



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



YEAR 6

Summer 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	
Summer 1	Summer 2	Summer 1	Summer 2
Opening and Build Up from a character's perspective Action Scene	Non-chronological Report Poetry Autobiography	Geometry: Properties of Shape Geometry: Position and Direction	Consolidation and Themed Projects

Year 6	Foundation Subjects Curriculum Coverage		Summer 2025-2026
Subject and Topic	Significant Skills	Significant Knowledge	
Religious Education	<p>Judaism Make links between the Jewish festival of repentance and the Sacrament of Reconciliation. To explain the impact of Rosh Hashanah and Yom Kippur on Jewish people.</p> <p>Witnesses 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>Healing 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>Islam Show insight into the five pillars of Islam. Make links between the values of Muslim, Christians and Jews.</p> <p>Common Good · make links between Micah, Matthew 25, the Beatitudes and beliefs.</p>	<p>Judaism Understand the meaning and difference between repentance and atonement. Understand that Rosh Hashanah is a time for Jews to reflect and make up for wrongdoings.</p> <p>Witnesses Know and understand the courage it takes to be a witness. Understand the meaning of Pentecost and how the Holy spirit engages 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>Healing 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>Islam Know that there are five main components within the religion of Islam. Explain the importance of a pilgrimage to Mecca for Muslims.</p>	



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	<ul style="list-style-type: none"> · give reasons for certain actions by believers in working for justice and the common good. · describe and show understanding of religious sources, beliefs, ideas, feelings and experiences around the common good, making links between them. · 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. · children will be able to identify sources of religious belief and explain how religious beliefs, including Catholic Social Teaching about the common good arise. · children will be able to demonstrate how religious beliefs and Catholic Social Teaching give some explanation of the purpose and meaning of life. 		<p>Common Good</p> <p>Show understanding of how religious belief in justice and the common good of all shapes life.</p> <p>Know what drives inequality and injustice</p> <p>Look at the impact of money and wealth and its unfair distribution</p> <p>Focus on particular countries as case studies</p> <p>Understand the concept of fair trade</p> <p>Understand how we can make small every day decisions to promote the Common Good.</p>	
Science	<p>Living Things In Their Habitats</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>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.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>		<p>Living Things In Their Habitats</p> <p>Classify flora and fauna based on observations.</p> <p>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.</p> <p>Know who Evelyn Cheesman is and why she is important in Science.</p>	
History	N/A		N/A	
Geography	<p>Enchanted Rainforest</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>Draw a variety of thematic maps based on their own data.</p> <p>Use/recognise map symbols.</p> <p>Use atlas symbols. Locate places on a world map.</p> <p>Analyse evidence and draw conclusions e.g. from data collected on temperature, look at patterns and explain the reasons behind it.</p> <p>Use atlases to find out about other features of places (e.g. mountain regions, weather patterns)</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>Use map sites on the internet - Google Earth or Digimap</p> <p>Vanishing rainforests</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>Draw a variety of thematic maps based on their own data.</p>		<p>Enchanted Rainforest</p> <p>Understand what a biome/vegetation belt is</p> <p>Know the world's major biomes and their key characteristics</p> <p>Understand the link between global position, climate zone and biome.</p> <p>Using knowledge of the world alongside maps, atlases and globes (e.g. Google Earth) - locate the world's temperate and tropical rainforests - understand the differences and similarities between these forests.</p> <p>Locate the Amazon Rainforest on a map.</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, the 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>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>Vanishing rainforests</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of South America - the Amazon Rainforest. Compare London and Manaus.</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>	



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Geography	<p>Begin to draw plans of increasing complexity. Use/recognise map symbols. Use atlas symbols. Locate places on a world map. Use map sites on the internet - Google Earth or Digimap 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). Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Use 8 compass points confidently and accurately. Use 4 figure coordinates confidently to locate features on a map. Begin to use 6 figure grid references: use latitude and longitude on atlas maps.</p>		<p>Learn about the impact of deforestation and the implication this has/ will continue to have on the rest of the world. Explore how to manage deforestation sustainably, both in the Amazon Rainforest and around the rest of the world.</p>		
Computing	<p>Creating Media: History of Computers Learn about the history of computers and how they have evolved over time. Use the understanding of historic computers to design a computer of the future. Use search and word processing skills to create a presentation. Plan, record and edit a radio play. Create and edit sound recordings for a specific purpose.</p> <p>Data Handling 2: Big Data 2 Use search and word processing skills to create a presentation. Create formulas and sorting data within spreadsheets. Learn about the Internet of Things and how it has led to 'big data'. Learn how 'big data' can be used to solve a problem or improve efficiency.</p>		<p>Creating Media: History of Computers Know that radio plays are plays where the audience can only hear the action so sound effects are important. Understand that sound clips can be recorded using sound recording software. Understand that sound clips can be edited and trimmed.</p> <p>Data Handling 2: Big Data 2 Know that data can become corrupted within a network but this is less likely to happen if it is sent in 'packets'. Know that devices or that are not updated are most vulnerable to hackers. Know the difference between mobile data and WiFi. Understand how corruption can happen within data during transfer (for example when downloading, installing, copying and updating files). Understand that computer networks provide multiple services.</p>		
Art	<p>Sculpture and 3D: Making Memories Identify common themes within different artworks. Consider how I can use art to express myself. Generate a selection of memories from primary school. Represent ideas within a composition of shapes. Create a cardboard relief sculpture. Discuss the approach of different artists and consider how this may influence my own work. Use my sketchbook to test and develop ideas into a plan. Explain what I need and how I will make my sculpture Use my plans to construct 3D forms. Combine materials and techniques to fit my ideas. Work independently, experimenting with tools and materials. Identify areas of my work to refine. Select appropriate tools and materials to improve my work. Reflect on my work and personal development as an artist.</p>		<p>Sculpture and 3D: Making Memories Understand that abstract art does not necessarily look like it does in real-life. Know that an assemblage is a 3D collage of collected or made items. Understand that composition refers to the way that different parts of an artwork are pieced together. Know that sculpture is three-dimensional art, made by: carving, modelling, casting or construction. Understand that a relief is an artwork that projects from a solid base.</p>		



