



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



Year 6 Autumn 2021											
WEEK	English	Maths	Science	RE	History Geog.	Art & Design	Computing	PE	Music	Spanish	PSHE & RSE
Wk1	<p>Class text / stimulus: The Ironwood Tree/The Wrath of Mulgrath (part of The Spiderwick Chronicles) – Holly Black.</p> <p>Genre & Plot Structure: Adventure; Chasing/Hiding Plot (writing to create suspense).</p> <p>Imitate Learn the model text. Reading focus (reading as a reader): inferring characters' feelings, thoughts and motives from their actions.</p>	<p>Place Value Reading and writing numbers to ten million.</p>	<p>The Heart and Circulatory System Identify and name the main parts of the human circulatory system.</p>	<p>Loving God loves and cares for his people in difficult times.</p>	<p>WWII Why was there a second world war? Develop a chronologically secure knowledge and understanding of British history.</p>	<p>Whole School Art Display 'Y6 - Achieve'</p>	NA	<p>Dance Communicate a themed dance through movement.</p> <p>Netball Choose and use the correct passing technique. Able to shoot with the correct technique.</p>	<p>Rhythm: note lengths and silences can be represented by rhythmic syllables. Pitch: can be represented using SOLFA hand signs.</p>	<p>Greetings / numbers (consolidate Y3, Y4 and Y6).</p>	<p>Being Me In My World Identifying goals for the year.</p>
Wk2	<p>Imitate Learn the text Reading focus (reading as a writer): discuss and evaluate how authors use language, considering the impact on the reader.</p>	<p>Place Value Comparing and ordering numbers. Negative numbers.</p>	<p>Plan a pattern-seeking enquiry and record results using a line graph.</p>	<p>Loving We don't have to do anything to make God love us.</p>	<p>WWII What was the Blitz?</p>	<p>Art and Design Skills Painting: Impressionism</p>	<p>We Are Toy Makers Revisit micro: bit and Make Code.</p>	<p>Dance Link the dance movements to form a sequence.</p> <p>Netball Apply the footwork rule in a game situation.</p>	<p>Rhythm: note lengths and silences can be represented by rhythmic syllables. Pitch: can be represented using SOLFA hand signs.</p>	<p>The weather 1 Describe the weather use hay, no hay= there is/are (consolidate Y5). Conjunction words (y, pero/ but, y=and, tambien) Y3/Y4/Y5).</p>	<p>Being Me In My World Global citizenship.</p>



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Wk3	<p>Innovate Create toolkit Box up plan Write the opening and build-up paragraphs. Build cohesion between the paragraphs. Write figuratively.</p>	<p>Four Operations Adding and subtracting.</p>	Identify the components of blood.	<p>Loving Unconditional love.</p>	<p>WWII What was the evacuation and why did it happen?</p>	<p>Drawing: Zentangle patterns.</p>	<p>We Are Toy Makers Research electronic toys.</p>	<p>Dance Perform a dance, using accurate expressions. Netball Work effectively as an attacking unit to time movement and passing in order to outwit an opponent.</p>	<p>Rhythm: note lengths and silences can be represented by rhythmic syllables. Timbre: is an expressive element in music that is used to achieve effects and moods.</p>	<p>The weather 2 Describe the weather use hay, no hay= there is/are (consolidate Y5). Conjunction words (y, pero/ but, y=and, tambien) Y3/Y4/Y5).</p>	<p>Being Me In My World Children's universal rights.</p>
Wk4	<p>Innovate: Write the suspense scene and action scene. Blend action, dialogue and description to convey character and advance the action. Focus: Dialogue and using semicolons.</p>	<p>Four Operations Multiplying whole numbers.</p>	Describe the ways in which nutrients and water are transported within animals.	<p>Loving Forgiveness.</p>	<p>WWII Know how people prepared for the war (for example rationing).</p>	<p>Craft Zentangle printing.</p>	<p>We Are Toy Makers Design their toy.</p>	<p>Dance Link narrative to a dance, using a themed storyline. Netball Man mark effectively to help close down space and intercept a pass.</p>	<p>Rhythm: rhythms can be added to songs to provide accompaniment. Timbre: is an expressive element in music that is used to achieve effects and mood.</p>	<p>The weather 3 Describe the weather use hay, no hay= there is/are (consolidate Y5). Conjunction words (y, pero/ but, y=and, tambien) Y3/Y4/Y5).</p>	<p>Being Me In My World Feeling welcome and valued.</p>
Wk5	<p>Invent: Plan, write and edit own story with a chasing/hiding suspense plot. Apply learning independently.</p>	<p>Four Operations Short and long division.</p>	Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	<p>Judaism Rosh Hashanah and Yom Kippur.</p>	<p>WWII Understand that women played an important role during WWII and why this is important to society.</p>	<p>Design: Making a hat.</p>	<p>We Are Toy Makers Program the micro: bit.</p>	<p>Dance Link a themed unique dance sequence to a storyline. Netball Know the High 5 Netball rules and positions/boundaries. To work</p>	<p>Rhythm: rhythms can be added to songs to provide accompaniment. Singing: place the voice comfortably, with awareness, free and flexible, throughout their range.</p>	<p>¿Cómo es el tiempo en España?/What is the weather like in Spain? Reading AFL</p>	<p>Being Me In My World Choices, consequences and rewards.</p>



