



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



Year 6 Spring 2021-2022											
WEEK	English	Maths	Science	RE	History Geog.	Art & Design	Computing	PE	Music	Spanish	PSHE & RSE
Wk1	<p>Class text / stimulus: Storm Breaker by Anthony Horowitz.</p> <p>Imitate phase Learn the model text 'Kidnapped'. Explore the plot of an adventure story through drama. Explore the meaning of words in context. Ask questions to improve understanding. Compare and contrast the thoughts, actions or dialogue of two different characters in the text.</p>	<p>Decimals: Decimal place value. Multiplying and dividing decimals by 10, 100 and 1000.</p>	<p>Evolution and Inheritance Recognise how the fossil record provides evidence of change over time.</p>	<p>Sources Intro/ Bible.</p>	<p>Crime and Punishment Order events and time periods in British history on a timeline</p>	<p>Make My Voice Heard Graffiti Artists' Tag: create graffiti art.</p>	<p>We Are Publishers Plan a yearbook or magazine as a class.</p>	<p>Gymnastics: Vaulting Perform and range of shapes when dismounting the vault.</p> <p>Tag Rugby Demonstrate evasive skills to beat a defender.</p>	<p>Jazz - Bacharach Anorak Listening. Learn to play.</p>	<p>My town Learning new nouns that are in town. Drawing an imaginary map and labelling it.</p>	<p>Dreams and Goals Know my learning strengths and set challenging but realistic goals for myself.</p>
Wk2	<p>Imitate phase Summarise the main ideas. (Boxing up). Identify key details that support the main ideas. Identify how language, structure and presentation contribute to meaning.</p>	<p>Multiplying and dividing decimals by integers. Fraction-decimal equivalence.</p>	<p>Recognise that living things produce offspring of the same kind, which usually vary.</p>	<p>Understand the Bible as the story of God's love, told by the People of God.</p>	<p>Explore crime and punishment in the Roman period</p>	<p>Käthe Kollwitz: Draw portraits with emotion.</p>	<p>Plan a section of the yearbook or magazine and gather/commission content.</p>	<p>Gymnastics: Vaulting Mount the vault using the correct take-off and landing technique.</p> <p>Tag Rugby Demonstrate an accurate lateral passing technique when under pressure.</p>	<p>Jazz - Bacharach Anorak Listening. Structure. Improvise.</p>	<p>Places in town Learning new nouns that are NOT in town.</p>	<p>Work out the learning steps to reach my goal and understand how to motivate myself.</p>



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	Discuss and evaluate how authors use language, including figurative language. Consider the purpose of writing and the audience.										
Wk3	Innovation phase: Plan, draft and edit an adventure story with a flashback plot. Using the model text and shared writing as models. Developing ideas.	Percentages: Fraction-percentage equivalence.	Identify how animals are adapted to suit their environment.	New Testament Books: Gospels.	Compare and contrast the Roman justice systems with that of the Anglo-Saxons	Pablo Picasso - Guernica 1: create an impactful piece of art.	Use software to create a section of the yearbook or magazine (1).	Gymnastics: Vaulting Create a range of ways to travel at different levels and inclines. Tag Rugby Demonstrate an accurate catching technique when static and when moving.	Jazz - Bacharach Anorak Listening. Structure. Performance./ Appraise	Describing your town. Give opinions and use adjective agreements.	Identify problems that concern me and talk to other people about them.
Wk4	Invent phase: Plan, draft and edit your own adventure story as the 'baddy', starting with the dilemma. Propose changes to vocabulary,	Finding percentages of amounts.	Recognise that adaptation may lead to evolution.	Unity Understand what nourishes and what spoils	Explore crime and punishment during the Tudor Period.	Pablo Picasso - Guernica 2 Painting a finished piece of art in tones (black, grey and white).	Use software to create a section of the yearbook or magazine (2).	Gymnastics: Vaulting Perform a squat through on vault. Tag Rugby Demonstrate a variety of techniques to	Jazz – Meet the Blues Listening. Learn to play.	Draw a map of your town and describe it.	Work with other people to help make the world a better place.



