



Religious Education

St. Mary's Catholic Primary School, Chiswick Year 6 – Mr O'Reilly and Ms McLaughlin Spring Term 2026

Exploring the Mass:

During this topic the children will look at; the Bread of Life, the New Covenant, the Beginning of Mass, the Offertory at Mass, the Consecration, Holy Communion, the Eucharist: Source & Summit of Life and the Blessed Sacrament.

Jesus the Messiah:

During this topic the children will look at; Big Questions, Identity of Jesus, Journey to Jerusalem, Holy Thursday, Good Friday, Easter Sunday and Holy Week in Church.

PSHE/RSE

PSHE and RSE:

Knowledge:

In Created to Love Others, children will explore the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe both online and in our daily lives.

Skills:

- We were created individually by God who cares for us and wants us to put our faith in Him
- Physically becoming an adult is a natural phase of life
- Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it!

Living & Learning, Inspired by our faith

How you can help...

Reading

Whilst your child may be at an age where they can and would like to read independently, it is encouraged that you try to read with them at home, asking questions to help develop their comprehension skills such as:

- How does the title engage the reader?
- Give examples of words chosen by the author to describe *(a character)*?
- Are they effective?
- What impression does the author want the reader to have of this character? How do you know?
- Does the author have a viewpoint on...?
- How does s/he show this?
- What do you think is going to happen to the main character and how will they feel about this?
- What makes you think this?
- Who would you like to meet in the story?
- Can you give reasons for your choice?
- Why did *(a character)* behave in this way?
- Knowing what you know now, what do you think they were hoping to achieve?

	<ul style="list-style-type: none"> • How similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community • How there are many different types of families • The unique growth and development of humans, and the changes that girls and boys will experience during puberty • The need to respect their bodies as a gift from God to be looked after well, and treated appropriately • The need for modesty and appropriate boundaries • How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc • That images in the media do not always reflect reality and can affect how people feel about themselves • A deeper understanding of the range and intensity of their feelings; that 'feelings' are not the only good guides for action • That some behaviour is wrong, unacceptable, unhealthy or risky • That emotions change as they grow up (including hormonal effects) • That openness with trusted parents/carers/teachers when worried helps with healthy emotional well-being • That beauty, art, etc. can lift the spirit and also contribute to our sense of well-being. 	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Give your child opportunities to write for a purpose- letters, emails, and recipes. • Allow your child time to edit and improve their work using a dictionary and thesaurus. • Develop time for your child to share their work with you, discuss how they might improve it and any language they might adapt.
<p>Reading</p>	<p><u>Our core texts for the Spring Term are:</u></p> <p>Macbeth by William Shakespeare: Macbeth is one of Shakespeare's most famous works and the plot is full of betrayal and paranoia. The story of Macbeth is one focused on loyalty, guilt, innocence and ultimately, fate. Shakespeare's "Scottish Play" follows the rise and fall of the unfortunate Scottish nobleman with all its twists and turns!</p> <p>The Last Wild by Piers Torday: A captivating animal adventure - Kester lives in a land in quarantine. A deadly virus has killed all the animals except pests and it's expected to be equally dangerous to humans. But when Kester realises he can talk to the pests, he finds they have great hope invested in him.</p> <p><u>Knowledge:</u> We will be reading a variety of Macbeth texts during the Spring Term, including BBC2 Macbeth Playscript, Leon Garfield's Shakespeare Stories, John McDonald's Macbeth Graphic Novel. We will also be using spoken</p>	<p><u>Spelling, Punctuation and Grammar</u></p> <p>There are plenty of ways to help your child:</p> <ul style="list-style-type: none"> • Copy some sentences from a book and get them to underline either the main or subordinate clause. • Write down some unpunctuated sentences for your child to punctuate correctly. • Call out a word and ask your child to tell you a synonym (a word that means the same) or an antonym (a word that means the opposite). • If your child asks you a question, ask how s/he would rephrase it as a command (e.g.