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								effectively in small teams.			
Wk6	<p>Class text / stimulus: The Spiderwick Chronicles</p> <p>Focus / Outcome (Hot Task): Children will plan and write a 'why' explanation about why an animal of their choice is endangered.</p> <p>Imitate: Internalise text.</p> <p>Reading focus: (reading as a reader): retrieve and record information; distinguish between fact and opinion.</p>	<p>Four Operations Multiples, factors and prime numbers.</p>	Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function cont.	<p>Judaism Rosh Hashanah and Yom Kippur.</p>	<p>WWII Know when the war ended and understand the significance of the United Nations.</p>	Learning About The Work of Edward Hopper.	<p>We Are Toy Makers Prepare their toy for adding interactive components.</p>	<p>Dance Perform a themed dance Sequence with consistency.</p> <p>Netball Play by the High 5 Netball rules. Work effectively in small teams.</p>	<p>Rhythm: rhythms can be combined with pitch to provide harmonic accompaniment. Singing: place the voice comfortably, with awareness, free and flexible, throughout their range.</p>	<p>Flags and their colours (consolidate Y3,4 and 5) and flags of 5 familiar countries.</p>	<p>Being Me In My World Group dynamics; Democracy, having a voice.</p>
Wk 7	<p>Imitate Reading focus (reading as a writer): identifying how language, structure and presentation contribute to meaning. Crack the code Toolkit Box -up the model text.</p>	<p>Four Operations Mental calculation and reasoning from known facts.</p>	Present findings from enquiries.	<p>Vocation and Commitment The calling of John the Baptist.</p>	<p>WWII Using our knowledge, create an information page about one aspect of WWII and its impact.</p>	Paint or draw an impressionist Christmas scene.	<p>We Are Toy Makers Connect the micro: bit to the toy.</p>	<p>Dance Consolidation and final performance.</p> <p>Netball Consolidation.</p>	<p>Rhythm: rhythms can be added to songs to provide accompaniment. Singing: place the voice comfortably, with awareness, free and flexible, throughout their range.</p>	<p>Colour in flags from Europe and describe them using colours as adjectives.</p>	<p>Being Me In My World Anti-social behaviour; Role-modelling.</p>



