



# MEDIUM TERM CURRICULUM MAP

## ST JOHN FISHER RC PRIMARY SCHOOL



Year 6 Summer 2021-2022											
WEEK	English	Maths	Science	RE	History Geog.	Art & Design	Computing	PE	Music	Spanish	PSHE & RSE
Wk1 18/4 (Bank holiday)	<p><b>Class text / stimulus</b> The Island – Armin Greder; Ship of Shadows by Maria Kuzniar.</p> <p><b>Narrative</b> Developing techniques to create a strong atmosphere.</p>	<p><b>Statistics:</b> Interpreting data and calculating the mean.</p> <p>Revisiting calculation (all four operations).</p>	<p><b>Classification</b> What is classification? How do vertebrates and invertebrates differ?</p>	<p><b>Witnesses</b> Jesus appears to the disciples.</p>	<p><b>Enchanted Rainforest</b> Identify: latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.</p>	<p><b>Still Life</b> <b>Still life composition</b> Sketch ideas for a still life study.</p>	<p><b>We Are Advertisers</b> Review existing adverts and identify why they are effective.</p>	<p><b>Rounders</b> Throw accurately at a target and catch using a range of techniques.</p> <p><b>Cricket</b> Use different pick up techniques and apply in a game.</p>	<p><b>Ballads</b> Carole King ballads: - singing / lyrics; - tempo.</p>	<p>Identifying famous festivals in Spain.</p> <p>Give opinions and use adjective agreements (Consolidate opinions/days of the week, months of the year.</p>	<p><b>Relationships</b> Know that it is important to take care of my mental health.</p>
Wk2 25/4	<p><b>Narrative</b> Write an opening and build-up from another character's viewpoint.</p>	<p><b>Fractions, decimals and percentages</b> Revisit learning from Aut 2 and Spr 1.</p>	<p><b>Classification</b> How can we use classification keys to classify vertebrates?</p>	<p><b>Witnesses</b> The ascension of Jesus</p>	<p><b>Enchanted Rainforest</b> Locate the Amazon Rainforest.</p>	<p><b>Charcoal Still Life</b> Draw a still life study in charcoal.</p>	<p><b>We Are Advertisers</b> Create a storyboard for an advert or promotional film.</p>	<p><b>Rounders</b> Strike a bowled ball with force in a given direction.</p> <p><b>Cricket</b> Play a variety of different shots depending on where the ball lands.</p>	<p><b>Ballads</b> Carole King ballads - tempo - playing accompaniment.</p>	<p>The carnival from Cadiz.</p>	<p><b>Relationships</b> Know how to take care of my mental health.</p>
Wk3 2/5	<p><b>Narrative</b> Write an action scene from the story.</p>	<p><b>Algebra</b> Revisit learning from Spr 2.</p>	<p><b>Classification</b> Give reasons for classifying vertebrates into different groups.</p>	<p><b>Witnesses</b> Witnesses to the Easter message.</p>	<p><b>Enchanted Rainforest</b> Study human and physical geography in the Amazon Rainforest.</p>	<p><b>Negative Medium Still Life</b> Draw using a negative medium (eraser).</p>	<p><b>We Are Advertisers</b> Shoot content for an advert or promotional film.</p>	<p><b>Rounders</b> Bowl a ball accurately in a game situation.</p> <p><b>Cricket</b> Bowl a ball over-arm at a target.</p>	<p><b>Listening</b> Elements of music through listening tasks.</p>	<p>Las Fallas.</p>	<p><b>Relationships</b> Understand that there are different stages of grief and that loss affects people differently.</p>