	<p>language to develop an understanding of our class texts through imagining and exploring ideas in discussion, debate and drama.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> -Discuss and evaluate how authors use language -Draw inferences about characters' feelings, thoughts, emotions and actions -Discuss opinions related to the themes in the text and present these as an argument -Participate actively in discussion and debate -Make comparisons within and across books checking the book makes sense. 	<p>'Can you make me a drink?' becomes, 'Make me a drink!')</p> <ul style="list-style-type: none"> • Make spelling part of everyday life (car journeys are brilliant for this) • Encourage your child to read a variety of texts – fiction, information books, comics, newspapers, magazines, etc – to broaden their vocabulary.
<p>Writing</p>	<p><u>Knowledge:</u> We will be using Macbeth to develop and embed the skills below. The narrative of Macbeth offers young writers a good model for their own narrative writing. The children will continue to broaden their understanding of language and build varied vocabulary. Finally, they will perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> -Note and develop initial ideas, drawing on reading -Draft and write by selecting appropriate grammar and vocabulary -In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action -Use a range of devices to build cohesion within and across paragraphs. -Evaluate and edit by proposing changes to vocabulary, grammar and punctuation -Proofread for spelling and punctuation errors. 	<p>Maths</p> <ul style="list-style-type: none"> • Go shopping with your child to buy two or three items. Ask them to work out the total amount spent and how much change you will get. • Buy some items with a percentage extra free. Help your child to calculate how much of the product is free. • Plan an outing during the holidays. Ask your child to think about what time you will need to set off and how much money you will need to take. • Use a TV guide. Ask your child to work out the length of their favourite programmes. Can they calculate how long they spend watching TV each day / each week? • Use a bus or train timetable. Ask your child to work out how long a journey between two places should take? Go on the journey. Do you arrive earlier or later than expected? How much earlier/later? • Help your child to scale a recipe up or down to feed the right amount of people. • Work together to plan a party or meal on a budget.
<p>Spelling Punctuation and Grammar</p>	<p><u>Knowledge:</u> The children will be encouraged to apply their knowledge of suffixes from their reading to their spellings. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words. We will be working on using the knowledge gained from our SPaG lessons to improve and up-level our independent writing.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Commas to indicate parenthesis -Suffixes –ate, -ise and -ify 	

	<ul style="list-style-type: none"> -Revising verb prefixes dis-, de-, mis-, over- and re- -Dashes for parenthesis -Brackets 	<p>These are just a few ideas to give you a starting point. Try to involve your child in as many problem-solving activities as possible. The more 'real' a problem is, the more motivated they will be when trying to solve it.</p>
<p>Mathematics</p>	<p>Decimals:</p> <ul style="list-style-type: none"> -Decimals up to 2 and 3 decimal places -Understand thousandths -Multiply and divide by 10, 100 and 1,000 -Multiply and divide decimals by integers -Division to solve problems -Decimals as fractions -Fractions to decimals <p>Percentages:</p> <ul style="list-style-type: none"> -Fractions to percentages -Equivalent FDP -Order FDP -Percentage of an amount -Percentages – missing values <p>Algebra:</p> <ul style="list-style-type: none"> -Find a rule – one step and two step -Forming expressions -Substitution -Formulae -Forming equations 	<p>Dates for the Diary:</p> <p>*****</p> <p>Term begins – Tuesday 6th January – 8.45am</p> <p>Year 6 Class Assembly – Wednesday 14th January</p> <p>Children's Mental Health Awareness Week – week beginning Monday 9th February</p> <p>Year 6 Trip to House of parliament – Monday 9th February</p> <p>Author Visit in school – Eve Wersocki-Morris – Friday 13th February - am</p> <p>Half Term – Monday 16th -Friday 20th February</p> <p>Safer Internet Day – Tuesday 10th February</p> <p>Other Faiths' Week – Hinduism – week beginning Monday 23rd February</p> <p>School Photos – Friday 27th February</p> <p>Book Week – week beginning Monday 2nd March</p>