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	grammar and punctuation			friendship and unity.				break through a defence.			
Wk5	<p>Class text / stimulus: Storm Breaker and The Multifunction Mobile Phone Advert – Pie Corbett.</p> <p>Imitate phase Identify conventions for writing persuasively (purpose). Explore the meaning of words in context. Summarise the main ideas. (Boxing up) Identify, discuss and evaluate language and structure. (Toolkit).</p>	<p>Algebra: Finding and applying a rule.</p>	Identify how plants are adapted to suit their environment.	Understand that the Eucharist challenges and enables the Christian family to live and grow in common every day.	Compare law enforcement in the Victorian era to those previously studied	<p>The Fourth Plinth: Create a clay sculpture.</p>	Assess and review the yearbook or magazine.	<p>Gymnastics: Vaulting Perform the straddle on vault.</p> <p>Tag Rugby Retain the ball as a team and create scoring opportunities.</p>	<p>Jazz – Meet the Blues Listening. Pitch. Improvise.</p>		Describe some ways in which I can work with other people to help make the world a better place.
Wk6	<p>Innovation phase: Plan, draft and edit The Multi-purpose Spy Key Ring. Developing ideas. Use a wide range of devices to</p>	Two step equations and finding missing values.	Plan an enquiry to investigate adaptation.	Know the prayer for peace and unity and sign of peace.	Compare crime and punishment in history to that in the modern era.	<p>The Fourth Plinth: Create a clay sculpture.</p>	Review, edit and print a yearbook or magazine.	<p>Gymnastics: Vaulting Perform a vault with a range of linking movements.</p> <p>Tag Rugby Demonstrate all four core skills</p>	<p>Jazz – Meet the Blues Listening. Structure. Performance / Appraise.</p>	Writing AFL	Know what some people in my class like or admire about me and can accept their Praise.



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	build cohesion Use devices to structure text and to guide the reader.							of rugby in a game.			
HALF TERM											
Wk 7	Invent phase: Plan, draft and edit a persuasive advert for a gadget that Alex rider may use. Assess the effectiveness of their own and others' writing.	Measurement - Converting Units: Converting and calculating with metric and imperial units.	Electricity Draw a circuit diagram using recognised symbols.	<u>Death and New Life</u> When do we have to say goodbye?	Mountains, Volcanoes and Earthquakes	<u>Digital World Navigating The World</u> Writing design briefs and criteria.	We Are Connected Consider online safety and how to communicate respectfully on the Internet.	Dance Communicate a dance through movement. Basketball Use pivoting and the 'triple threat' position when in possession of the ball.	Hip-hop – Fresh Prince Listening. Play.	Identifying famous festivals in Spain. Cultural topics to introduce different traditions that people have and how they celebrate some festivals.	Healthy Me Take responsibility for my health and make choices that benefit my health and well-being.
Wk 8	Book Week	Measurement - Perimeter, Area and Volume: Calculating area and perimeter. Area of a triangle.	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells.	Understand how death and loss bring about change.		Programming A Navigation Tool Write a program, including multiple functions	Research a controversial topic to debate online	Dance Link the dance movements to form a sequence Basketball Dribble the ball with both hands	Hip-hop – Fresh Prince <ul style="list-style-type: none"> • Listening • Singing 	The carnival from Cadiz	Know about different types of drugs and their effects on the body



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								to beat a defender			
Wk 9	<p>SATs Practice Week Class text / stimulus: Spy Kids - Film and High Rise Mystery by Sharna Jackson. Imitate phase Understand the audience and purpose of discussion through a class debate (Iron Giant). Learn the model text</p>	Area of a parallelogram. Calculating volume.	Compare and give reasons for variations in how components function, including the brightness of bulbs	Understand that the suffering, death and resurrection of Jesus led to new life.		Product Concept Develop a sustainable product concept.	Write a blog post, expressing one side of an argument.	<p>Dance Perform a dance using accurate expression and choreographic devices.</p> <p>Basketball Use a variety of passes in a game situation.</p>	Hip-hop – Fresh Prince Listening. Performance.	Las Fallas.	Understand that some people can be exploited and made to do things that are against the law.
Wk 10	<p>Class text / stimulus: Spy Kids - Film and High Rise Mystery by Sharna Jackson. Imitate phase Explore the meaning of words in context. Personal response to the text reasoned justifications for their views. Explain and discuss understanding of the text.</p>	Using and calculating scale factors.	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>Easter</p> <p>Holy Week.</p>		3D CAD Models Develop 3D CAD skills.	Comment on other's posts responsibly and respectfully.	<p>Dance Link narrative to dance.</p> <p>Basketball Shoot a ball at a target in a competitive situation.</p>	Easter – Rhythms. Listening. Singing.	The April Fair.	Know why some people join gangs and the risks this involves.



