



YEAR 6

MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



YEAR 6

Spring 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	
Spring 1	Spring 2	Spring 1	Spring 2
Adventure story with Flashback Writing Persuasive Advert	Balanced Argument Discussion Text	Number: Ratio Number: Algebra	Number: Fractions, Decimals, Percentage Measurement: Perimeter, area and volume Statistics

Year 6	Foundation Subjects Curriculum coverage		Spring 2025-2026
Subject and Topic	Significant Skills	Significant Knowledge	
Religious Education	<p>Sources</p> <p>Give reasons for certain actions by believers.</p> <p>Show an understanding of the stories from the Bible and their effect on people's beliefs.</p> <p>Show how decisions are informed by our beliefs and values.</p> <p>Use multiple sources to support a view.</p> <p>Use the Bible and Bible references to locate scripture.</p> <p>Unity</p> <p>Ask and respond to questions about their own and others' experiences about friendship and unity.</p> <p>Describe and show an understanding of the parts of the Mass whilst making links between them and the religious sources.</p> <p>Show an understanding of how belief in Jesus, the uniting presence in Holy Communion, shapes the lives of Christians in many different ways.</p> <p>Explain what beliefs and values inspire and influence me and others.</p>	<p>Sources</p> <p>Know the different parts of the Bible and how they are sequenced.</p> <p>Understand the Bible is made up of the Old and New Testament and the differences between these parts of the Bible.</p> <p>Know the different genres of writing that can be found in the Bible.</p> <p>Unity</p> <p>Know the different parts of the Communion rite and use the correct vocabulary when referring to them.</p> <p>Make a direct link between the Last Supper and the parts of the Communion rite.</p> <p>Understand the consecration and its significance.</p> <p>Death and New Life</p> <p>Pupils will know and understand that loss and death bring about change for people.</p> <p>Understand that Lent is a time of preparation when we remember the suffering and death of Jesus.</p> <p>Know the different ways in which we can prepare ourselves during this time.</p>	



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	<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>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>
History	<p>Crime and Punishment Find out about beliefs, behaviour and characteristics of people through time in relation to Crime and punishment. Use relevant dates and terms. Recognise primary and secondary sources. Check the accuracy of interpretations – fact or fiction and opinion. Use the internet, books and a range of other sources to research an aspect of crime and punishment in one of the time periods studied (Medieval)</p> <p>The Atlantic Slave Trade Place current study on timeline in relation to other studies. Use relevant dates and terms. Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied. Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p>	<p>Crime and Punishment Know that a crime is something a person does that is against the law. Punishment is a penalty for doing something wrong Know the difference between rules and laws Understand that punishments are a deterrent to prevent crime from happening Compare how beliefs and behaviour have changed in Britain through time (Anglo-Saxons, Romans, Victorians and today). Make a comparison between how a crime would be punished in two of the different time periods studied. Know key dates, characters and events - Sir Robert Peel introduced the police force in the Victorian Era.</p> <p>The Atlantic Slave Trade Understand that people were sold into slavery for a long period of our country's history Children look at the chronology of the historical periods they have studied and understand the trading of people was happening at these times. Understand and explain the terms 'British Empire' and the 'Commonwealth'. Understand the development of the triangular slave trade and how each group involved was linked to the others - what did the groups have to offer? What could they provide? Study individual accounts from enslaved people explaining life on the middle passage Understand how slaves protested in different ways understand the links between slavery and Afro-Caribbean culture Investigate the legacy of slavery and the ongoing work of movements such as BLM - look particularly at the</p>