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Wk4 9/5	<p>SATs week</p> <p>Class text / stimulus: Chaperon Rouge (short film).</p> <p><b>Futuristic fairy-tale</b> Watch the film and create storyboards and setting for a futuristic fairy-tale.</p>	<p>SATs week</p> <p><b>Properties of shape:</b> Using a protractor. Measuring and drawing angles.</p>	<p><b>Classification</b> How can we classify invertebrates?</p>	<p><b>Witnesses Ourselves as witnesses.</b></p>	<p><b>Enchanted Rainforest</b> Research how the Amazon River impacts upon the Amazon Rainforest.</p>	<p><b>Still Life In Colour</b> Paint a still life study in colour.</p>	<p><b>We Are Advertisers</b> Source other media for use in the advert or promotional film.</p>	<p><b>Rounders</b> Understand the role of backstop.</p> <p><b>Cricket</b> Use correct feet and hand movements when wicket-keeping.</p>	<p><b>Ballads</b> Carole King ballads - tempo - playing accompaniment - performance.</p>	The April Fair.	<p><b>Relationships</b> Recognise when people are trying to gain power or control.</p>
Wk5 16/5	<p><b>Futuristic fairy-tale</b> Write own versions of a fairy tale.</p>	<p><b>Properties of shapes</b> Calculating angles and finding angles in a triangle.</p>	<p><b>STEAM Week</b></p>	<p><b>Healing</b> Jesus cares for the sick.</p>	<p><b>Enchanted Rainforest</b> Explore the layers of the rainforest and their purpose and function.</p>	<p><b>Still Life In Colour</b> Paint a still life study in colour.</p>	<p><b>We Are Advertisers</b> Assemble a rough cut of an advert or promotional film.</p>	<p><b>Rounders</b> Experiment with batting tactics to maximise the team's batting score.</p> <p><b>Cricket</b> Identify and implement beneficial bowling and batting tactics.</p>	<p><b>Singing and performance-</b> Consolidating all dimensions of music through songs: Musical production.</p>	San Fermin.	<p><b>Relationships</b> Judge whether something online is safe or helpful for me.</p>
Wk6 23/5	<p><b>Non Chronological Reports</b> Revise and develop techniques for cohesion within writing.</p>	<p><b>Properties of shapes</b> Drawing angles and nets of shapes.</p>	<p><b>Classification</b> Who is Evelyn Cheesman and what did she contribute to science?</p>	<p><b>Healing</b> Anointing the sick.</p>	<p><b>Enchanted Rainforest</b> Study the diverse habitats of the Amazon Rainforest and the animals that live there.</p>	<p><b>Assembling The Memory Box</b> Create a box to showcase my art.</p>	<p><b>We Are Advertisers</b> Create a final cut of the advert or promotional film.</p>	<p><b>Rounders</b> Use batting, bowling and fielding skills in a match.</p> <p><b>Cricket</b> Use the learnt techniques in a game situation.</p>	<p><b>Singing and performance</b> Consolidating all dimensions of music through songs: Musical production.</p>	La Tomatina.	<p><b>Relationships</b> Use technology positively and safely to communicate.</p>

HALF TERM



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WEEK	English	Maths	Science	RE	History Geog.	Art & Design	Computing	PE	Music	Spanish	PSHE & RSE
Wk 7	Practise techniques to write a non-chronological report.	Consolidation unit: <b>Whiterose tours.</b> Interpreting graphs; calculating measure/distance; calculating with money; calculating time.	<b>Classification</b> Create and use a key to classify invertebrates in our local area.	<b>Healing</b> The Sacrament of the Sick.	<b>Vanishing rainforests</b> Understand geographical similarities and differences.	<b>Textiles: Waistcoats</b> <b>Waistcoat Design</b> Design a waistcoat based on a theme.	<b>We Are AI Developers</b> Create, train and refine a machine learning decision tree classifier.	<b>Athletics</b> Accelerate quickly from a static start, and pass and receive a baton.  <b>Tennis</b> Maintain a rally using forehand and backhand groundstrokes.	<b>Singing and performance</b> Consolidating all dimensions of music through songs: Musical production.	Consolidation knowledge from Y2 to Y6. Recap the parts of the body and face.	<b>Journey In Love</b> Know that a healthy relationship is important.
Wk 8	Write a cross-curricular non-chronological report on <b>rainforests</b>	Consolidation unit: <b>Whiterose tours.</b> Interpreting graphs; calculating measure/distance; calculating with money; calculating time.	<b>Classification</b> How can we classify plants in our local area?	<b>Healing</b> Lourdes, a place of healing.	Study the daily lives of the people who live in the Amazon Rainforest.	<b>Preparing Fabric</b> Outline, pin and cut panels using a template.	<b>We Are AI Developers</b> Experiment with speech recognition systems.	<b>Athletics</b> Sustain jogging and sprinting for a sustained period of time.  <b>Tennis</b> Use the volley as part of an attacking strategy.	<b>Singing and performance</b> Consolidating all dimensions of music through songs: Musical production.	Describe eyes and hair. (Y4/5) Use adjectives. Give opinions and reasons.	<b>Journey In Love</b> Understand what a healthy relationship looks like.
Wk 9	<b>Autobiography</b> Read and internalise features of an autobiography.	Consolidation unit: <b>Whiterose tours.</b> Interpreting graphs; calculating measure/distance; calculating with money; calculating time.	<b>Classification</b> How can attract more bees and butterflies into the school grounds? (Investigation).	<b>Islam</b> Guidance for Muslims.	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?	<b>Assembling A Waistcoat</b> Sew panels using a running stitch.		<b>Athletics</b> Execute different jumps with power and control.  <b>Tennis</b> Strike the ball using an over-arm serving technique in a specified direction.	<b>Singing and performance</b> Consolidating all dimensions of music through songs: Musical production.	Consolidate colours/ describing adjectives Y3/4/5).	<b>Journey In Love</b> Understand how marriage builds a healthy relationship.