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HALF TERM											
Wk 8	Innovate: Plan and write an explanation. Use adverbials for cohesion. Across paragraphs.	Fractions Simplify and order fractions.	Light Understand that light appears to travel in straight lines.	Vocation and Commitment Vocation of the priest. Sacrament of Ordination.	Population Where are the world's people? Understand how many people live on the planet. Explore where people are distributed globally. Examine how the global population has changed in size and distribution.	Shelters Research and Development - understand what an air raid shelter is.	We Are Computational Thinkers Find the shortest route between towns.	Football Work effectively in small teams. Put into practice defending principles of play. Gymnastics Perform a cartwheel.	Singing: develop a focused singing tone with good articulation, pitch-matching, phrasing and dynamic range. Pitch: can be represented using stave notation Texture: harmony is produced using many different techniques and devices.	Describe famous countries Saying what are 4 countries famous for.	Celebrating Difference Perceptions of normality.
Wk 9	Invent Write your own explanation about why an animal of their choice is endangered. Write for a purpose.	Fractions Comparing and ordering fractions	Light Explain that objects are seen because they give out or reflect light into the eye.	Vocation and Commitment St Francis of Assisi.	Review why populations grow. Identify reasons why death rates and birth rates change. Reflect on how the UK's population has changed.	Use research and develop design criteria to inform the design.	We Are Computational Thinkers Find the smallest number of coins needed to make change.	Football Work effectively in small teams. Put into practice attacking principles of play. Gymnastics Perform a cartwheel, starting and landing in a range of different ways.	Singing: develop a focused singing tone with good articulation, pitch-matching, phrasing and dynamic range. Pitch: can be represented using stave notation. Texture: harmony is produced using many different techniques and devices.	Describe Spain Recognise cities in Spain and say what they are famous for.	Celebrating Difference Understanding disability.
Wk 10	Poetry: Model poem 1 : Into the Lair of	Fractions Adding and subtracting fractions.	Light Investigate why shadows have the same shape	Vocation and Commitment We all have a vocation.	What is a population pyramid?	Select from a range of tools and equipment to	We Are Computational Thinkers	Football Understand the tactics of the transition	Dynamics: are expressive elements in music that are used to	Los puntos cardinals/the points of the compass	Celebrating Difference Power struggles.



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	Baron Jugula by Brian Moses Explore figurative language; synonyms and antonyms; expanded noun phrases.		as the objects that cast them.			make a shelter.	Learn about random and linear search algorithms.	between defence to attack. Gymnastics Understand the technique of a one-handed cartwheel. To link a roll and a cartwheel together.	achieve particular effects and moods. Singing: develop a focused singing tone with good articulation, pitch-matching, phrasing and dynamic range.	Recognise the points of the compass in Spanish.	
Wk 11	Class text / stimulus: Skellig – David Almond; A Monster Calls – Patrick Ness. Genre & Plot Structure: Tale of Fear; suspense focus. Imitate: Reading comprehension Crack code.	Fractions Multiplying and dividing fractions. Autumn Mock SATS	Light Plan a fair test to explore which material is best at reflecting light.	Expectations Advent.	What challenges can a growing population present?	Select from a range of tools and equipment to make a shelter.	We Are Computational Thinkers Learn about binary search algorithms.	Football Understand the tactics of the transition between defence to attack. Gymnastics Perform a range of different cartwheels confidently.	Dynamics: are expressive elements in music that are used to achieve particular effects and moods. Singing: the voice is an expressive instrument and can convey a range of emotions to support the text.	Describe Spain What is Spain famous for?	Celebrating Difference Understanding bullying.
Wk 12	Innovate: Short burst write – word focus (poetry). Box up defeating a monster story. Write story.	Fractions Finding fractions of amounts.	Light Able to plan a scientific enquiry to answer the question 'How could we see over a wall?'	Expectations The prophets' expectation.	Explore what challenges slum communities face Examine why life can be difficult in Rocinha, Kibera and Dharavi.	Evaluate against design criteria.	We Are Computational Thinkers Learn about selection sort algorithms.	Football Apply the tactics required for attacking and defending a target (goal). Gymnastics Incorporate a creative cartwheel into a 5 or 6 movement sequence.	Dynamics: are expressive elements in music that are used to achieve particular effects and moods. Singing: the voice is an expressive instrument and can convey a range of emotions to support the text.	Spain and Hay to use Hay=there is/are and plural nouns (consolidate Y5 + mucho(s)/many . (Listening AFL).	Celebrating Difference Inclusion/exclusion.



