

**Cleves School Curriculum Map**  
**Year 6 – AUTUMN 2023/24**  
**INNOVATION AND CHANGE**

**Maths**

**Number**

- **Place Value: Wks 4/9/23 - 11/9/23**
  - Read, write order and compare numbers up to 10,000,000 and solve number and practical problems that involve these
  - Round whole numbers to 10 000 000 to a required degree of accuracy
  - Use negative numbers in context and calculate intervals across 0
  - Consolidate counting forwards or backwards in steps of powers of 10 for any given number to 1 000 000
- **Addition and Subtraction Wks 18/9/23 - 25/9/23**
  - Perform mental calculations, including with mixed operations and large numbers
  - Consolidate knowledge of addition facts and the related subtraction facts, deriving further related facts as required
  - Consolidate adding and subtracting whole numbers with more than 4 digits, including using formal written columnar addition and subtraction
  - Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
  - Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
- **Multiplication and Division Wks 2/10/23 - 9/10/23 - 16/10/23**
  - Consolidate multiplying and dividing whole numbers and decimals by 10, 100 and 1000
  - Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
  - Divide numbers up to 4 digits by a two-digit whole number using the formal methods of short or long division, and interpret remainders as appropriate for the context as whole numbers, fractions or by rounding
  - Consolidate solving problems using more than one of the four operations
- **Understanding Fractions Wks 30/10/23 - 6/11/23**
  - Associate a fraction with division
  - Consolidate understanding of equivalent fractions by extending to improper fractions
  - Use common factors to simplify fractions
  - Compare and order fractions, including fractions  $> 1$
- **Calculating with Fractions Wks 13/11/23 - 20/11/23**
  - Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
  - Multiply simple pairs of proper fractions
  - Divide proper fractions by whole numbers
- **Position and Direction Wks 4/12/23 - 11/12/23**
  - Use positions on the full coordinate grid (all four quadrants)
  - Draw and label rectangles (including squares), parallelograms and rhombuses specified by coordinates in the four quadrants, predicting missing coordinates using the properties of shapes
  - Draw and translate simple shapes on the coordinate plane, and reflect them in the axes

## Literacy

- **Reading - through guided reading and whole class reading sessions.**
    - To read aloud age-appropriate texts with fluency and expression and an awareness of audience
    - To actively participate in discussions about books they have read by building on their own and others' ideas and challenging views courteously
    - To provide reasoned justifications for their views using evidence from the text
    - To practice and improve reading comprehension skills (word meaning, authorial intent, retrieval, inference, predicting, summarising)
  - **Writing - Genres:**
    - 1st person narrative - The Workhouse based on Street Child by Berlie Doherty
    - TV news report - Pickpocketing in Victorian London
    - Biography
    - Third person narrative - Origins (based on short film)
    - Dialogue and action in narrative - Edgar and Ava (based on a John Lewis Christmas advert)
- Objectives taught include:**
- Independently and confidently, compose a variety of sentences deliberately choosing vocabulary for impact
  - Write imaginative narratives, with coherent story structure, describing settings and characters using effective vocabulary
  - Independently assess the effectiveness of your own and others' writing, identifying and improving aspects linked to success criteria and previous teaching.
- **Speaking & Listening**
    - To speak confidently in an increasing number of situations and for a variety of purposes and contribute to discussions
  - **SPAG - Spelling, Punctuation and Grammar**
    - Spell accurately and apply spelling rules (and their exceptions) in all written work
    - Identify and use a variety of sentence structures (simple, compound and complex) and conjunctions (coordinating and subordinating), correctly punctuated.
    - Identify and use increasingly complex fronted adverbial phrases for time, manner and place, followed by a comma.
    - Identify a wide range of verbs, nouns and adjectives in sentences and understand that this can vary for an individual word depending on the context

### Computing

Digital skills including seesaw, IMOVIE and research

#### Digital Citizenship

- Demonstrate responsible use of technologies and online services, and knows a range of ways to report concerns
- Have an awareness of their digital footprint and how it can impact on future life

### Science

#### All Living Things

- Describe how living things, including animals, plants and microorganisms, are classified into broad groups
- Give reasons for classifying plants and animals based on specific characteristics.