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WEEK	English	Maths	Science	RE	History Geog.	Art & Design	Computing	PE	Music	Spanish	PSHE & RSE
Wk 10	<b>Autobiography</b> Make notes and box up.	<b>Mathematical Investigation:</b> Using four operations to budget.	<b>Classification</b> How can attract more bees and butterflies into the school grounds? (Reporting).	<b>Common Good</b> Explore the unjust distribution of the world's resources.	Investigate why the Amazon / Asia Rainforest is vanishing? (Deforestation).	<b>Assembling A Waistcoat</b> Sew panels using a running stitch (cont.)	<b>We Are AI Developers</b> Understand how a neural net operates.	<b>Athletics</b> Perform the triple jump with power and control using the correct sequence.  <b>Tennis</b> Use the over-arm serve as part of an attacking strategy.	<b>Singing and performance</b> Consolidating all dimensions of music through songs: Musical production.	Consolidate sports and the verb jugar=to play and practicar=to practise.	<b>Journey In Love</b> Understand how conception occurs.
Wk 11	<b>Autobiography</b> Write, publish and share autobiography.	<b>Mathematical Investigation:</b> Finding percentages of an amount; ordering of six-digit numbers, multiplicative reasoning, percentages and fractions.	<b>Journey In Love</b> Understand how conception occurs and a foetus develops.	<b>Common Good</b> How faith and action can help make a just and better world.	Learn about the impact of deforestation and the implication this has on the rest of the world.	<b>Decorating A Waistcoat</b> Add decorations e.g. beads, buttons or stitching.	<b>We Are AI Developers</b> Train a neural net to recognise images.	<b>Athletics</b> Throw for distance using the 'pull' technique.  <b>Tennis</b> Use attacking and defending tactics to win points.	<b>Singing and performance</b> Consolidating all dimensions of music through songs: Musical production.	Consolidate question words and describe places using masculine and feminine / singular and plural adjectives. Recall adjectival agreement.	<b>Journey In Love</b> Understand how a foetus develops, from conception to birth.
Wk 12	<b>Poetry</b> Read, interpret and perform poetry.	<b>Mathematical Investigation</b> Area and perimeter, the four operations, calculating with fractions, reasoning with money and algebra.	Consolidation	<b>Common Good The Beatitudes</b>	Explore how to manage deforestation sustainably, both in the Amazon Rainforest and around the rest of the world.	<b>Decorating A Waistcoat</b> Add decorations e.g. beads, buttons or stitching.	<b>We Are AI Developers</b> Explore sentiment analysis.	<b>Athletics</b> Apply athletics techniques in a competition.  <b>Tennis</b> Apply tactics in a competitive situation.	<b>Singing and performance</b> Consolidating all dimensions of music through songs: Musical production.	Consolidate types of music and instruments Y5.	Consolidation



