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

Religious Education

Creation and Covenant

In this branch we will explore the literary forms in the Genesis account, focusing on the symbolic messages within the *Second Story of Creation* and the *Fall*. They will examine how these narratives, while not literal scientific descriptions, express beliefs about God, humanity, and our responsibility toward creation. This understanding aligns closely with Pope Francis' call to environmental stewardship in his encyclical, '*Laudato Si'*', emphasising our role in caring for the earth. We will make links with Catholic Social Teaching and Care for God's Creation.

We will also explore the concept of original sin, learning that the world's disarray stems from humanity's choices to act against God's will, as depicted in the story of Adam and Eve. We will discover that through Jesus, God restored humanity's relationship with Him, offering reconciliation and grace. The Sacrament of Baptism was introduced as a means of forgiveness, uniting Christians with Christ's death and resurrection and marking a new life in Christ. Finally, we will learn that faith in God and scientific understanding, including the theory of evolution, are compatible, and examined the Nicene Creed as a common statement of faith that unites believers.

Through these lessons, Year 6 will deepen their understanding of how faith can harmoniously coexist with reason and science, and how foundational beliefs shape their faith and actions in the world.

Understand:

- Show understanding of the literary forms found in the text's studied, including the use of metaphor, symbolic language, and poetry.
- Simply explain the Church's teaching on the purpose of the second Creation story and the purpose of scientific accounts, referencing Laudato Si' 66-67. Make links with the term 'stewardship'.
- Show understanding of the Christian belief of the first sin or 'original sin' by making links with the second story of Creation.
- Explain some Christian beliefs about the Sacrament of Baptism.
- Use theological vocabulary to describe and explain the belief that sin damages the relationship with God, the relationship with others and relationships with the created world, making relevant links with the second account of Creation and Laudato Si' 66.

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?

Writing

- 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.

Religious Education	• Show some understanding of the Christian belief that in Jesus a new covenant is made and through him the relationship with God can be restored making links with John (1:1-5, 16-18) and the Nicene Creed. • Describe the work of a Christian or Catholic scientist who has contributed to the scientific understanding of the beginnings of the universe (e.g., Mendel, Lemaitre, Blundell), recognising that many scientists are Christians and they do not see any conflict between their faith and science. **Discern** • Articulate reasons which might lead to judgements different to their own, in response to the claim: 'belief in Creation is compatible with scientific accounts of the beginnings of the universe and the theory of evolution', offering reasoned arguments for their own judgement. • Express a point of view about what the story of the Fall says about human beings and suffering giving reasons why they think this way. **Respond** • Consider the ways in which their life and the life of their communities could be transformed by taking seriously the belief in the innate dignity and equality of all human beings. • Reflect on the evidence in the world that human beings have not always lived as God has wanted and the effects of this on human beings and the environment. • Reflect on the ways in which the discoveries of science can lead to a deeper appreciation of the greatness of God and God's love for all Creation. **Prophecy and Promise** In this branch, Year 6 are exploring the significance of women in Salvation History, with a focus on Esther and Miriam. We will study how women played a pivotal role as true protagonists in God's plan of salvation. We will also examine the belief that Mary is the fulfilment of the Old Testament promises, making connections to Luke 1:26-56 and the stories of women in the Old Testament. We will compare Luke 1:26-56 with the account in Matthew 1:18-25, noting the different emphases in each Gospel. Mary's 'Yes' to God's plan made her the 'Mother of God,' and her response is beautifully expressed in the Magnificat. Additionally, the Catholic Social Teaching principle we will focus on this term is the Preferential Option for the Poor, as we prepare for Advent. **Understand:** • Show an understanding of any one of the following Old Testament scripture passages that show the importance of women in salvation history, recognising authorial intention and historical context: • Genesis 18:1-15; 21:1-7: Sarah • Exodus 1:8-22; 2:1-10: Miriam • Judges 4:4-11; 5:7-15: Deborah • 1 Samuel 1:5, 9-11, 26-28: Hannah • Esther 2:4, 15-17; 3:1-6, 12-13; 4:1-4, 8a-17; 5:1- 8; 7:1-6, 9-10; 8:3-12 (Purim): Esther.	• Develop time for your child to share their work with you, discuss how they might improve it and any language they might adapt. **Spelling, Punctuation and Grammar** There are plenty of ways to help your child: • 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. 'Can you make me a drink?' becomes, 'Make me a drink!') • 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. **Maths** • 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

