

Year Six Curriculum Map

Autumn Term

Mathematics

Place Value

Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
Interpret negative numbers in context
Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
Solve number problems and practical problems that involve all of the above
Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Addition & Subtraction

Add and subtract whole numbers with more than 4 digits, including using formal written methods
Add and subtract numbers mentally with increasingly large numbers
Use rounding to check answers to calculations
Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

Multiplication & Division

Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
Establish whether a number up to 100 is prime and recall prime numbers up to 19
Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000

Fractions

Find equivalent fractions and write fractions in simplest form.
Count in fractions on a number line and identify equivalent fractions.
Compare and order fractions by finding a common denominator.
Compare and order fractions by finding a common numerator.
Add and subtract fractions (denominator is a multiple of another).
Add and subtract fractions (denominators - not multiples of each other).
Add mixed numbers (Adding wholes and fractional parts separately is often more efficient than converting to improper fractions).
Subtract mixed numbers (Discuss a variety of methods).
Solve multi-step fraction problems in a range of real-life contexts.
Multiply fractions and mixed numbers by integers.
Multiply fractions by fractions.
Divide a fraction by an integer (numerator is a multiple of the integer).
Divide a fraction by any integer (numerator is not a multiple of integer).
Solve fraction problems using the 4 operations.
Find the fraction of an amount.
Find the whole amount given a fractional part. E.g. $\frac{1}{4}$ of _____ = 6

Measurement — Converting Units

Recap metric units for length (mm, cm, m, km), capacity (l, ml) and mass (g, kg).
Introduce tonnes. Estimate measurements of objects.
Convert between metric measurements of length, mass and capacity.
Solve measurement problems in context.
Explore relationship between miles and kilometres (5 miles is ~ 8km).
Explore imperial measures. 1 inch = 2.5cm, 1 foot = 12 inches, 1 pound = 16 ounces, 1 stone = 14 pounds, 1 gallon = 8 pints.

Reading	Writing
Key Text: The Arrival by Shaun Tan Key Text: 1783 Freedom by Katherine Johnson Key Text: Poems by Joseph Coelho (Children's Laureate) Key Text: On the Move poems by Michael Rosen	To write a letter in role. To write a setting description. To write a narrative. To write an information text. (Science: Impact of drugs and alcohol) To write a letter to persuade. (History: anti-slavery monuments) To write a conversation. (PSHE: conflict resolution)
Speaking and Listening	

Prediction	Opinion	Conclusion
I predict that...because...however...	My partner thinks...whereas I think that...	In summary I think...
This is probable because...	I agree/disagree because...	To conclude...
I think the outcome will be...because...	I appreciate/understand ...'s opinion' however I feel...	Having listened to everyone's opinions...
Due to the fact that...I predict...	My opinion/view is...because...	After looking at the information, I conclude that...
Because...and...are similar/different, I predict that...	The facts lead me to the conclusion that...	...happened because...
After hearing all this evidence, I think that...	It is my opinion that...however others might believe that...	Based on the evidence I was presented with...
I think that there is a high/low probability that...	After consideration...	First I thought...but now I know...
Evaluation	Comparison	Argument
It was interesting because...	It is the same because...	An argument for is...because...
I like the part where...because...	It is different because...	An argument against is...because...
I found this work...because...	They are alike because they are both...	I accept your decision; however I think...because...
Next time /you would/could...	One similarity between...and...is that...	I understand your point of view; however...
Maybe you could try...	In some ways...and...are alike. For instance they are both...	Perhaps some people would argue that...
I enjoyed it because...	Another feature they have in common is that...	However, I would point out that...
Possible improvements may include...	They differ in some ways. For example...	It is clear that...
Or alternatively...	Another difference is that...whereas...	On the one hand...but...

Spelling

Autumn 1

Autumn 2

RE

Skills

Knowledge

Creation/Fall

Pupils should be able to:

Outline the importance of Creation on the timeline of the 'big story' of the Bible. Identify what type of text some Christians say Genesis 1 is, and its purpose.

Suggest what Genesis 1 might mean and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.

Make clear connections between Genesis 1 and Christian beliefs about God as Creator.

Show understanding of why many Christians find science and faith go together.

Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.

Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.

What will make our community respectful?

Pupils should be able to:

Explain beliefs about the value of religious and cultural diversity in their local community.

Describe examples of texts which explain why honouring all humans is important in, for example, both Christianity and Islam.

Give examples of the impact of inter faith work in our community.

Raise questions about how we can be a more tolerant and respectful community, suggesting answers.

Explain the importance of tolerance, respect and liberty for all in making a community that is harmonious.

Give good reasons for their views about harmony in our communities.

Incarnation

Pupils should be able to:

Identify Gospel and prophecy texts, using technical terms.

Explain connections between biblical texts, Incarnation and Messiah.

Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.

Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.

Creation/ Fall

Pupils will know that:

There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.

These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?

There are many scientists throughout history and now who are Christians.

The discoveries of science make Christians wonder even more about the power and majesty of the Creator.

What will make our community respectful?

Pupils will know that:

For some, the development of attitudes of respect to diversity is the key to good RE.