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Year 6	Foundation Subjects Curriculum Coverage	Summer 2021-2022
Subject and Topic	Key Skills	Key Knowledge
<b>Religious Education</b>	<p><b>Witnesses</b> 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><b>Healing</b> 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><b>Common Good</b></p> <ul style="list-style-type: none"> <li>· make links between Micah, Matthew 25, the Beatitudes and beliefs.</li> <li>· give reasons for certain actions by believers in working for justice and the common good.</li> <li>· describe and show understanding of religious sources, beliefs, ideas, feelings and experiences around the common good, making links between them.</li> <li>· 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.</li> <li>· children will be able to identify sources of religious belief and explain how religious beliefs, including Catholic Social Teaching about the common good arise.</li> <li>· children will be able to demonstrate how religious beliefs and Catholic Social Teaching give some explanation of the purpose and meaning of life.</li> </ul>	<p><b>Witnesses</b> Know and understand the courage it takes to be a witness. Understand the meaning of Pentecost and how the Holy spirit eagles 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><b>Healing</b> 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><b>Common Good</b> Show understanding of how religious belief in justice and the common good of all shapes life. 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>
<b>Science</b>	<p><b>Living Things In Their Habitats</b> 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><b>Living Things In Their Habitats</b> 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>
<b>History</b>	N/A	N/A
<b>Geography</b>	<p><b>Enchanted Rainforest</b> Using knowledge of the world alongside maps, atlases and globes (e.g. Google Earth) - locate the Amazon Rainforest. Identify the position and significance of: latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the</p>	<p><b>Enchanted Rainforest</b> 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.</p>



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Subject and Topic	Key Skills	Key Knowledge
	<p>Prime/Greenwich Meridian and time zones (including day and night); including the Amazon Rainforest.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of South America - the Amazon Rainforest.</p> <p>Research how the Amazon River impacts upon the Amazon Rainforest.</p> <p>Explore the layers of the rainforest and their purpose and function.</p> <p>Study the diverse habitats of the Amazon Rainforest and the animals that live there.</p> <p><b>Vanishing rainforests</b></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of South America - the Amazon Rainforest.</p> <p>Study the daily lives of the people who live in the Amazon Rainforest.</p> <p>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?</p> <p>Investigate why the Amazon / Asia Rainforest is vanishing? (Deforestation).</p> <p>Learn about the impact of deforestation and the implication this has on the rest of the world.</p> <p>Explore how to manage deforestation sustainably, both in the Amazon Rainforest and around the rest of the world.</p>	<p>Begin to draw plans of increasing complexity.</p> <p>Use/recognise map symbols.</p> <p>Use atlas symbols. Locate places on a world map.</p> <p>Collect and record evidence unaided.</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain the reasons behind it.</p> <p>Draw a variety of thematic maps based on their own data.</p> <p>Begin to draw plans of increasing complexity.</p> <p>Use/recognise map symbols.</p> <p>Use atlas symbols. Locate places on a world map. Use 8 compass points confidently and accurately.</p> <p>Use 4 figure coordinates confidently to locate features on a map.</p> <p>Begin to use 6 figure grid references: use latitude and longitude on atlas maps.</p> <p><b>Vanishing rainforests</b></p> <p>Suggest questions for investigating.</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale, contrasting and distant places.</p> <p>Collect and record evidence unaided.</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use /temperature, look at patterns and explain the reasons behind it.</p> <p>Draw a variety of thematic maps based on their own data.</p> <p>Begin to draw plans of increasing complexity.</p> <p>Use/recognise map symbols.</p> <p>Use atlas symbols. Locate places on a world map.</p> <p>Use atlases to find out about other features of places (e.g. mountain regions, weather patterns).</p> <p>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).</p> <p>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Use 8 compass points confidently and accurately.</p> <p>Use 4 figure coordinates confidently to locate features on a map.</p> <p>Begin to use 6 figure grid references: use latitude and longitude on atlas maps.</p>
<b>Computing</b>	<p><b>We Are Advertisers</b></p> <p>Think critically about how video is used to promote a cause.</p> <p>Storyboard an effective advert for a cause.</p> <p>Work collaboratively to shoot original footage and source additional content.</p> <p>Acknowledge intellectual property rights.</p> <p>Use identified characteristics to reflect on own work.</p> <p>Shoot high-quality video footage.</p> <p>Assemble a rough cut of footage.</p>	<p><b>We Are Advertisers</b></p> <p>Know what makes an advert effective.</p> <p>Understand the purpose of creating a storyboard for an advert.</p> <p>Understand the term 'intellectual property'.</p> <p>Understand the differences between media, project files and exported movies.</p> <p>Define the terms: creative commons, export, rough cut, final cut, rushes and storyboard.</p>