<ul style="list-style-type: none"> <li>Identify a wide range of ways to report concerns about content and contact.</li> </ul> <p style="text-align: center;"><b>3-D Modelling/Tinkercad</b></p> <ul style="list-style-type: none"> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs that accomplish given goals</li> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> </ul>	<p><b>Evolution and Inheritance</b></p> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>Plan different types of scientific enquiry to answer questions, including recognising and controlling variables</li> <li>Record data and results of increasing complexity</li> <li>Use test results to make predictions to set up further comparative and fair tests</li> </ul>
<p style="text-align: center;"><b>History</b></p> <p style="text-align: center;"><b>The Victorians</b></p> <ul style="list-style-type: none"> <li>Can discuss the impact and causes of historical changes in Britain.</li> <li>Can use and understand abstract terms such as empire, civilisation, parliament and peasantry.</li> <li>Can analyse sources of information for accuracy, usefulness and relevance and combines them to answer questions.</li> <li>Can examine periods in world history; identifying contrasts with and influences on British society at the time.</li> </ul>	<p style="text-align: center;"><b>.PE/Games</b></p> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>Invasion games - rugby, football, hockey, netball, handball</li> <li>to develop flexibility, strength, technique, control and balance in a variety of sports and is applying tactical knowledge.</li> </ul> <p><b>Badminton</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Gymnastics - floor work routines</li> <li>To evaluate own performance and that of others and practises with increasing control and accuracy.</li> </ul>
<p style="text-align: center;"><b>PSHE</b></p> <ul style="list-style-type: none"> <li>Rights Respecting - UNICEF's Rights of the Child</li> <li>Creating a Class Charter</li> <li>New Beginnings</li> </ul> <p><b>Respecting ourselves and others</b></p> <ul style="list-style-type: none"> <li>Expressing opinions and respecting other points of view, including discussing topical issues.</li> </ul> <p><b>Safe relationships</b></p> <ul style="list-style-type: none"> <li>Recognising and managing pressure; consent in different situations</li> <li>How to get advice and report concerns about personal safety, including online</li> </ul>	<p style="text-align: center;"><b>RE</b></p> <p>How is God three - and yet one?</p> <ul style="list-style-type: none"> <li>Holy Spirit is God at work in the world</li> <li>Holy Spirit in relationship with Father &amp; Son</li> <li>Trinity in baptism of Jesus, creation &amp; Christians' experience</li> <li>How does this compare with other religions?</li> </ul> <p>What is the Golden Rule?</p> <ul style="list-style-type: none"> <li>To explain why the 'golden rule' is used by many religious and non-religious people worldwide</li> <li>To describe similarities and differences between the beliefs of religious and non-religious people</li> <li>To apply their ideas to everyday situations</li> </ul>

- What consent means and how to seek and give/not give permission in different situations

**Families and friendships**

- Attraction to others; romantic relationships; civil partnership and marriage
- That people who love each other can be of any gender, ethnicity or faith
- Ways in which couples show their love and commitment to one another, including those who are not married or who live apart
- That to force anyone into marriage is illegal

**Art**

William Morris background and achievements, using his work as inspiration for their own designs.

- can explore the impact William Morris' work on Victorian society
- can use observational skills to replicate images by well known artists and explain how their work is similar/different.
- Create and print using lino cutting techniques

**DT**

Victorian samplers - design and create cross stitch.

- Can create a prototype of design
- Can use stitching skills
- Can evaluate existing products in relation to their purpose and audience.
- Can collect feedback from others to find out how to improve

**Music**

- Djembe Drumming
- Creating music digitally using apps (eg Garage Band)
- Classroom Jazz
- Surrey Arts - Clarinet

**French**

- Activities
- Using the negative
- Clothing
- Likes and dislikes and opinions
- Numbers to 80
- Shop conversations
- French Christmas traditions and songs