PSHE/RSE	• Use theological language to explain what is meant by describing the women of the Old Testament as 'true protagonists of salvation history' (Pope John Paul II's address, General Audience, 27 March 1996), making relevant links with the stories of some key women from the Old Testament. • Show understanding of the Christian belief that Mary is the fulfilment of the Old Testament promises, making relevant links to Lk 1:26-56 and the accounts of the women of the Old Testament. Contrast Lk 1:26-56 with the authorial focus in Matthew's account (Matt 1:18-25). • Use theological language to describe and explain the belief that Mary became the 'Mother of God'. • Show understanding of how and why the Magnificat prayer forms radical expectations of the Messiah. • Show understanding of the life of individual women today who are responding to God's call in their life, making relevant links to Mary's 'Yes' to God (Lk1:26-56), for example, describe and explain the role of women's religious orders in the Church today, with reference to at least one example of a Catholic women's religious order. **Discern** • Think about the role of women in the story of salvation, giving a response to this statement: 'Looking at the role of women in the story of salvation, women today do not play a large enough role in the life of the Church', supporting their answer with reasons, and discussing why people might give different answers. • Explore how they and others interpret their own and the composer's meaning, in response to a variety of sung settings of the Magnificat. **Respond** • Reflect on their own experience, consider the women in their lives who have been important or significant. (RVE) • Compare their own and others' experiences about the importance of Mary the mother of Jesus in their spiritual life. • Consider what life or task God might be calling them to live or do and reflect on how their 'Yes' could transform their own lives and the lives of the community. **PSHE and RSE:** We will follow our lessons from TenTen: Living Life to the Full Plus. We will begin with our first module, Created and Loved by God. Within this module, children will explore the individual. They will understand that we are made in the image and likeness of God and develop an understanding of the importance of valuing themselves as the basis for personal relationships. Unit 1 Religious Understanding Unit 2 Me, My Body, My Health Unit 3 Emotional Well-Being Unit 4 Life Cycles	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. • Please work on the half termly KIRF's (Key Instant Recall Facts) which will be found on the Year 6 page of the website. 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. **<u>Mastery</u>** • Encourage investigative thinking , questioning , discussion and application • Use precise mathematical vocabulary • Make connections across mathematical ideas

	Individual lessons and content can be viewed on the parent portal. Details of how you can do this can be found on our website in the curriculum section under Relationships Education.	
Reading **Writing**	**<u>Our core text for the Autumn term is:</u>** **Goodnight Mr Tom by Michelle Magorian** is the unforgettable story of young Willie Beech, a timid, scrawny, and abused child from London who is evacuated to the English countryside just as the Second World War begins. During our reading we will identify and compare themes, conventions, and ideas across texts. • Check meaning, explore new vocabulary, and ask questions to deepen understanding. • Infer characters' thoughts, feelings, and motives with evidence. • Predict events from what is stated and implied. • Analyse how language, structure, and presentation create meaning. • Evaluate authors' use of language, including figurative techniques, and its impact. • Take part in thoughtful discussions, building on others' ideas and challenging respectfully. • Present and debate understanding clearly, using notes if needed. • Justify views with clear reasoning. **Please do not read this book with your child until we have finished this unit as it prevents them from being able to infer and predict if they know what happens in the story.** We will be developing the children's notation skills, progressing these initial ideas by editing the draft and improving grammar and vocabulary accuracy. • Plan writing by discussing writing similar to that which I am planning to write • Draft and write by composing and rehearsing sentences orally • In narrative create characters and a plot • Plan and identify the audience for and purpose of the writing • Write in narratives, considering how authors have developed characters and settings • Create characters and atmosphere and integrate dialogue to convey character and advance the action • Assess the effectiveness of my own and others' writing	**Dates for the Diary:** ********** Season of Creation – 1st September – 4th October Beginning of Year School Mass – Tuesday 8th September – Y3-6 10.00am at Church Week beginning Monday 14th September – Clubs begin (Breakfast Club and After School Care begins Thursday 3rd September) Jeans for Genes Mufti Day – Friday 18th September PTA Community Cultural Celebration – Sunday 20th September – Parish Centre Fairtrade Fortnight – Monday 21st September RSE Consultation for parents – Thursday 24th September – 2.30pm KS2 Meet the Teacher Meeting and Online Safety Talk – Tuesday 15th September – 2.25pm Black History Month – October – Thursday 1st October National Poetry Day – Thursday 1st October

