



English	<p align="center">CURRICULUM INFORMATION Spring 2026 YEAR 6</p>		Maths
<p>Persuasion: learn about the structural and language devices used when writing to persuade; explore the use of hyperbole; plan and write a persuasive speech before reading and performing it</p> <p>Non-chronological report: write a report on a mythical creature, using the features of this non-fiction style of writing, including the passive voice, sub-headings and bullet points</p> <p>Developing Dialogue: make observations about how authors use dialogue to move the action on; use role play to develop a dialogue with an appropriate degree of formality then add sections of narrative to tell more of the story</p> <p>Balanced Argument: examine a range of balanced arguments and identify a target audience; use the subjunctive form for formality; present the case to the class or a group</p> <p>Grammar within these genres:</p> <ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis The difference between vocabulary and structures typical of informal speech and vocabulary appropriate for formal speech and writing How words are related by meaning as synonyms and antonyms Use of the semi-colon, colon and dash to mark the boundary between independent clauses The use of subjunctive forms such as 'if I were' or 'were they to come' in some very formal writing and speech 			RE
Class book: tbc	<p>Galilee to Jerusalem Pupils will use the Gospel of John to explore miraculous signs and Christian beliefs about Jesus, including some of the sacraments and how these reveal that he is truly God and truly human. They will explore the seven sacraments, using religious vocabulary to explain the purpose of each one in the life of the Catholic Church. They will explore the role of a deacon, priest or bishop in administering the sacraments and why they are a part of sacramental celebrations and investigate parish life and ways in which the local parish community celebrates the sacraments.</p> <p>Desert to Garden Through the Gospel of John, pupils will gain an understanding of the account of Holy Week. They will learn about the links between the account of Jesus washing his disciples' feet, what happens at Mass on Holy Thursday and Christian beliefs about Jesus' actions. Children will explore the way in which Jesus shows his love for all people by his actions on Holy Thursday and Good Friday, making links between the Christian belief in the Crucifixion and the Stations of the Cross as a prayerful reflection on Christ's journey to the Cross.</p>		Music
Key texts:			History
Science	History	Music	
<p>Electricity Children will learn to 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. They will begin to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Pupils will use recognised symbols when representing a simple circuit in a diagram.</p> <p>Light Pupils will recognise that light appears to travel in straight lines and use this idea to explain that objects are seen because they give out or reflect light into the eye. They will be able to use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>What was the impact of WW2 on the people of Great Britain? In this topic, children will investigate the causes of World War 2 and learn about the Battle of Britain. They will evaluate the effectiveness of primary sources and investigate the impact of the Blitz and evacuation on people's lives.</p> <p>Where does our energy come from? In this topic, children have the opportunity to find out about sources of energy, describing its significance. They define and discuss benefits and drawbacks of different energy sources. They will use a range of maps to locate countries and cities and use six figure grid references to identify features on an Ordnance Survey map. They will undertake research in the school grounds, collecting and presenting data.</p>	<ul style="list-style-type: none"> Listen to music from the WWII era and other music. Learn about some of the famous wartime artists and performers. Sing songs in simple and compound time, including rounds. Improve understanding of rhythms and notations, including rhythm dictation games. Learn more about chords and harmony and study rounds. Perform a melody by ear. Compose and perform a body percussion round. Compose new lyrics for a round. Compose and perform an accompaniment for a song. Perform melodies on chime bars, ukulele and keyboards. Compose a melody in either simple or compound time. 	



	Geography	
Computing	<p><u>Where does our energy come from?</u> In this topic, children have the opportunity to find out about sources of energy, describing its significance. They define and discuss benefits and drawbacks of different energy sources. They will use a range of maps to locate countries and cities and use six figure grid references to identify features on an Ordnance Survey map. They will undertake research in the school grounds, collecting and presenting data.</p>	PSHE - Jigsaw
<p><u>Blogging</u> Children will explore what is meant by the term 'blog' before working together to create their own blogs. They will learn to comment on a class blog and discuss what an appropriate comment is.</p> <p><u>Text adventures</u> Children will learn what a text adventure is before planning their own story-based text adventure. They will then create, test and debug it using their plan. Following this, they will explore map-based text adventures and use previous coding knowledge to create their own, debugging any errors.</p>		<p><u>Dreams and Goals</u> Through this topic, children will learn to:</p> <ul style="list-style-type: none"> • know their own learning strengths and can set challenging but realistic goals for themselves • work out their own learning steps to reach a goal • identify problems in the world that concern them and discuss these • work with others to describe ways to make the world a better place • recognise their own achievements and accept praise <p><u>Healthy Me</u> Children will learn:</p> <ul style="list-style-type: none"> • to understand the impact of food on the body and how to make healthy choices • the uses of different drugs and their effects on the body • to evaluate when alcohol is being used responsibly, anti-socially or being mis-used • basic emergency procedures such as the recovery position and how to get help • to explore attitudes to mental health • to recognise when they feel stressed and understand the triggers that cause this
Creative – DT/Art	Spanish	PE
<p><u>Mechanical systems: Automata toys</u> Children will develop a functional automata window display, to meet the requirements in a design brief. They will explore and create cam, follower and axle mechanisms to mimic different movements.</p> <p><u>Drawing: Expressing ideas</u> Pupils will explore street art, discussing the intention and impact of murals and other street art. They will investigate one point perspective and scaling their art up, through the work of artists such as Edgar Muller and Diego Rivera before creating their own street-art inspired piece of work.</p>	<p><u>La ropa (Clothes)</u> Pupils will learn to describe they are wearing in Spanish by colour. This is a unit that brings together much of the grammar covered previously so that pupils can express what they are wearing in full sentences in different scenarios in Spanish.</p> <p><u>Tienes una mascot? (Do I have a pet?)</u> Pupils will learn to present both orally and in written form about the pets they have or do not have in Spanish. They will move from first person singular to third person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.</p>	<p><u>Gymnastics</u> (Miss Gunn) In this unit, pupils use their knowledge of compositional principles eg. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p><u>Tennis</u> Pupils develop their understanding of net and wall games. They will develop placement of the ball using both forehand and backhand and explore when to use the volley. They will continue to develop their accuracy and consistency when using an underarm serve. Within the activities, pupils have to think about how to use skills, strategies and tactics to outwit their opponent.</p> <p><u>Cricket</u> Cricket is a striking and fielding game. In this unit, pupils will expand on their knowledge of the different roles in the game of cricket and develop their understanding of striking and fielding.</p>



School Mission Statement
At St. Joseph's we live, love and learn by the example of Jesus



Our School Values
 Respect – Self-belief – Faith – Friendship – Resilience – Self-control – Perseverance – Aspiration

		<p>They will continue to explore and develop their skills in throwing, catching and bowling when under pressure. They will practise striking a bowled ball and develop their fielding techniques.</p>
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Our PE days are: Wednesday (indoor) and Friday (outdoor)
 Homework – weekly Thursday to Tuesday
 Spellings
 Reading
 TTRockstars