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	Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research.	statue of Edward Colston as an example of legacy. Consider the sensitivity of this topic and how it is important to show empathy and respect for the views of others. Consider empathy and make comparisons to our lives today.
Geography	Not taught this term.	
Computing	<p>Programming: Intro To Python Predict what I think something new will do. Explore something independently and explain what I found. Decompose a picture. 'Remix' a project by tinkering. Choose Python commands for a purpose. Use the syntax for a loop. Decompose a program. Write an algorithm.</p> <p>Data handling 1: Big Data 1 Identify barcodes, QR codes and RFID. Identify devices and applications that can scan or read barcodes, QR codes and RFID. Understand how barcodes, QR codes and RFID work. Gather and analyse data in real time. Create formulas and sort data within spreadsheets. Learn how 'big data' can be used to solve a problem or improve efficiency.</p>	<p>Programming: Intro To Python Know that there are text-based programming languages such as Logo and Python. Know that nested loops are loops inside of loops. Understand the use of random numbers and remix Python code. Understand why we use loops. Explain what a loop is. Explain how a nested loop works. Understand the appropriate place to use a loop. Identify the need for random numbers. Understand the definition of: loop, remix, algorithm</p> <p>Data handling 1: Big Data 1 Know that data contained within barcodes and QR codes can be used by computers. Know that infrared waves are a way of transmitting data. Know that Radio Frequency Identification (RFID) is a more private way of transmitting data. Know that data is often encrypted so that even if it is stolen it is not useful to the thief.</p>
Art	Explore mark making using a range of handmade tools. Make comparisons between different artwork Draw a Maya spirit companion and consider its meaning. Generate a range of symbols, patterns and colours that represent yourself. Discuss the effect of light and dark on an object and consider how to draw it. Create form by applying chiaroscuro to a tonal drawing. Discuss ideas about 'what art is' or 'should be' and justify choice Revisit and review work to develop it. Use my creative work to develop an idea, applying drawing techniques for visual impact and effect.	Identify the key features of Maya art. Explain the term Chiaroscuro and understand how it can be used for effect. Identify the similarities and differences between art styles. Understand that a monochromatic artwork uses tints and shades of just one colour. Understand that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.
Design & Technology	Designing a playground featuring a variety of different structures, giving consideration to how the structures will be used. Considering effective and ineffective designs. Building a range of play apparatus structures drawing upon new and prior knowledge of structures. Measuring, marking and cutting wood to create a range of structures. Using a range of materials to reinforce and add decoration to structures. Improving a design plan based on peer evaluation. Testing and adapting a design to improve it as it is developed.	Know that structures can be strengthened by manipulating materials and shapes. Understand what a 'footprint plan' is. Understand that in the real world, design can impact users in positive and negative ways. Know that a prototype is a cheap model to test a design idea.



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	Identifying what makes a successful structure.		
Physical Education	<p>Dance 2: 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>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>Gymnastics 2: Create and recall sequences with 9 actions and large group balances considering aesthetic appeal and creative transitions Designing a creative sequence and articulating ideas to others. Identify key techniques and put in place strategies to improve theirs and others' performances. Performing a range of more advanced actions with good control and coordination such as forward roll, backward roll, group balance, cartwheel, headstand and basic vault. Consistently repeating sequences with reasonable quality, accuracy and smooth transitions Demonstrating a good level of stamina, strength and speed to enhance performance Performing longer and more complex movement sequences confidently with a clear beginning, middle and end. Demonstrating good timing of movement when working with a partner (during canon, unison or mirroring)</p> <p>Hockey: Apply basic principles of team play to keep possession of the ball Plan practices and warm ups to get ready for playing safely Recognize their own and others strengths and weaknesses in games Suggest ideas that will improve performance Use different techniques for passing, controlling dribbling and shooting the ball in games Use marking, tackling and/or interception to improve their defence</p>	<p>Dance 2: 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>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>Gymnastics 2: Understand the terms: flight, transition, mirroring Understand and always apply safety requirements when working with a group to balance or use apparatus Identify the following rolls: forward roll, safety roll, side roll, teddy bear roll combination roll, dance roll, backwards roll Identify the following shape jumps: tuck, star, straight, pike, straddle, half turn, full turn. Understand how core strength supports a controlled vault.</p> <p>Hockey: Know what position they are playing in and how to contribute when attacking and defending. Know a range of tactics for attacking and defending. Understand how marking, tackling and interception strategies improve defence.</p>	
Music	<p>Pitch Read and perform more complex melodic phrases (vocal and instrumental). Sing and play songs which use major, minor, pentatonic and 'blues' scales and identify them aurally. Demonstrate a growing understanding of how chords are constructed and used in common harmonic sequences e.g. Chord 1 to Chord 4 to Chord 5 then back to Chord to 1.</p>		