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Design & Technology	<p>Digital World: Navigating The World 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. Apply understanding of computing to program, monitor and control their products. Write a design brief from information submitted by a client. Consider and suggest additional functions for my navigation tool. Develop a product idea through annotated sketches. Place and manoeuvre 3D objects, using computer-aided design. Change the properties of, or combine one or more 3D objects, using computer-aided design to produce a 3D CAD model. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>Digital World: Navigating The World Explain the key functions in a program, including any additions. Explain how a program fits the design criteria and how it would be useful as part of a navigation tool. Understand how to include sustainability in design. Identify key industries that utilise 3D CAD modelling and explain why they use 3D CAD modelling.</p>	
Physical Education	<p>Rounders 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>Cricket 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>Athletics 2 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>Tennis 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>Rounders 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>Cricket 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>Athletics 2 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>Tennis 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>	



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Music	<p>General Musicianship focus</p> <p>Singing</p> <ul style="list-style-type: none"> • <u>Previous singing outcomes continued.</u> • Use an 'unbroken' singing tone, using one breath per melodic phrase. <p>Structure</p> <ul style="list-style-type: none"> • Analyse aurally the melodic and rhythmic structure of a simple song or instrumental piece, noting use of repetition or changes and devices like drone, ostinato, and sequence. • Recognise aurally simple musical structures e.g. canon, round, verse and chorus, rondo, AABA, theme and variations • Continue to recognise aurally the use of different scales – major, minor and pentatonic and note the effect created. • Use notation as a support for creative work and performance. <p>Texture</p> <ul style="list-style-type: none"> • Maintain own melodic line with confidence and control in 2 and 3- part harmony, with awareness of the different harmonies produced. • 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 1. • 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.) <p>Play simple accompaniments to songs and pieces using devices like ostinato, drone, sequence and simple chords and arpeggio patterns.</p> <p>Composing and improvising</p> <ul style="list-style-type: none"> • Improvise and compose pieces and accompaniments using given structures and devices. • Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. • Add a simple melodic 2nd part ('polyphony') or ostinato (loop) accompaniment to your pentatonic melody. • Compose a Rondo piece (ABACADA), which incorporates plenty of contrast. Use available music software/apps to create and record it, discussing how musical contrasts are achieved. Create music with multiple sections that include repetition and contrast. • Use chord changes as part of an improvised Sequence. • Improvise melodies made from pairs of phrases in a key suitable for the instrument chosen e.g. 'question' and 'answer' phrases ('call and response'). • Compose more complex 'call and response' melodies made from pairs of phrases using a small set of notes suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. 		



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Spanish	<p>Me in the world Compare Spanish festivals and traditions to the traditions of England and other countries. Name things that help protect our planet. Name the countries in the world that speak Spanish. Describe religious and non-religious festivals in Spanish -speaking countries. Recognise that we are all different yet all the same.</p>		<p>Me in the world Know that there are many countries that have Spanish as their official language and can name at least two of them in Spanish. Can Locate Spanish speaking countries on the map of the world. Can name and mention a few key facts about two celebrations in Spanish-speaking countries. Can name at least one thing in Spanish to help and protect our planet.</p>		
PSHE & Relationships, Sex Education	<p>Building others up Engage with group work and class discussions. Be given the opportunity to reflect on how they can build others up.</p> <p>The Holy Trinity Engage with questions and activities about the nature of the Holy Trinity. Be able to give ideas about how to share God’s love with others.</p> <p>Catholic Social Teaching Describe the basic principles of Catholic Social Teaching Engage in discussions around how and why they have been formed.</p> <p>Reaching Out Talk about a news story, saying how it affects our human family. Give examples of how they can help others in their community.</p> <p>Money and Me Take an active part in activities and discussions. Have an opportunity to engage in a time of reflection and prayer.</p>		<p>Building others up About prejudice, bullying and discrimination: what they mean and how to challenge them. About protected characteristics from the Equality Act 2010 such as race, age and disability. That everyone is made in the image of God, loved unconditionally by Him, has equal dignity and is deserving of equal respect.</p> <p>The Holy Trinity God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity. The Holy Spirit works through us to share God’s love and goodness with others.</p> <p>Catholic Social Teaching The principles of Catholic Social Teaching That God formed them out of love, to know and share His love with others</p> <p>Reaching Out Apply the principles of Catholic Social Teaching to current issues. Find ways in which they can spread God’s love in their community.</p> <p>Money and Me There are a wide variety of payment options. The importance of budgeting and tracking spending and saving. About the hierarchy of needs and other influences on spending choices. Some people have more money than others. God asks us to be good stewards of our money and resources.</p>		