MEDIUM TERM CURRICULUM MAP – TERMLY OVERVIEW

ST JOHN FISHER RC PRIMARY SCHOOL

YEAR 6	Autumn 2025-2026

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.

English		Maths	
Autumn 1	**Autumn 2**	**Autumn 1**	**Autumn 2**
Chasing/ Hiding Narrative 'Why' Explanation	Explanation text continued Poetry Suspense Narrative (short revision unit)	Number: Place Value Number: Additional, Subtraction, Multiplication and Division	Number: Fractions Geometry: Position and Direction

Year 6	Foundation Subjects Curriculum coverage	Autumn 2025
Subject and Topic	**Significant Skills**	**Significant Knowledge**
Religious Education	Show more understanding of the stories from the Bible and their effect on people's beliefs. Show understanding of how religious belief shapes lives. Show how decisions are informed by our beliefs and values. Use many sources to support a view. Demonstrate an understanding and respect for all faiths. Demonstrate a tolerance and value for all faiths.	Understand the term unconditional. Know that God's love is unconditional. Understand the importance of making a new start. **Hinduism - Karma** Belonging and values. Rules for life. Karma and Dharma. Hindus care for creation. Understand the value of atonement. Retell and explain the meaning behind the parable of the prodigal son. Define mercy and explain how we can show mercy to one another.

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Science	Plan pattern-seeking enquiry. Report causal relationships. Record results using a line graph. Present findings from enquiries. Use scientific evidence to support or refute an idea. Plan a scientific enquiry to answer questions. Use test results to make predictions to set up further comparative tests. Plan a fair-test; recognising and controlling variables.	Identify and name the main parts of the human circulatory system. Explain the functions of the heart and blood vessels. Identify the components of blood. Describe the ways in which nutrients and water are transported within animals, including humans. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Understand that light appears to travel in straight lines. 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. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 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.
History	Develop a chronologically secure knowledge and understanding of British history. Sequence information. Use a range of sources (primary and secondary). Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in a fluent account. Use our 'equalities texts' to learn about black history and key individuals during this period in history.	Understand what led to the start of WWII (Treaty of Versaille broken) , when it started, why it happened and the significant countries involved. Know what the Blitz is, why it occurred and how British people protected themselves from it: blackouts barrage balloons air raid shelters Know that evacuation happened and explain why children were evacuated from the cities. Understand the term rationing and why it was important. Know when the war ended and understand the significance of the United Nations. Understand the contributions of the volunteer Polish Army (Polish community in school) and 'Windrush generation' through personal accounts. Use 'equalities texts'.

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Geography	Confidently use maps, globes and Google Earth. Use atlases/maps to describe and locate places using 4 figure grid references. Locate the Equator on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics. Locate largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent. Ask questions e.g. what is this landscape like? What is life like there? Study photos/pictures/maps to make comparisons between locations. Identify and explain different views of people including themselves.	Know the definition of latitude and longitude? Know how to use 4-figure and 6-figure references. Recognise key symbols on an Ordnance Survey Map. Understand why universal symbols are used on an Ordnance Survey Map.
Computing	**Computing Systems and Networks: Bletchley Park** Create a simple website with information about Bletchley Park including the need to build electronic thinking machines to solve cipher codes. Present information about their historical figure in an interesting and engaging manner. **Online Safety** Discuss a range of issues online that can leave pupils feeling sad, frightened, worried or uncomfortable and can describe numerous ways to get help. Explain how sharing online can have both positive and negative impacts. Be aware of how to seek consent from others before sharing material online and can describe how content can still be shared online even if it is set to private. Explain what a 'digital reputation' is and what it can consist of.	**Computing Systems and Networks: Bletchley Park** Explain that codes can be used for a number of different reasons and decode messages. Explain how to ensure a password is secure and how this works. Explain the importance of historical figures and their contribution towards computer science. **Online Safety** Understand the importance of capturing evidence of online bullying and can demonstrate some of these methods on the devices used at school. Describe ways to manage passwords and strategies to add extra security such as two-factor authentication. Explain what to do if passwords are shared, lost, or stolen. Describe strategies to identify scams. Explain ways to increase their privacy settings and understand why it is important to keep their software updated.