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Wk 13	Invent: Targeted teaching based on last week. Edit and improve a paragraph based on 'target'.	Fractions Consolidating understanding of fractions. Geometry: Position and Direction. Describe positions in all four quadrants.	Light Discussing degrees of trust when planning an enquiry to answer 'How much light passes through different objects?	Expectations Mary's expectation.	Food Research Where does my food come from and how can I make choices which are good for the planet?	Plan adjustments based on the results of evaluations.	We Are Computational Thinkers Learn about quicksort algorithms.	Football Apply attacking and defending principles of play within a game situation. Gymnastics Consolidation.	Dynamics: are expressive elements in music that are used to achieve particular effects and moods. Singing: the voice is an expressive instrument and can convey a range of emotions to support the text.	La Navidad/ Christmas Talk about Christmas traditions in Spain and other Spanish speaking countries.	Celebrating Difference Differences as conflict, differences as celebration.
Wk 14	Reading Focus week: A Christmas Carol.	Geometry: Position and Direction Translations and reflections.	Light Problem-solving – Make a Christmas-themed stained-glass window using your knowledge of light.	Expectations The Word of God becomes the human person: Jesus.	How is the population distributed in the UK?	Make adjustments and re-evaluate.	We Are Computational Thinkers Apply knowledge of algorithms to problem solve.	Football Consolidation. Gymnastics Consolidation.	Dynamics: are expressive elements in music that are used to achieve particular effects and moods. Singing: the voice is an expressive instrument and can convey a range of emotions to support the text.	La Navidad/ Christmas Talk about Christmas traditions around the world.	Celebrating Difference Empathy.



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Subject and Topic	Key Skills	Key Knowledge
Religious Education	<p>Show more understanding of the stories from the Bible and their effect on people's beliefs.</p> <p>Show understanding of how religious belief shapes lives.</p> <p>Show how decisions are informed by our beliefs and values.</p> <p>Use many sources to support a view.</p>	<p>Understand the term unconditional.</p> <p>Know that God's love is unconditional.</p> <p>Retell and explain the meaning behind the parable of the prodigal son.</p> <p>Define mercy and explain how we can show mercy to one another.</p>
Science	<p>Able to plan pattern-seeking enquiry.</p> <p>Able to report causal relationships.</p> <p>Able to record results using a line graph.</p> <p>Able to present findings from enquiries.</p> <p>Able to use scientific evidence to support or refute an idea.</p> <p>Able to plan a scientific enquiry to answer questions.</p> <p>Able to use test results to make predictions to set up further comparative tests.</p> <p>Able to plan a fair-test; recognising and controlling variables.</p>	<p>Identify and name the main parts of the human circulatory system.</p> <p>Explain the functions of the heart and blood vessels.</p> <p>Identify the components of blood.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Understand that light appears to travel in straight lines.</p> <p>Able to use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>Able to explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p>
History	<p>Develop a chronologically secure knowledge and understanding of British history.</p> <p>Sequence information.</p> <p>Use a range of sources (primary and secondary).</p> <p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p>	<p>Know when WWII started, which countries were involved and why it happened.</p> <p>Know what the Blitz is and to understand why the Blitz was unprecedented.</p> <p>Know that evacuation happened and explain why children were evacuated from the cities.</p> <p>Know how people prepared for the war (for example rationing).</p> <p>Understand that women played an important role during WWII and why this is important to society.</p> <p>Know when the war ended and understand the significance of the United Nations.</p>
Geography	<p>Confidently use maps, globes and Google Earth.</p> <p>Use atlases/maps to describe and locate places using 4 figure grid references.</p> <p>Locate the Equator on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics.</p> <p>Locate largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent.</p> <p>Ask questions e.g. what is this landscape like? What is life like there?</p> <p>Study photos/pictures/maps to make comparisons between locations.</p> <p>Identify and explain different views of people including themselves.</p>	<p>Where are the world's people?</p> <p>Why does the population change?</p> <p>What challenges can a growing population present?</p> <p>What challenges do people face living in slums?</p> <p>What challenges can an ageing population present?</p> <p>How do we feed the planet?</p> <p>Food Research – Where does my food come from and how can I make choices which are good for the planet?</p>
Computing	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.</p>	<p>Understand the terms: micro: bit, algorithm.</p>