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	<p>Use advanced features of editing software.</p> <p><b>We Are AI Developers</b>            Train a neural net to classify images.            Train a machine learning system to identify sentiments.            Consider some ethical principles in designing AI systems.            Create a decision tree classifier.            Use a speech recognition system.            Take part in a simulation of a neural network.            Use an image recognition system.            Train a text classifier.            Modify a program to automate user action.</p>	<p><b>We Are AI Developers</b>            Understand how decision trees can be trained automatically to classify data.            Know how speech recognition works.            Know how a neural net recognises images.            Understand the terms: artificial intelligence, machine learning, classifier, decision tree, image recognition, sentiment analysis.</p>
<b>Art</b>	<p><b>Still Life</b>            Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.            Draw with attention to form line and layout.            Draw, observing with care.            Use charcoal and chalk to show light and shadow.            Create a piece of abstract art.            Create clear lines and shapes.            Use other materials to draw with.            Pick out areas of light and shadow.            Paint with attention to form line and layout.            Represent ideas graphically, combining words and graphics.            Create a box from pieces of thick paper/card.</p>	<p><b>Still Life</b>            Know that my sketches are not the finished article and I can do several attempts.            Know what is meant by a negative image.            Know how to mix colours to create the hue that I need.            Know how to mix darker and lighter tone.</p>
<b>Design &amp; Technology</b>	<p><b>Textiles: Waistcoats</b>            Annotate my designs.            Design clothing to a set of design criteria.            Accurately mark out the outline of the panels for my waistcoat.            Cut neatly and accurately.            Select from and use a wider range of tools and equipment to perform practical tasks.            Sew a strong, neat running stitch.            Tie strong knots to secure the thread in place.            Attach objects for decoration using thread.            Secure a fastening.            Evaluate their ideas and products against their own design criteria and consider the views of other.</p>	<p><b>Textiles: Waistcoats</b>            Explain the differences between my design and the template.            Understand the terms: running stitch, panels, thread and appliqué.            Understand how to create secure knots and fastening.            Understand how different tools and equipment can be used to create different designs.            Understand the technique to complete a running stitch.</p>



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<b>Physical Education</b>	<p><b>Rounders</b> Throw accurately at a target. Catch using a range of techniques. Work constructively as a team member. Strike a ball accurately. Experiment with batting tactics. Identify own and others' strengths and devise practises that lead to improvement.</p> <p><b>Cricket</b> Develop good fielding techniques and positions. Identify own and others' strengths and improve them. Use a range of tactics for attacking and defending as batters, bowlers and fielders. Bowl a ball over-arm at a target. Play a range of different shots.</p> <p><b>Athletics 2</b> 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. Shoe accuracy and good technique when throwing for distance. Show good control, speed, strength and stamina when running, jumping and throwing.</p> <p><b>Tennis</b> 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><b>Rounders</b> Understand the technique for bowling a ball under-arm. Understand the correct height to bowl a ball for the batter. Understand the role of a backstop. Understand and implement a range of tactics. Recognise why some practices improve play.</p> <p><b>Cricket</b> Know the basic rules of cricket. Understand the technique for a variety of shots. Understand the body position for a good bowl. Understand the role of wicket-keeper. Understand and implement a range of tactics.</p> <p><b>Athletics 2</b> 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><b>Tennis</b> 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>
<b>Music</b>	<p><b>Listening</b> Dynamics/tempo/timbre/structure/texture: describe and compare different kinds of music using appropriate musical and descriptive vocabulary.</p> <p><b>Singing</b> 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><b>Rhythm/duration</b> Identify compound time; read and perform rhythmic patterns.</p>	<p><b>Singing/playing/listening</b> Dynamics/tempo/timbre/structure/texture are expressive elements in music that are used to achieve particular effects and moods.</p> <p><b>Singing</b> 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><b>Rhythm/duration</b> 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>



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<b>Spanish</b>	<p>Able to compare Spanish festivals and traditions to the traditions of England and other countries.</p> <p>Able to express opinions and give reasons, ask and answer questions in Spanish in speaking and writing.</p> <p>Re-cap all learning from Y3 to Y6 and getting ready for transition to Y7.</p>	<p>Cultural Spanish festivals and their traditions.</p> <p>Transition to Y7 and consolidation of all learning and knowledge from Y2 to Y6.</p>
<b>PSHE &amp; Relationships, Sex Education</b>	<p><b>Relationships</b>            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><b>Journey In Love</b>            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><b>Relationships</b>            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><b>Journey In Love</b>            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>