good control, speed, strength and stamina when running, jumping and throwing.</p> <p>Tennis Choose and use tactics effectively. Identify strengths in self and others and suggest ideas for practise. Use forehand, backhand and overhead shots increasingly well. Use the volley in games.</p>	<p>Athletics 2 Understand how stamina and power help people to perform well in different athletic events. Understand how pace impacts of sustained running. Understand the technique for passing and receiving a baton. Understand the technique for a variety of jumps. Understand the correct sequence for the triple jump.</p> <p>Tennis Know the basic rules for tennis. Understand the need for tactics in a game of tennis. Understand the technique for a good forehand, backhand and overhead shot.</p>
Music	<p>Listening Dynamics/tempo/timbre/structure/texture: describe and compare different kinds of music using appropriate musical and descriptive vocabulary.</p> <p>Singing Sing rounds / canons / simple harmonic arrangements, maintaining own part accurately; awareness of how the different parts fit together. Show an understanding of how lyrics can reflect cultural and social meaning and use this to enhance performance. Sing songs from a wide range of musical genres and styles.</p> <p>Rhythm/duration Identify compound time; read and perform rhythmic patterns.</p>	<p>Singing/playing/listening Dynamics/tempo/timbre/structure/texture are expressive elements in music that are used to achieve particular effects and moods.</p> <p>Singing Build on previous objectives to place the voice comfortably with focused singing tone and good articulation, pitch-matching, phrasing, technique. The voice is an expressive instrument and can convey a range of emotions to support the text.</p> <p>Rhythm/duration Rhythm can be represented by written notation; can be divided into small sections; pulse beats can be divided into 1/3rds to make compound time.</p>
Spanish	<p>Able to compare Spanish festivals and traditions to the traditions of England and other countries. Able to express opinions and give reasons, ask and answer questions in Spanish in speaking and writing. Re-cap all learning from Y3 to Y6 and getting ready for transition to Y7.</p>	<p>Cultural Spanish festivals and their traditions. Transition to Y7 and consolidation of all learning and knowledge from Y2 to Y6.</p>



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PSHE & Relationships, Sex Education	<p>Relationships Recognise when people are trying to gain power or control. Judge whether something online is safe and helpful for me. Use technology positively and safely to communicate with my friends and family. Help myself and others when worried about a mental health problem. Recognise when I am feeling those emotions and have strategies to manage them. Demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. Resist pressure to do something online that might hurt myself or others. Take responsibility for my own safety and well-being.</p> <p>Journey In Love Recognise the qualities of a good marriage. Understand how marriage builds a healthy relationship. Recognise how I feel when I reflect on the development and birth of a baby.</p>	<p>Relationships Know that it is important to take care of my mental health. Know how to take care of my mental health. Understand that people can get problems with their mental health and that it is nothing to be ashamed of. Understand that there are different stages of grief and that there are different types of loss that cause people to grieve.</p> <p>Journey In Love Know that a healthy relationship is important. Understand what a healthy relationship looks like. Understand that respect for one another is essential in a marriage. Understand how conception occurs. Describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p>	