

**Cleves School Curriculum Map**  
**Year 6 – SPRING 2024**  
**Oceans**

**Maths**

**Week 1 - 3 (3rd Jan -15th Jan)**

- **Number - Decimals**

- Identify the value of each digit in numbers given to three decimal places
- Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- Calculate decimal fraction equivalents for a simple fraction
- Round decimals to three decimal places or other approximations depending on the context
- Solve problems which require decimal answers to be rounded to specified degrees of accuracy

**Week 3 & 4 (16th Jan - 27th Jan)**

- **Number - Fractions and Percentages**

- Consolidate recognition of the per cent symbol and understanding that per cent relates to "number of parts per hundred"
- Understand and use equivalences between simple fractions, decimals and percentages, including in different contexts
- Find percentages of amounts
- Solve problems with fractions, decimals and percentages

**Week 5 (29th Jan)**

- **Algebra**

- Express missing number problems algebraically; use simple formulae
- Find pairs of numbers that satisfy an equation with two unknowns
- Enumerate possibilities of combinations of two variables
- Generate and describe linear number sequences

**Week 6 (2nd Feb)**

- **Measurement - Converting Units**

- Consolidate fluency in using money expressed in £ and p; Solve problems involving money using the four operations
- Use, read and write standard units with up to three decimal places, including converting from smaller to larger units and vice versa
- Convert between miles and kilometres and use a conversion graph

**Week 7 & 8 (19th Feb - 2nd March)**

- **Measurement - Converting Units**

- Continue to measure and compare using different standard units of measure
- Consolidate skills in identifying and measuring perimeter; calculate the area of parallelograms and triangles
- Estimate volume of cubes and cuboids; Calculate and compare volume of cubes and cuboids using standard units

- Solve measurement problems with approximate equivalences between metric and imperial measurements

## **Week 9 & 10 - SATs practice papers**

### **Week 9 (5th March) - Time**

- Consolidate understanding of converting between units of time
- Consolidate fluency in working with time
- Consolidate fluency in recording the time
- Consolidate skills in solving problems converting between units of time

### **Week 10 & 11 (12th March - 23rd March)**

#### **● Number - Fractions and Ratio**

- Solve problems involving relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- Solve problems involving the calculation of percentages and the use of percentages for comparison
- Solve problems involving similar shapes where the scale factor is known or can be found
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

### **Week 12 (26th March) - Revision Week**

## **Literacy**

#### **● Reading - through guided reading and whole class reading sessions.**

- Maintain positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of genres
- Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books they have read
- Understand what they read by: identifying how language, structure and presentation contribute to meaning

#### **● Writing - Genres**

**Spooky Stories** - To write an imaginative narrative using suspense.

**Instructions** - How to make a pizza - linked to DT.

**Formal Letter** - Letter of Complaint.

**Theatre Review** - linked to the Lion King.

**Floodlands** - linked to Whole Class Reading text.

#### **Objectives taught include:**

- Discuss and identify identify grammar, vocabulary and structural features of a wide range of genre, noting the level of formality and the intended audience

- o Describe settings using figurative language and effective vocabulary to create appropriate atmosphere
- o Write imaginative narratives, with coherent story structure, describing settings and characters using effective vocabulary
- o Integrate dialogue to convey character and advance the action, including contrasting characters.
- o Propose changes to grammar, vocabulary and punctuation in one's own and others' work, to enhance effects and clarify meaning.

● **Speaking & Listening**

- o To speak confidently in an increasing number of situations and for a variety of purposes and contribute to discussions

● **SPAG - Spelling, Punctuation and Grammar**

- o Spell accurately and apply spelling rules (and their exceptions) in all written work
- o Convert between active and passive voice; use passive voice to affect presentation of information in a sentence
- o Identify and use the progressive form and past perfect tense

**Computing**

**Digital Citizenship**

- Is discerning user of internet services
- Recognise what is acceptable and unacceptable behaviour when using technologies, online services and social media.
- Demonstrate responsible use of technologies and online services, and knows a range of ways to report concerns.

**Mindstorms - coding**

1. Design computer programmes that use a range of inputs and outputs, including controlling physical systems (e.g. using tilt and motion sensors).
2. Design efficient solutions to problems by creating algorithms that use the fewest steps.
3. Recognise that different solutions exist for the same problem.

**Artificial Intelligence**

1. Introduction to what AI is and how it can be used positively as a tool to assist in the workplace. In addition we will look at where AI might not be beneficial.
2. Using AI in Art - students looking to generate some AI Art
3. How can AI assist my studies?