This attitudinal development is to be founded on good learning about the local community.

The UK and each of its regions has long and deep Christian traditions, as well as many decades of development for the communities of Hindus, Muslims and Sikhs in some areas.

About a quarter of a million Jewish people and similar numbers of Buddhists are also found in the UK and other religions are also significantly represented in the country.

Incarnation

Pupils will know that:

Jesus was Jewish.

Christians believe Jesus is God in the flesh. They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.

The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.). Christians see Jesus as their Saviour.

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Science	
Working scientifically	Knowledge

Animals including humans

Explain that the circulatory system in animals transports oxygen, water and nutrients around the body.

Explain the impact of positive and negative lifestyle choices on the body.

Name and describe the purpose of the circulatory system and the functions of the heart, blood vessels and blood.

Electricity

Plan different kinds of fair experiments.

Recognise why controlling variables is important and explain how and why.

Take repeated measurements when appropriate.

Draw conclusions from results and describe causal relationships.

Compare and give reasons for variations in how components function in circuits. Use evidence to justify ideas.

Use scientific language and diagrams to report and present findings.

Animals including humans

The role of the circulatory system is to transport oxygen, water and nutrients around the body. They are transported in blood and delivered to where they are needed.

Lifestyle choices can have a positive (exercise and eating healthily) or negative (drugs, smoking and alcohol) impact on the body.

There are three types of blood vessel: arteries, veins and capillaries. They each have a different-sized hole (lumen) and walls. The blood carries gases (oxygen and carbon dioxide), water and nutrients to where they are needed. The red blood cells carry oxygen and carbon dioxide around the body. The blood also contains white blood cells, which protect the body from infection.

Electricity

Scientists who made major discoveries in electricity.

How does the number and voltage of cells affect the brightness of a lamp or the volume of a buzzer?

What reasons can you give for variations in how components function including brightness of bulb, loudness of buzzer, on/off position of switches?

What are the recognised symbols to represent a simple circuit in a diagram?

Geography

Skills	Knowledge
Explain how humans function in the place they live.	Africa Africa is the world's second largest continent and is made up of 54 different countries. Africa is a diverse continent with a variety of different climates, landscapes, human settlements and populations.

History: Maafa

Skills	Knowledge
Explain and offer a considered viewpoint on the negative impacts of prejudice and stereotyping on communities and individuals. Articulate and present a clear, chronological world history narrative within and across historical periods studied. Articulate the significance of a historical person, event, discovery or invention in British history. Ask perceptive questions to evaluate an artefact or historical source. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). Describe and explain the common traits and motives of leaders and monarchs from different historical periods. Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice. Describe the causes and consequences of a significant event in history. Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society. Identify different types of bias in historical sources and explain the impact of that bias. Use abstract terms to express historical ideas and information. A local history study (Remembrance- St. Peter's war memorial) Collect evidence from a wide variety of sources	'Maafa' means 'disaster, terrible occurrences or great tragedy'. Ancient Kingdoms A variety of kingdoms developed in Africa over the last 6000 years. Many of these kingdoms, including the Kingdom of Benin, Kingdom of Aksum and the Mali Empire, were powerful, highly-evolved civilisations that created wealth and power from Africa's abundant natural resources, trade and military prowess. Beginning of the European Slave Trade Common traits and motives of leaders and monarchs include accumulating wealth, spreading religious ideologies and acquiring land, power and status. These traits are described as 'gold, god and glory', in relation to the actions of Portugal and Spain in the 15th century. Britain played a key role in the Maafa. Elizabeth I gave John Hawkins permission to become the first British slave trader in 1562, and subsequent monarchs granted control of the British slave trade to private companies. Triangular Slave Trade The triangular slave trade was a profitable system of enslavement that involved three journeys. Life for Enslaved African People African people were forcibly taken from their villages and marched to coastal trading forts on the west coast of Africa. They were locked up in cells before being transported to the Americas. Conditions on board the ships were appalling, and many people died from sickness or disease. Once they arrived in the Americas, they

	were sold at auction and transported to work on plantations or as domestic servants. Enslaved workers who tried to escape or rebel were severely punished, but acts of resistance were common, as they despised the situation that they had been forced into. Abolition of Slavery Enslaved people rebelling against plantation owners in the First Maroon War and the work of abolitionists, eventually led to the end of the slave trade in Britain in 1807. The Slavery Abolition Act was passed in 1833, which made slavery illegal. African Nations After Slavery After the Berlin West Africa Conference of 1884–1885, was held between 14 European countries, Africa was divided into 50 European colonies. Black People in Britain in the 20th Century During the 20th century, Britain recruited thousands of soldiers and workers from the West Indies to help Britain fight in both World Wars and to rebuild the economy afterwards. However, mass arrivals of black people between the 1950s and 1970s caused a rise in racial tensions and prejudice, and black people were treated badly. The Race Relations Act was passed in 1965, to combat prejudices that black and ethnic minority communities faced. A local history study (Remembrance- St. Peter's war memorial) Sources of information for a study of a local town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event.
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PE	
Skills	Knowledge
Pupils should be able to: Games – <u>Handball</u> To develop a variety of passes and know when to use each to help to maintain possession.	Pupils should know: To choreograph a dance and safely use a prop To lead a small group in a warm up

To use stepping, dribbling and passing skills to create space, move towards goal and away from defenders.