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Wk 11	<u>Innovation phase:</u> Plan, draft and edit a discursive text - 'Should Teachers be spies?' Developing ideas.	Consolidation	Apply knowledge about electricity and circuits to design an electronic scarecrow.	<u>Easter</u> Easter Sunday.		3D CAD Models Apply 3D CAD skills to create a virtual model.	Check online information for reliability.	Dance Link a themed, unique dance sequence to a dance storyline. Basketball Employ attacking and defending tactics in a game situation.	Easter – Rhythms. Listening. Singing.	San Fermin.	Understand what it means to be emotionally well and explore people's attitudes towards mental health/illness.
Wk 12	<u>Invent phase:</u> Plan, draft and edit a discussion using your own research (should X?) Assess the effectiveness of your own and others' writing.		Apply knowledge about electricity and circuits to make a scarecrow.			Product Pitch Present a pitch to 'sell' the product.	Discuss and write a blog post on online bullying and how to respond to it.	Dance Perform a combined, themed dance sequence. Basketball Work as a team to employ attacking and defending tactics.	Easter – Rhythms. Listening. Singing.	La Tomatina	Recognise stress and the triggers that cause this and understand how stress can cause drug and alcohol misuse.



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Subject and Topic	Key Skills	Key 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>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>	<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>
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>



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History	<p>Find out about beliefs, behaviour and characteristics of people through time in relation to Crime and punishment.</p> <p>Use relevant dates and terms.</p> <p>Recognise primary and secondary sources.</p> <p>Checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Use the internet, books and a range of other sources to research.</p>	<p>Know that a crime is something a person does that is against the law. Punishment is a penalty for doing something wrong and comparing how beliefs and behaviour have changed in Britain through time (Anglo-Saxons, Romans, Victorians and today).</p> <p>Write an explanation of X in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events - Sir Robert Peel introduced the police force in the Victorian Era.</p>
Geography	Not taught this term.	
Computing	<p>We Are Publishers:</p> <p>Manage or contribute to large collaborative projects, facilitated using online tools.</p> <p>Write and review content.</p> <p>Source digital media while demonstrating safe, respectful and responsible use.</p> <p>Design and produce a high-quality print document.</p> <p>We Are Connected:</p> <p>Recognise the importance of respect and tolerance in online discussions.</p> <p>Write a post on a given topic, justifying their argument.</p> <p>Respond appropriately and respectfully to points made in others' posts.</p> <p>Counter someone else's online argument while showing respect and tolerance.</p> <p>Evaluate the credibility of a source.</p>	<p>We Are Publishers:</p> <p>Understand the importance of internet safety.</p> <p>Understand the importance of consent and responsible use of technology and the internet.</p> <p>We Are Connected:</p> <p>Explain how search results are selected and ranked.</p> <p>Understand how to insert a hyperlink to include information from a source.</p> <p>Understand that sources on the Internet vary in reliability and credibility.</p> <p>Know what to do if they, or someone they know, are being bullied online.</p>
Art	<p>Develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p>	<p>Know about great artists, architects and designers in history.</p> <p>Understand techniques to join pieces of clay.</p>
Design & Technology	<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>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>