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	<p>Begin to identify aurally where chords change within a harmonic framework and describe the effect of simple cadences e.g. as 'finished' (Chord 5 to Chord 1) or 'unfinished' (Chord 5 to Chord 6). Play simple accompaniments to songs using devices like ostinato, drone, sequence and simple chords and arpeggio patterns. Read and play from notation a four-bar phrase, confidently identifying note names and durations. Composing and improvising Plan and compose an 8 -16-beat melodic phrase using the pentatonic scale (e.g., C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. Use a wide range of dynamic contrast expressively in composition (vocal and instrumental) with good control and awareness of their effect. Create and perform music that meets intentions and combines sounds imaginatively with awareness and understanding. Dynamics Use a wide range of dynamic contrast expressively in performances (vocal and instrumental) with good control and awareness of their effect. Identify aurally and using simple notation how and why dynamics have been used in compositions, using appropriate musical and descriptive vocabulary Describe and compare different kinds of music using appropriate musical and descriptive vocabulary. Timbre Distinguish specifically between different sounds (vocal and instrumental) using appropriate descriptive and musical vocabulary. Use percussion (and other) instruments (including IT) in different ways with good control. Use voice expressively in songs with awareness of effect created. Describe and compare different kinds of music using appropriate musical vocabulary. Singing Place the voice with accuracy over a wider pitch range of 12 or 13 pitches. Sing songs, which contain wider jumps (intervals) in pitch and more complex pitch patterns e.g. use of 'chromatic' notes. Explore different parts of the voice – 'head' and 'chest' – with growing control and awareness. Sing rounds, canons and simple harmonic two / three part arrangements, maintaining own part accurately with confidence and awareness of how the different parts fit together. Sing songs, including their own simple compositions, from a wide range of musical genres and styles. Show an understanding of how lyrics can reflect cultural and social meaning and use this to enhance their performances.</p>		
Spanish	<p>La Ropa (clothes) Learn 21 nouns for clothes with their appropriate article. Explore the patterns in regular -ar verb conjugation to enable us to say what we and possibly somebody else is wearing. Start to apply the rules connected to adjectival agreement correctly when describing items of clothing by colour creating more interesting, extended sentences.</p> <p>En el colegio (at school) Provide positive and negative opinions and justifications to questions on school subjects. Learn that these opinions and justifications are examples of transferable language, which can be used in other topics not just, as responses to questions asked in the school topic. Learn how to extend sentences, making them longer and more interesting.</p>	<p>La Ropa (clothes) Recognise and recall from memory 21 items of clothing. Explore the regular 'ar' whole verb present tense conjugation of the verb LLEVAR to describe what you and possibly somebody else is wearing. Revisit the use of the possessive adjective 'my' in Spanish and describe clothes in terms of colour.</p> <p>En el colegio (at school) Name the subjects we study in school in Spanish with the correct definite article/determiner. Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. Start to tell the time by learning how to say time by the hour. Explore the irregular, high frequency verb 'ir' (to go) in full.</p>	



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PSHE & Relationships, Sex Education	<p>Recognise how similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community</p> <p>Recognise how there are many different types of family set up</p> <p>Recognise how self-confidence arises from being loved by God (not status, etc)</p> <p>Know that human beings are different to other animals</p> <p>Recognise the unique growth and development of humans, and the changes that girls and boys will experience during puberty and the need to respect their bodies as a gift from God</p> <p>Recognise that images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>Recognise that thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media.</p> <p>Recognise that some behaviour is wrong, unacceptable, unhealthy or risky.</p> <p>Recognise that emotions change as they grow up (including hormonal effects).</p> <p>Recognise that openness with trusted parents/carers/teachers when worried, helps with healthy emotional well-being.</p> <p>Recognise the basic scientific facts about sexual intercourse between a man and a woman.</p> <p>Recognise the physical, emotional, moral and spiritual implications of sexual intercourse.</p> <p>Recognise the Christian viewpoint that sexual intercourse should be saved for marriage.</p> <p>Learn what 'death' means.</p> <p>Learn about some feelings often connected with grief.</p> <p>Recognise what the Christian faith says about death and eternal life.</p> <p>Recognise some ways to support themselves and others when they are grieving and that there are many emotions and feelings connected with change.</p> <p>Recognise that gratitude and positivity help build resilience.</p>	<p>Understand that we are all unique, with different family set-ups, gifts and talents; will know that the body changes which occur during puberty are necessary for a girl to become an adult woman; will know that the body changes which occur during puberty are necessary for a boy to become an adult man; and will know that the choices we make regarding sleep, exercise, personal hygiene and</p> <p>Understand that the pressures we face, e.g. from the media, can affect how people feel about themselves; will understand how thoughts, feelings and actions relate to one another and that feelings are not good guides for action; and will be able to describe a variety of techniques to help them manage their thoughts, feelings and actions.</p> <p>Understand something of the physical, emotional, moral and spiritual implications of sexual intercourse.</p> <p>Demonstrate an understanding of what the Christian faith says about death and eternal life, and understand how this can help when grieving;</p> <p>Demonstrate an understanding of strategies to help them cope in times of change.</p>	