**Science**

**Half term 1**

**Reversible and Irreversible Change**

- To understand that dissolving, mixing and changes of state are reversible changes
- To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible

**Half term 2**

**Light**

- To understand that light normally travels in straight lines
- To understand how we see things
- Use idea of light travelling in straight lines to explain size and shape of shadows

PSHE/Philosophy	Geography	RE
<p><b><u>Half Term 1</u></b></p> <p><b>Families and Friendships</b></p> <ul style="list-style-type: none"> <li>● Attraction to others and romantic relationships.</li> <li>● Gender identity and sexual orientation.</li> <li>● Civil partnership and marriage.</li> <li>● Forced marriage and the law.</li> <li>● Recognising and managing pressure and understanding the term consent in different situations.</li> <li>● Expressing your own opinions and respecting other points of view.</li> </ul> <p><b>Belonging to a Community</b></p> <ul style="list-style-type: none"> <li>● Recognising and challenging stereotypes.</li> <li>● Understanding the consequences of prejudice and discrimination.</li> </ul> <p><b><u>Half Term 2</u></b></p> <p><b>Money and Work</b></p> <ul style="list-style-type: none"> <li>● Value for money and attitudes toward money and the decisions they make.</li> <li>● The negative impact of money on a person's emotions and wellbeing.</li> <li>● Financial risks.</li> </ul> <p><b>Media literacy and Digital resilience</b></p> <ul style="list-style-type: none"> <li>● About the benefits of safe internet use</li> <li>● How and why images online might be manipulated, altered, or faked</li> <li>● The reasons why some media and online content is not appropriate for children</li> <li>● About sharing things online, including rules and laws relating to this</li> </ul>	<p><b><u>Half Term 1</u></b></p> <ul style="list-style-type: none"> <li>● Know the names and locations of the world's oceans and major seas.</li> <li>● Understand the causes of pollution in the air and oceans.</li> <li>● Understand key aspects of ocean pollution and its effects.</li> <li>● Understand the problem of ocean plastics.</li> <li>● Know and understand strategies to tackle the problem of plastic pollution of oceans.</li> <li>● Understand the process of global warming through increased greenhouse gases.</li> </ul> <p><b><u>Half Term 2</u></b></p> <ul style="list-style-type: none"> <li>● Understand why global warming leads to rising sea levels and its global impact.</li> <li>● Understand the potential impact of rising sea levels on the UK .</li> <li>● Understand the impact of warming oceans on marine life incl.Great Barrier Reef.</li> <li>● Understand why global warming leads to rising sea levels and its global impact.</li> <li>● Know about key figures of global climate change.</li> <li>● Understand key areas of renewable/sustainable energy and their advantages and disadvantages.</li> </ul>	<p><b><u>Half Term 1</u></b></p> <p><b>CHRISTIANITY:</b> What can we learn about the Christian Faith from the Chronicles of Narnia?</p> <ul style="list-style-type: none"> <li>● To understand what an allegory is and its powerful ways to explain difficult ideas</li> </ul> <p><b><u>Half Term 2</u></b></p> <p><b>JUDAISM:</b> What does it mean to be part of a synagogue community?</p> <ul style="list-style-type: none"> <li>● Centrality of Torah to worship (e.g. <i>Shema</i>)</li> <li>● Impact of commitment to justice / living according to mitzvot in the Torah / remembering (Yom Kippur)</li> <li>● Synagogue: place of learning, worship &amp; gathering for different types of Jewish people</li> </ul>

<ul style="list-style-type: none"> <li>• How to report inappropriate online content or contact</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, fitness, handball</li> <li>• Indoor Athletics</li> <li>• To develop flexibility, strength, technique, control and balance in a variety of sports, and apply tactical knowledge.</li> </ul> <p><b><u>Half Term 1</u></b> <b>Indoor Athletics</b></p> <ul style="list-style-type: none"> <li>• Running for Speed</li> <li>• Jumping for Distance</li> <li>• Pull and Push Throws</li> <li>• Running over Obstacles</li> <li>• Jumping for Height</li> <li>• Sling Throw</li> <li>• Combination Jumps</li> </ul> <p><b><u>Half Term 2</u></b> <b>Dance</b></p> <ul style="list-style-type: none"> <li>• Dance and work inspired by the Lion King</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>Design Technology</b></p> <p><b><u>Half term 1</u></b> <b>Food Technology</b></p> <ul style="list-style-type: none"> <li>• Understand how different foods are produced in different areas of the world.</li> <li>• Understand that some foods are seasonal and can give some examples.</li> <li>• Make a pizza and can select the appropriate tools to follow a given recipe.</li> <li>• Can estimate the amount of ingredients to an appropriate level of accuracy.</li> </ul>	<p style="text-align: center;"><b>Art</b></p> <p><b><u>Half term 2</u></b> <b>Plastic Art</b></p> <ul style="list-style-type: none"> <li>• Use materials to create 3D structures</li> <li>• Experiment with a range of media to overlap and layer creating interesting colours and textures and effects with materials</li> <li>• Use recycled, natural and man- made materials to create sculptures</li> </ul>
<p style="text-align: center;"><b>Music</b></p> <ul style="list-style-type: none"> <li>• Djembe Drumming</li> <li>• Creating music digitally using apps (eg Garageband)</li> <li>• Classroom Jazz</li> <li>• Surrey Arts - Clarinet</li> </ul>	<p style="text-align: center;"><b>French</b></p> <ul style="list-style-type: none"> <li>• Daily routine</li> <li>• Telling the time</li> <li>• Breakfast foods</li> <li>• Forms of transport</li> <li>• Planning a trip</li> <li>• Easter traditions</li> </ul>	