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Physical Education	<p>Gymnastics - Vaulting: Perform a controlled take-off and landing. Perform a squat on vault. Perform a squat through vault. Perform a straddle on vault. Land with balance and with feet shoulder-width apart. Link gymnastic movements together.</p> <p>Tag Rugby: Perform evasive strategies to pass defenders. Perform an accurate lateral passing technique. Perform an accurate catching technique. Work as a team to retain the ball and create scoring opportunities. Identify open spaces to target. Create and assign roles for all members of the team.</p> <p>Dance: Use movement to communicate and demonstrate ideas and issues, and their own feelings and thoughts. Choreograph individually, in pairs, small groups and as a whole class. Use expressions to portray character. Identify movements that should be linked. Apply known choreographic devices to link dance movements. Use linking movement to create one whole dance.</p> <p>Basketball: Perform a variety of accurate passes. Pivot effectively. Dribble a ball with two hands. Employ attacking and defending tactics. Work collaboratively as a team.</p>	<p>Gymnastics - Vaulting: Understand the using arms aids balance. Understand how core strength supports a controlled vault. Identify the following shape jumps: tuck, star, straight, pike, straddle, half turn, full turn. Show an awareness of factors affecting the quality of a gymnastics performance and suggest improvements.</p> <p>Tag Rugby: Understand the tactics an attacker could use to beat a defender. Understand how to position the body when making a lateral pass. Understand the steps to make a successful lateral pass. Understand the tactics a team could use to retain the ball.</p> <p>Dance: Understand the terms: dynamics, expression, choreography. Explain the meaning of the following choreographic devices: canon, formation, unison and levels. Understand the historical and cultural origins of different dances through a choice of themes.</p> <p>Basketball: Understand the triple threat position - feet shoulder-width apart, bent knees, ball at waist height, head up. Identify the aspects of a good dribbling technique. Understand the steps for accurate chest and bounce passes. Know a range of tactics for attacking and defending.</p>
Music	<p>Listening - Dynamics/tempo/timbre/structure/texture: describe and compare different kinds of music using appropriate musical and descriptive vocabulary. Rhythm: combine rhythmic patterns with pitch to create simple melodies. Rhythm: recognise aurally simple syncopated rhythms e.g. te-ta-te. Rhythm: improvise / compose rhythmic patterns 2+ bars in length using 3 and 4-metre and combine these to create simple melodies. Pitch: read / and perform melodic phrases (vocal / instrumental).</p>	<p>Listening - Dynamics/tempo/timbre: are expressive elements in music that are used to achieve particular effects and moods. Structure: Musical ideas can be improvised, fixed and organised in different ways – the process of composition. Rhythm: note lengths and silences can be represented by rhythmic syllables. Rhythm: can be combined with pitch to make melodies and provide simple harmonic accompaniments. Pitch: there are different forms of scale (e.g. major / minor / blues) with its own musical characteristics.</p>



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	<p>Pitch: identify major /minor / blues scales aurally.</p> <p>Structure: recognise simple musical structures (e.g. canon, round, verse, chorus).</p> <p>Structure: Improvise and compose pieces and accompaniments using given structures and devices.</p> <p>Structure: use notation as a support for creative work and performance.</p> <p>Singing: use an unbroken singing tone, using one breath per melodic phrase.</p>	<p>Singing: place the voice comfortably, with awareness, free and flexible, throughout their range.</p> <p>Singing: develop a focused singing tone with good articulation, pitch-matching, phrasing and dynamic range.</p> <p>Singing: the voice is an expressive instrument and can convey a range of emotions to support the text.</p> <p>Singing: specific vocal techniques can be employed to capture different elements of a musical genre or style.</p>
Spanish	<p>Identify different Spanish festivals.</p> <p>Discuss different traditions in Spain and compare them to the English traditions.</p> <p>Continue to identify feminine, masculine, singular and plural nouns.</p> <p>Practice adjectival agreement.</p>	<p>Talk and discuss Spanish festivals and their traditions.</p> <p>Celebrate different cultures and to compare to the other festivals celebrated around the world and in the UK.</p> <p>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</p> <p>Identify problems in the world that concern me and talk to other people</p> <p>Work with other people to help make the world a better place</p> <p>Take responsibility for my health and make choices that benefit my health and well-being</p> <p>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</p> <p>Know what some people in my class like or admire about me</p> <p>Know about different types of drugs and their uses and their effects on the body, particularly the liver and heart</p> <p>Understand that some people can be exploited and made to do things that are against the law</p> <p>Know why some people join gangs and the risks this involves</p> <p>Understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p>