

**Cleves School Curriculum Map**  
**Year 6 - SPRING 2022**  
**Oceans**

**Maths**

- **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
- **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
- **Measurement**
  - Develop understanding of how analogue and digital clocks tell the time; convert between units of time; consolidate fluency in recording and working with time.
  - 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
  - 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
- **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
- **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
- **Statistics**
  - Interpret data in pie charts; present data using pie charts and line graphs; solve problems using pie charts and line graphs
  - Consolidate skills in interpreting and completing more complex tables, including timetables
  - Calculate and interpret the mean as an average

## Literacy

- **Reading**
  - Maintain positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
  - Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books
  - Understand what they read by: identifying how language, structure and presentation contribute to meaning
- **Writing - Genres to include magazine writing, formal letter, instructions, narrative (flashback), character descriptions and narrative (suspense)**
  - Discuss and identify identify grammar, vocabulary and structural features of a wide range of genre, noting the level of formality and the intended audience
  - Describe settings using figurative language and effective vocabulary to create appropriate atmosphere
  - Write imaginative narratives, with coherent story structure, describing settings and characters using effective vocabulary
  - Integrate dialogue to convey character and advance the action, including contrasting characters.
  - Propose changes to grammar, vocabulary and punctuation in own and others' work, to enhance effects and clarify meaning.
- **Speaking & Listening**
  - 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
  - Convert between active and passive voice; use passive voice to affect presentation of information in a sentence
  - Identify and use the perfect form of verbs to mark relationships of time and cause

## Computing

### Computer Science

- To design efficient solutions to problems by creating algorithms that use the fewest steps
- To solve computing problems by decomposing them and creating a sub-solution for each of these parts (decomposition)
- Recognise that different solutions exist for the same problem

### Digital Citizenship

- Recognising and Resolving e-safety concerns
- Understanding what is acceptable and unacceptable behaviour when using technologies, online services and social media

## Science

### 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

### 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>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> <li>● Recognising and challenging stereotypes.</li> <li>● Understanding the consequences of prejudice and discrimination.</li> </ul> <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>	<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> <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 of renewable/sustainable energy and their advantages and disadvantages.</li> </ul>	<p><b>What can we learn about the Christian Faith from the Chronicles of Narnia?</b></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>Adam, Eve, Christmas and Easter:</b></p> <ul style="list-style-type: none"> <li>● What are the connections?</li> </ul> <p><b>Why Did Jesus Die?</b></p> <ul style="list-style-type: none"> <li>● To understand that some human relationships are fragile</li> <li>● To understand that Christians believe Jesus died to mend humanity's broken relationship with God.</li> <li>● To consider that Jesus' death is linked to animal sacrifices in the Old Testament</li> </ul>

<p style="text-align: center;"><b>Art</b></p> <p><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>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>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>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 amount of ingredients to an appropriate level of accuracy.</li> </ul>
<p style="text-align: center;"><b>Music</b></p> <ul style="list-style-type: none"> <li>• Djembe drumming</li> <li>• Contemporary/Jazz Music</li> <li>• Live performance</li> <li>• Analysing/performing rhythms</li> <li>• Understanding structure</li> <li>• Composing using Garage Band</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>	
<p style="text-align: center;"><b>Dates for your diary</b></p> <ul style="list-style-type: none"> <li>• Friday 11th February - End of first half term</li> <li>• Wednesday 2nd March - Lion King</li> <li>• Friday 1st April - End of Term 1.45pm</li> </ul>		