	Summary: We will be developing the children's notation skills, progressing these initial ideas by editing the draft and improving grammar and vocabulary accuracy.	October Rosary – Tuesdays throughout October Year 6 Class Mass – Monday 5th October – 10.00am at Church Flu Vaccinations – Friday 9th October KS2 Reading Workshop – Thursday 15th October – 2.45pm Online Parents' Evening – Tuesday 20th October – 1.30pm onwards Year 6 Trip to Churchill War Rooms – Wednesday 21st October RISE Theatre – Treasures Within Day – Thursday 22nd October **Half Term – week beginning Monday 26th October – Friday 30th October** PTA Autumn Festival – Saturday 31st October – 12.00-3.00pm Children In Need MUFTI Day Friday 13th November Anti-Bullying Week – week beginning Monday 16th November Year 6 PGL Trip to Paris – week beginning Monday 30th November
Spelling Punctuation and Grammar	During this term, we will develop their knowledge of word class, learning how the function of a word is often governed by context. We will be developing our use of synonyms and antonyms to help support our writing. Skills: • Learn from the structure, vocabulary and grammar of a piece of writing • Identify and suggest synonyms for given words. • Identify and suggest antonyms for given words. • Use modal verbs to indicate possibility • Link paragraphs using adverbials • Continue to learn and develop strategies for spelling patterns	
Mathematics	This term we will be developing our use of key calculation methods; long division and long multiplication We will also begin using formal written methods for long division and interpreting remainders in various ways. The children will continue to develop an understanding of arithmetic style questions. **Number and place value** • Numbers to 10,000, to 100,000, to a million & to ten million • Compare and order any number • Round numbers to 10, 100 and 1,000 • Round any number Negative numbers **Four Operations** • Add whole numbers with more than 4 digits • Subtract whole numbers with more than 4 digits • Inverse operations (addition and subtraction) • Multi-step addition and subtraction problems	

	• Add and subtract integers • Multiply 4-digits by 1-digit, multiply 2-digits (area model), multiply 2-digits by 2-digits, multiply 3-digits by 2-digits & multiply up to a 4-digit number by 2-digit number • Divide 4-digits by 1-digit & divide with remainders • Short division • Division using factors • Long division • Factors • Common factors • Common multiples • Primes to 100 • Squares and cubes • Order of operations • Mental calculations and estimation • Reason from known facts **Fractions** • Equivalent fractions • Simplify fractions • Improper fractions to mixed numbers • Mixed numbers to improper fractions • Fractions on a number line • Compare and order (denominator) & compare and order (numerator) • Add and subtract fractions • Add mixed numbers • Add fractions • Subtract mixed numbers • Subtract fractions **Position and Direction** • The first quadrant • Four quadrants • Translations • Reflections	KS2 Carol Service – Tuesday 15th December – 5.00pm at Church Class Christmas Parties – Thursday 17th December End of term – Friday 18th December – 1.15pm
Science	**Living things and their habitats** <u>Knowledge and Skills:</u> By the end of the topic, children will know about/how to:	

	• Conditions for life • Group organisms • Classify animals • Classify plants • Microorganisms • Classify organisms • Carl Linnaeus **Electricity** <u>Knowledge and Skills:</u> By the end of the topic, children will know about/how to: • Construct and draw series circuits using symbols • Complete and incomplete circuits • Variations within circuits • Plan – voltage experiment • Investigate – voltage experiment • Evaluate – voltage experiment **Renewable energy** <u>Knowledge and Skills:</u> By the end of the topic, children will know about: • What is renewable energy? • Using renewable energy	
P.E.	**Gymnastics:** • 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 • Jump: one foot to same foot to two feet • Select the most appropriate ways to travel from one balance to another • Perform actions in and out of rolls • Perform longer routines from memory adding expression and extension to movements	