To use defending skills to stop an opponent from scoring.

To select and apply the appropriate skill to score goals.

To use defensive skills to gain possession.

To maintain possession under pressure

Dance - To copy and repeat a set dance phrase showing confidence in movements.

To work collaboratively with a partner to explore and develop the dance idea.

To use changes in level and speed when choreographing.

To copy and create actions using a prop as a dance stimulus.

To use choreographing devices to improve how the performance looks.

To communicate a story through dance.

Perform a routine with confidence with timing

Refine how actions can express emotions, feelings and characters

Evaluate performance with critical appropriate language

Use feedback to improve work

How to work creatively and imaginatively

Confidently use the skills of attacking and defending such as throwing, catching, dribbling, intercepting and shooting. Use skills to maintain possession of the ball and to create scoring opportunities in attack. Confidently defending principles such as gaining possession of the ball, denying space and stopping goals. To work collaboratively to develop strategies and tactics in both attack and defence. Show understanding of the rules and the importance of fair play and honesty whilst self-managing matches. Improve their ability to evaluate their own and others' performance.

Art	
Artist: Barbra Kruger and Raoul Hausmann	Art form: Collage
Skills	Knowledge
Add collage to a painted, printed or drawn background. Use a range of media to create collages. Use different techniques, colours and textures etc. when designing and making pieces of work. Use collage as a means of extending work from initial ideas. Annotate work in sketchbook. Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Dada movement : An art movement formed during the First World War in Zurich in negative reaction to the horrors and folly of the war. The art, poetry and performance produced by dada artists is often satirical and nonsensical in nature. Collage: A picture in which various materials or objects, for example paper, cloth or photographs, are stuck onto a larger surface. Photomontage: The process and result of making a composite photograph by cutting, gluing, rearranging and overlapping two or more photographs into a new image.

Look at and talk about own work and that of other artists and the techniques they had used.	
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Design Technology	
Area: Frame Structures	Brief: Design playground structures for younger children
Skills	Knowledge
Designing • Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. • Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. Making • Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. • Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. • Use finishing and decorative techniques suitable for the product they are designing and making. Evaluating • Investigate and evaluate a range of existing frame structures. • Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. • Research key events and individuals relevant to frame structures.	• To know what a frame structure is. • Understand how to strengthen, stiffen and reinforce 3-D frameworks. • Know and use technical vocabulary relevant to the project.

French	
Skills	Knowledge
Pronouncing new vocabulary accurately. Describe what someone is wearing. Listen to and understand sentences describing people and clothes. Read new words. Recognise and use colour adjectives. Understand the position of colour adjectives. Recognise and use the correct endings of present tense –er verbs.	To learn vocabulary for some items of clothing and to learn the singular parts of the verb ‘porter’. To learn adjectives of colour and their position in the sentence. To learn adjectives to describe clothes. To learn the position of some adjectives in a sentence. To understand the correct endings of present tense –er verbs. To read for detail in longer passages.

Music (Charanga)
Title: Happy
Style: (Pop/Neo soul)
Theme: Being Happy!
Performance: Improvisations • Instrumental performances • Compositions

Computing	
Skills	Knowledge
Computing systems and networks – Communication To use a search engine with accuracy; refining searches and comparing the results of different search engines. To recognise why the order of results is important, and to whom. To use different methods of communication responsibly and safely. Web Page Creation To review an existing website and consider its structure.	Computing systems and networks - Communication To understand the purpose and function of a search engine. To know why some searches, return more accurate results than others. To understand the different methods of communication online. To understand why it is important to communicate online responsibly. Web Page Creation

To plan the features of a web page To consider the ownership and use of images (copyright) To recognise the need to preview pages To outline the need for a navigation path To recognise the implications of linking to content owned by other people	To identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. To pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.
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PSHE, Citizenship, Relationships	
Skills	Knowledge
Me and My Relationships I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. I can give examples of negotiation and compromise. I can explain what inappropriate touch is and give example. Valuing Difference I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.	Me and My Relationships <u>Assertiveness</u> What do bystanders do when someone is being bullied? What is the difference between an active and a passive bystander? Can passive bystanders affect a bullying situation? How? Can active bystanders affect a bullying situation? How? <u>Cooperation</u> What is compromise? What is negotiation? How can negotiation and compromise skills help someone? <u>Safe/Unsafe Touches</u> What is appropriate touch? What is inappropriate touch? What types of touch are illegal (against the law)? If someone experiences inappropriate or illegal touch, how can they get help?

Valuing Difference

Recognising and Reflecting On Prejudice-Based Behaviour

What is prejudice?

Why do some people show prejudiced behaviour?

What is empathy?

Can empathy help people to be more understanding of those who are different?

How?

Understanding Bystander Behaviour

How can a bystander's behaviour affect a bullying situation?

When would it be unsafe to be an active bystander?

When would it be safe to be an active bystander?