-Solve simple one-step equations

-Solve two-step equations

-Find pairs of values

-Enumerate possibilities

Converting Units:

-Metric measures

-Convert metric measures

Calculate with metric measures

-Miles and kilometres

-Imperial measures

Perimeter, Area and Volume:

Shapes – same area

-Area and perimeter

-Area of a triangle

-Area of parallelogram

-Volume – counting cubes

-Volume of a cuboid

Ratio:

-Using ratio language

-Ratio and fractions

-Introducing the ratio symbol

Year 6 Trip to Polka Theatre – Macbeth
Workshop – Monday 2nd March

Whole School Mass (Y2-Y6) Feast of the
Annunciation – Wednesday 25th March -
10:00 am - Church

Parents' Evening - Thursday 26th March from
1:30pm (appointments in school)

End of term – Friday 27th March - 1:15pm finish

Summer Term begins – Monday 13th April –
8.45am. Children return to school wearing
Summer uniform.

	<ul style="list-style-type: none"> -Calculating ratio -Using scale factors -Calculating scale factors -Ratio and Proportion Problems 	
<p>Science</p>	<p>Light: <u>Knowledge:</u> This unit focuses on understanding that light travels in straight lines, how shadows are formed and how light reflects to enable sight.</p> <p><u>Skills:</u> -To recognise that light appears to travel in straight lines.</p> <p>-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.</p> <p>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.</p> <p>-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>-To identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Living Things and Their Habitats: <u>Knowledge:</u> This unit focuses on classifying organisms including micro-organisms, plants and animals into broad groups based on observable characteristics. It builds on previous knowledge to explore classification systems, Linnaeus's legacy and micro-organisms.</p> <p><u>Skills:</u></p>	

	<p>-To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>-To give reasons for classifying plants and animals based on specific characteristics.</p>	
<p>P.E.</p>	<p>PE will take place on Wednesdays and Thursdays. Please ensure that your child wears a fully labelled PE kit on these days.</p> <p>Gymnastics:</p> <p><u>Knowledge:</u> The children will be taught about the importance of being active and describe how their bodies feel during different activities. They will have the opportunity to become increasingly competent and confident in their agility, balance and coordination.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> -Perform a range of balances with a high level of control and accuracy -Hold different positions when balancing and use different shapes to express a given theme/mood -Lead others in a stretching routine to prepare for gymnastics -Select the most appropriate ways to travel from one balance to another -Perform longer routines from memory adding expression and extension to movements. <p>Football:</p> <p><u>Knowledge:</u> The children will continue to develop fundamental skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p><u>Skills:</u></p>	

	<ul style="list-style-type: none"> -Use a range of attacking and defending skills when playing a team game to receive the ball -Help other members of team to find space within a team game -Call out for a pass in a game, demonstrating you are in the best place to receive the ball -Choose the most appropriate pass to use within a game -In a game, select the most appropriate person to pass to and the style of pass to use -Run with a ball in different directions and avoid obstacles. 	
<p>Music</p>	<p>Music Theory:</p> <p><u>Knowledge:</u> The Children will learn features of musical notation to advance their knowledge of reading and performing music. They will become familiar with pitch and tuned instrumentation through the use of keyboard through the course. The children will be encouraged to develop the musical ear through practicing aural skills and thinking critically about the music they hear.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Reading from the treble clef - Recognising notes on the keyboard - Understanding keys such as G and F Major. <p>Keyboards:</p> <p><u>Knowledge:</u> The children will focus on advancing musicality through independent performance and theory. Pupils learn to read, play, and perform using standard treble clef notation within a C-C range, create compositions with rhythmic interest, and perform as duets. Key areas include understanding time signatures, Major/Minor chords and musicality.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Confidently perform pieces following staff notation - Understanding of sharps, flats and key signatures 	