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Art	**Craft and Design: Photography** Select appropriate images and experiment with composition to create an interesting layout. Work in the style of an artist to meet a design brief. Take photographs and make choices about how to edit and use them in context. Look at the school environment through the lens of a camera and make choices about photographing aspects of it. Create a successful close up photograph of a natural form and edit the photograph in appropriate software/apps. Take photographs with care and choice. Make decisions about cropping, editing and presentation of photographic images. Take photographs in different poses which show different expressions. Develop a self-portrait from a photograph and understand how this can be used to create expression in an image. Develop one of those portraits into a line drawing, using continuous line. Combine photography with learning how to draw a portrait.	**Craft and Design: Photography** Understand the terms: photomontage, macro photography and monochromatic Know that contemporary artists use digital techniques to convey their messages. Know that paintings and photographs can express emotion. Know that artists use photography to record and observe.
Design & Technology	**Textiles: Waistcoats** 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.	**Textiles: Waistcoats** 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.

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	Evaluate their ideas and products against their own design criteria and consider the views of others.	
Physical Education	**Dance.** Use movement to communicate and demonstrate ideas and issues, and their own feelings and thoughts. To 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	**Dance.** 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
	Netball. Correctly perform; chest pass, shoulder pass and shooting throw. Pivot on landing foot. Communicate within a team. Time passes. Effectively mark an opponent.	**Netball.** 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.
	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.	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.
	Yoga. Select and apply correct poses. Follow instructions Breathing when performing yoga poses	Develop and use their knowledge of yoga poses. Understand that poses can be part of a routine. Develop an awareness of how different parts of the body move and how to maintain control.

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	Implement balance and coordination.	
Music	**General Musicianship focus** **Pulse** • **Feel and mark the strong beats** e.g. as part of an instrumental accompaniment to a known song. • **Maintain the pulse accurately** in vocal and instrumental performances and compositions. • Identify aurally how the **pulse has been grouped (metre)** e.g. in 2s, 3s, 4s etc. • Identify aurally well-known **musical 'styles'** which are partly defined by how the pulse is grouped and marked e.g. march, waltz, lullaby, reggae. • Begin to identify aurally between examples of **Simple Time** (2/4 ; 3/ 4 ; 4/4) and **Compound Time** (6/8; 9/8; 12/8) **Tempo** • Describe and compare different kinds of music using appropriate **musical vocabulary**. Create and perform music that **meets intentions** and combines sounds imaginatively **with awareness and understanding.** **Duration** • Recognize aurally and speak rhythmic patterns e.g. using combinations of SOLFA rhythmic syllables: **ta-ah-ah-ah, ta-ah-ah, ta-ah, ta, te-te, ti-ri-ti-ri and rests.** • Begin to recognise aurally simple syncopated rhythms e.g. **te-ta-te.** • Improvise and compose more complex rhythmic patterns and combine these to make longer phrases and **rhythm pieces.** Identify aurally **metres of 2,3 and 4 beats in a bar**. **Instrumental focus** SINGUP UNIT Hey Mr Miller • Compose a syncopated melody using the notes of the C major scale. • Sing a syncopated melody accurately and in tune. • Sing and play a class arrangement of the song with a good sense of ensemble. Listen to historical recordings of big band swing and describe features of the music using music vocabulary. Jammin' C Mystery D CD Groove Funk E Boogie Woogie **Composing and improvising** **Use tempo expressively** in performances and composition with control and awareness of its effect. Improvise and compose more complex rhythmic patterns and combine these to make longer phrases and **rhythm pieces.** Compose, read and perform rhythmic patterns e.g. using simple combinations of SOLFA written rhythmic symbols for: **4, 3, 2, 1, ½ and ¼ beat notes.** **Begin to combine rhythm / pitch notation using a simplified stave (4 or 5 lines)** to compose and perform short melodies using a **limited range of pitches** e.g. Steps 1-5 of the Major or Minor scale or the Pentatonic scale *(vocal and instrumental and using appropriate Music Technology).*	

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Spanish	Recognise and pronounce different phonemes. Recognise the vocabulary for school subjects. Express likes and dislikes for school subjects. Tell the time on the hour in Spanish. Give the time of each subject study at school. Ask what time it is. Tell the time accurately. Integrate connectives into own work. Present an account of different activities performed at the weekend.	Repeat from memory some of the vocabulary presented in class. Use good pronunciation when naming school subjects. Attempt to spell some of the school vocabulary correctly and without help. To know how to express my own likes and dislikes about different subjects. Recognise and use the correct articles for the nouns studied. Know how to ask the time in Spanish. Name, in Spanish, different activities performed at the weekend. Identify and name different Spanish verbs. Name and use simple Spanish connectives to extend answers.
PSHE & Relationships, Sex Education	Empathising with others. Explain ways in which difference can be a source of conflict or a cause for celebration.	Suggest how some of their choices affect others locally and globally. Understand how differences can impact our lives and experiences.