

Cleves School Curriculum Map
Year 6 – AUTUMN 2025/26
INNOVATION AND CHANGE

Maths

- **Place Value: Wks beg 4/9/25 - 15/9/25**
 - Read and write numbers to 10,000,000
 - Powers of 10
 - Compare and order any integers
 - Round any integer
 - Negative numbers in context
- **Addition, Subtraction, Multiplication and Division**
- **Wks beg 22/9/25 - 20/10/25**
 - Add and subtract integers
 - Common factors and multiples
 - Primes to 100
 - Square and cube numbers
 - Multiply up to 4 by 2 digit numbers
 - Solve problems with multiplication
 - Short division (bus stop)
 - Long division with remainders
 - Solve problems with division
 - Solve multi step (mixed operation) word problem
 - Order of operation (BODMAS)
 - Mental calculations and estimation
- **Understanding Fractions and Calculating with Fractions Wks beg 3/11/25 - 24/11/25**
 - Equivalent fractions and simplifying
 - Order and compare fractions
 - Add and subtract fractions
 - Add and subtract mixed numbers
 - Multi step fraction problems
 - Multiply fractions by integers and other fractions
 - Divide fractions by integers
 - Mixed questions with fractions
 - Fractions of an amount
 - Fractions of an amount - finding the whole
- **Measurement - Converting Units Wks beg 8/12/25 - 15/12/25**
 - Metric measure
 - Converting metric measure
 - Calculating metric measure
 - Mile and kilometers
 - Imperial measure

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
 - Poetry - Macbeth
 - Third person narrative - Origins (based on short film)
 - Biography
 - 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"> Identify a wide range of ways to report concerns about content and contact. <p style="text-align: center;">3-D Modelling/Tinkercad</p> <ul style="list-style-type: none"> 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 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 	<p>Evolution and Inheritance</p> <ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution <p>Working Scientifically</p> <ul style="list-style-type: none"> Plan different types of scientific enquiry to answer questions, including recognising and controlling variables Record data and results of increasing complexity Use test results to make predictions to set up further comparative and fair tests
<p style="text-align: center;">History</p> <p style="text-align: center;">The Victorians</p> <ul style="list-style-type: none"> Can discuss the impact and causes of historical changes in Britain. Can use and understand abstract terms such as empire, civilisation, parliament and peasantry. Can analyse sources of information for accuracy, usefulness and relevance and combines them to answer questions. Can examine periods in world history; identifying contrasts with and influences on British society at the time. 	<p style="text-align: center;">.PE/Games</p> <p>Games</p> <ul style="list-style-type: none"> Invasion games - rugby, football, hockey, netball, handball to develop flexibility, strength, technique, control and balance in a variety of sports and is applying tactical knowledge. <p>Badminton</p> <ul style="list-style-type: none"> <p>Gymnastics</p> <ul style="list-style-type: none"> Gymnastics - floor work routines To evaluate own performance and that of others and practises with increasing control and accuracy.
<p style="text-align: center;">PSHE</p> <ul style="list-style-type: none"> Rights Respecting - UNICEF's Rights of the Child Creating a Class Charter New Beginnings <p>Respecting ourselves and others</p> <ul style="list-style-type: none"> Expressing opinions and respecting other points of view, including discussing topical issues. <p>Safe relationships</p> <ul style="list-style-type: none"> Recognising and managing pressure; consent in different situations How to get advice and report concerns about personal safety, 	<p style="text-align: center;">RE</p> <p>JUDAISM: What does it mean to be part of a synagogue community?</p> <ul style="list-style-type: none"> Centrality of Torah to worship (e.g. Shema) Impact of commitment to justice / living according to mitzvot in the Torah / remembering (Yom Kippur) Synagogue: place of learning, worship & gathering <p>How is God three - and yet one?</p> <ul style="list-style-type: none"> Holy Spirit is God at work in the world Holy Spirit in relationship with Father & Son Trinity in baptism of Jesus, creation & Christians' experience How does this compare with other religions?

<p>including online</p> <ul style="list-style-type: none"> • What consent means and how to seek and give/not give permission in different situations <p>Families and friendships</p> <ul style="list-style-type: none"> • 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 	<p style="text-align: center;">Art</p> <p>William Morris background and achievements, using his work as inspiration for their own designs.</p> <ul style="list-style-type: none"> • 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 <p style="text-align: center;">DT</p> <p>Victorian samplers - design and create cross stitch.</p> <ul style="list-style-type: none"> • 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
<p style="text-align: center;">Music</p> <ul style="list-style-type: none"> • Djembe Drumming • Creating music digitally using apps (eg Garage Band) • Surrey Arts - Violins 	<p style="text-align: center;">French</p> <ul style="list-style-type: none"> • Activities • Using the negative • Clothing • Likes and dislikes and opinions • Numbers to 80 • Shop conversations • French Christmas traditions and songs