	<ul style="list-style-type: none"> - Ability to structure music using motifs - Application of dynamics and tempo to enhance performances. 	
<p>Computing</p>	<p>History of Computers:</p> <p><u>Knowledge:</u> This unit explores the evolution of computing. It covers key figures, code-breaking at Bletchley Park, and future technologies, enabling students to create an audio advert and design a futuristic computer.</p> <p><u>Skills:</u> -Children will learn the key features of a radio play before then creating and editing a radio play set at Bletchley Park during the war -Children will record and edit their radio play to include sound effects and music -Children will learn about the ways that computers have changed and the impact this has had on the modern world -Children will select one historical computer to research and present information about. -Children will design a computer for the future, taking into account all that they have learnt about computers so far.</p>	
<p>Foundation Subjects</p>	<p>History: What can the census tell us about local areas?</p> <p><u>Knowledge:</u> Children investigate how local areas have changed over time by analysing primary sources and making inferences about past residents. The unit often bridges local history with national themes, such as the suffrage movement and World War II.</p> <p><u>Skills:</u> -Identify the type of information the census gives about people -Use the census to make inferences about people from the past -Create questions about Victorian working conditions and the thoughts and feelings of a Victorian working child -Identify and describe the changes between periods of time using the census</p>	

- Use other primary and secondary sources to verify the data in a census
- Use a range of sources, including the census, to build an understanding of a period
- Describe the changes in the 1921 census
- Plan a local history enquiry using the census.

Geography: Where does our energy come from?

Knowledge:

This unit explores how the UK generates energy, distinguishing between renewable and non-renewable sources. It focuses on fossil fuels (oil, gas, coal), nuclear energy and renewables (wind, solar, hydro) examining their impacts and the future of energy production.

Skills:

- Describe the significance of energy
- Give examples of sources of energy and their trading routes
- Define renewable and non-renewable energy
- Discuss the benefits and drawbacks of different energy sources
- Describe the significance of the Prime Meridian
- Identify human features on a digital map
- Discuss how transport links have changed over time
- Locate UK cities on a map
- Use six-figure grid references to identify features on an OS map
- Consider and justify the location of energy sources

-Design and use interview questions

-Plot points on a sketch map.

Art and Design: Drawing, Make My Voice Heard

Knowledge:

This unit focuses on using drawing for social commentary, allowing students to explore expressive mark-making, tone, and the dramatic light and dark technique of *chiaroscuro*. Pupils examine how artists use powerful imagery, symbolism, and cultural/political influences to convey messages.

Skills:

-Collect a good range of imagery, adding annotated notes and sketches

-Make relevant comparisons between different styles of art

-Respond to the meaning of a spirit animal through drawing

-Generate symbols that reflect their likes and dislikes, with little support

-Create a tile that is full of pattern, symbols and colours that represents themselves

-Discuss ideas to create light and dark through drawing techniques

-Explain the term *chiaroscuro*

-Apply *chiaroscuro* to create light and form through a tonal drawing

-Understand the impact of using techniques for effect

-Participate in a discussion that examines the similarities and differences between different styles of art

-Form their own opinions about what art is, justifying their ideas

-Identify a cause and decide what message they want to convey

-Understand artist choices to convey a message

-Review sketchbook and creative work to develop a drawn image

-Review and revisit ideas to develop their work.

Design and Technology: Mechanical Systems

Knowledge:

This unit challenges pupils to design and build a wooden automaton, incorporating cams, followers, and cranks to convert motion. The unit covers designing for a target audience, creating mechanisms for different types of movement (linear, reciprocating, oscillating, and rotary), and evaluating functionality.

Skills:

-Mark, saw and cut out the components and supports of their toy with a varying degree of accuracy to the intended measurements

-Follow health and safety rules, taking care with the equipment

-Attempt a partial assembly of their toys using an exploded-diagram, following a teacher's demonstration

-Explore different cam profiles and choose three for their follower toppers with an explanation of their choices

-Create neat, decorated follower toppers with some accuracy

Measure and cut panels that fit with some inaccuracies to conceal the inner workings of the automata

-Decorate and finish the automata to meet the design criteria and brief

-Evaluate their finished product, making descriptive and reflective points on function and form.