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	<p>Solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>		<p>Understand what algorithms are and name examples of types of algorithm e.g. random and linear search algorithms, binary search algorithms, quicksort algorithm.</p>	
Art	<p>Learn and apply new drawing techniques. Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work. Create repeat patterns using printing techniques. Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters. Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern. Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.</p>		<p>Understand that impressionist artists express their perceptions of nature, rather than create exact representations. Define a herringbone pattern. Understand that abstract drawings that use repeat patterns are called zentangles.</p>	
Design & Technology	<p>Make sketches or cross-sections and prototypes. Analyse existing products. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Select from a wide range of tools. Select from and use a wider range of materials and components.</p>		<p>Use research and development to inform design. Understand how key events and individuals in design and technology have helped shape the world.</p>	
Physical Education	<p>Dance. Use movement to communicate and demonstrate ideas and issues, and their own feelings and thoughts. Work individually, in pairs, small groups and as a whole class. Use expressions to portray character. Identify movements that you want to link. Establish types of linking movements. Use linking movement to create one whole dance.</p> <p>Netball. Correctly perform; chest pass, shoulder pass and shooting throw. Pivot on landing foot. Communicate within a team. Time passes. Effectively mark an opponent.</p>		<p>Understand how you can use different visual images and stimuli to compose, perform and evaluate a range of dances. Develop their understanding of the historical and cultural origins of different dances through a choice of themes.</p> <p>Children improve their attacking and defending play. They are able to play High 5 Netball and can apply tactics and strategies to be successful in a team performance.</p>	



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	<p>Football. Work effectively in small teams. Put into practice defending principles of play. Work effectively in small teams and to put into practice attacking principles of play. Understand the tactics of the transition between defence to attack.</p> <p>Gymnastics. Perform a handstand. Perform a cartwheel. Perform a cartwheel, starting and landing in a range of different ways. Incorporate a creative cartwheel into a movement sequence.</p>	<p>Children improve their defending and attacking play. They start to play even-sided mini-versions of invasion games. Understand the principles of defence and attack.</p> <p>Develop and use their knowledge of compositional principles, e.g. how to use variations in speed, level and direction, how to combine and link actions, how to relate to partners and apparatus, to develop sequences that show an awareness of their audience.</p>
Music	<p>Pitch: demonstrate the relationship between different pitches using SOLFA hand signs and pitch names. Timbre: describe and compare different kinds of music using musical vocabulary. Rhythm: recognise aurally and speak rhythmic patterns using combinations of SOLFA rhythmic syllables. Rhythm: compose rhythmic patterns 2+ bars in length using 4-metre. Texture: maintain own melodic line with confidence and control in 2 part harmony with awareness of harmonies produced. Texture: Play simple accompaniments to songs using devices like sequence & ostinato. Dynamics: use a wide range of dynamic contrast expressively in performances. Singing: Place voice with accuracy over a wider pitch range. Sing songs which contain wider intervals in pitch.</p>	<p>Pitch: can be represented using SOLFA hand signs. Pitch: can be represented using stave notation. Timbre: is an expressive element in music that is used to achieve effects and moods. Rhythm: note lengths and silences can be represented by rhythmic syllables. Rhythm: rhythms can be added to songs to provide accompaniment. Rhythm: rhythms can be added to songs to provide harmonic accompaniment. Singing: place the voice comfortably, with awareness, free and flexible, throughout their range. Singing: develop a focused singing tone with good articulation, pitch-matching, phrasing and dynamic range. Singing: the voice is an expressive instrument and can convey a range of emotions to support the text. Texture: harmony is produced using many different techniques and device. Dynamics: are expressive elements in music that are used to achieve particular effects and moods.</p>
Spanish	<p>Reading, listening, writing and speaking.</p>	<p>Consolidate greetings, conjunctive word, numbers and colours in Spanish from previous years. Describe the weather. Use and work out the points of the compass. Describe flags from Europe using colours as adjectives in order to make sentences. Use masculine and feminine, singular and plural nouns. Match adjectives to masculine and feminine singular and plural nouns. (Adjectival agreement). Figure out Spanish words by looking at pictures and eliminating words. Talk about Christmas tradition in Spanish speaking countries and around the world and how other cultures celebrate this special occasion.</p>
PSHE & Relationships, Sex Education	<p>Empathising with others. Explain ways in which difference can be a source of conflict or a cause for celebration.</p>	<p>Suggest how some of their choices affect others locally and globally. Understand how differences can impact our lives and experiences.</p>