	• Create sequences that have changes of speed and level **Indoor Athletics:** • Run longer distances; knowing when to use a sprint • Use toe and heel to spin and throw a discus and shot put • Use body shape to decrease air resistance when running	
Music	**Instrumental Skills & Ensemble Playing** Knowledge: • Learn to play a variety of instruments: keyboards, chime bars, boomwhackers, bongos, and percussion. • Understand ensemble performance, building confidence, listening, and musicality. Skills: • Identify and play a range of instruments. • Recognise an accompaniment as music supporting the melody. • Play in tune with performance tracks. • Respond to different tempos and perform at faster speeds with accuracy. **Ukulele** Knowledge: • Learn chord progressions and how different playing techniques create variety. • Understand tablature and how to perform from it. • Explore scales on string instruments. Skills: • Read and perform songs from tablature across multiple strings. • Play two or more chords, progressing to four or more. • Understand and perform strumming patterns. • Play scales on the ukulele. • Compose an original melody on the ukulele.	
Computing	**Bletchley Park** Knowledge and Skills: • 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. • Create a simple website with information about Bletchley Park including the need to build electronic thinking machines to solve cipher codes.	

	• Explain the importance of historical figures and their contribution towards computer science. • Present information about their historical figure in an interesting and engaging manner. **Introduction to Python** Knowledge and Skills: • 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. • Create a simple website with information about Bletchley Park including the need to build electronic thinking machines to solve cipher codes. • Explain the importance of historical figures and their contribution towards computer science. • Present information about their historical figure in an interesting and engaging manner.	
Foundation Subjects	**History: What was the impact of World War II on British people?** Knowledge: This unit looks at the lasting impact of World War II on British History and how World War II forced British civilians into a "total war" that permanently altered daily life. We will explore how the conflict reshaped society by drastically changing the roles of women, separating families through evacuation, enforcing strict rationing, and transforming communities through the Blitz. Skills: • Identify the causes of World War 2 • Identify the different phases in the Battle of Britain • Make inferences and deductions about a photograph • Describe how children may have felt when evacuated • Evaluate the accuracy and reliability of sources • Describe the impact WWII had on women's lives **Geography: Why does population change?** Knowledge:	

	This unit explores the social, economic, and environmental factors that affect global population. It covers vital statistics (birth rates, death rates), migration, and real-world fieldwork to understand human movement. Skills: • Identify the most densely and sparsely populated areas. • Describe the increase in global population over time. • Begin to describe what might influence the environments people live in. • Define birth and death rates, suggesting what may influence them. • Define migration, discussing push and pull factors. • Explain why some people have no choice but to leave their homes. • Describe the causes of climate change, explaining its impact on the global population. • Suggest an action they can take to fight climate change. • Calculate the length of a route to scale. • Follow a selected route on an OS map. • Use a variety of data collection methods, including using a Likert scale. • Collect information from a member of the public. • Create a digital map to plot and compare data collected from two locations. • Suggest an idea to improve the environment. **Art and Design: Primary and Mixed Media – Artist Study** Knowledge and Skills: • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. • Work in a sustained way over several sessions to complete a piece. • Analyse and describe how colour is used in other artists' work. • Consider materials, scale and techniques when creating collage and other mixed media pieces. • Create collage in response to a stimulus and work collaboratively on a larger scale.	

	Design and Technology: Mechanical Systems: Playgrounds Knowledge and Skills: • Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs. • 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. • Know that structures can be strengthened by manipulating materials and shapes. **Modern foreign Languages: Italian** • Greetings • Introducing yourself • Questions about personal and general information • The geography of holidays • The weather • The four seasons • Classroom language • School subjects and timetable • The family • Daily Routine • Big numbers over 1000 • Telling the time • Christmas in Italy	