

**Cleves School Curriculum Map
Year 6 - AUTUMN 2016
INNOVATION AND CHANGE**

Maths

Number

Read, write order and compare numbers up to 10,000,000 and solve number and practical problems that involve these

Add and subtract fractions with different denominators

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

Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context

Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]

Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison

Perform mental calculations, including with mixed operations and large numbers

Use negative numbers in context and calculate intervals across 0

Measurement

Convert between miles and kilometres

Solve problems involving the calculation and conversion of units of measure

Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places

Geometry

Recognise, describe and build simple 3D shapes including nets

Describe positions on the full coordinate grid (all 4 quadrants)

Statistics

None this term

Literacy

• **Reading**

- o To read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- o To draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence

• **Writing - Genres include first person narrative, descriptive writing, persuasive writing and newspaper reports**

- o Independently and confidently, compose a variety of sentences deliberately choosing vocabulary for impact
- o Write imaginative narratives, with coherent story structure, describing settings and characters using effective vocabulary
- o Describe settings using figurative language and effective vocabulary to create appropriate atmosphere

- o Assess the effectiveness of own and others' writing, identifying and improving aspects linked to success criteria and previous teaching.

- **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 Identify and use increasingly complex fronted adverbial phrases for time, manner and place, followed by a comma.
- o 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
- o Use semicolon between independent clauses
- o

Computing

- **Computer Science - Lego WeDo**

- o Design computer programs that use a range of inputs and outputs, including controlling physical systems (e.g. using tilt and motion sensors)

- **Information Technology**

- o To understand how cloud internet services work
- o Critically evaluate results of internet searches
- o Use of Windows and Microsoft Office

- **Digital Citizenship**

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

Science

- **Working Scientifically**

- o Plan different types of scientific enquiry to answer questions, including recognising and controlling variables
- o Record data and results of increasing complexity
- o Use test results to make predictions to set up further comparative and fair tests

- **All Living Things**

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

- **Evolution and Inheritance**

- o Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- o Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- o Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

- **Electricity**

- o Compare and give reasons for variations in how components function

<p style="text-align: center;">PSHE/Philosophy</p> <ul style="list-style-type: none"> ● Rights Respecting - UNICEF's Rights of the Child ● Creating a Class Charter ● New Beginnings ● What type of learner am I? 	<p style="text-align: center;">History</p> <ul style="list-style-type: none"> ● The Victorians ● Can discuss the impact and causes of historical changes in Britain. ● Can use and understands abstract terms such as empire, civilisation, parliament and peasantry. 	<p style="text-align: center;">Geography</p> <ul style="list-style-type: none"> ● Walking Bus <ul style="list-style-type: none"> ○ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ○ use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
<p style="text-align: center;">Art and Design</p> <ul style="list-style-type: none"> ● William Morris background and achievements, using his work as inspiration for their own designs. <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 ● Victorian samplers - design and create cross stitch. <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;">RE</p> <ul style="list-style-type: none"> ● What do your clothes say about you? ● Who is the Holy Spirit? ● Where can we learn about the birth of Jesus? Comparing the gospels of Matthew and Luke 	<p style="text-align: center;">PE/Games</p> <ul style="list-style-type: none"> ● Games <ul style="list-style-type: none"> ○ Invasion games - rugby, football, hockey, netball, ○ Outdoor Adventurous Activities/Orienteering ○ to develop flexibility, strength, technique, control and balance in a variety of sports and is applying tactical knowledge. ● Gymnastics/ Dance <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.

Music

- Upper School Christmas Concert
- Djembe Drumming
- Musical Theatre, Journeys

French

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

Dates for your diary

- 15.09.16 - Year 6 Information Evening
- 19.9.16 - 21.9.16 Victorian Workshops
- 21.9.16 Welcome Service - 2.15pm
- 26.09.16 - School Photos
- 05.10.16 - Prospective Parents Evening
- 19.10.16 and 20.10.16 - Pupil Progress Meetings
- 21.10.16 - INSET DAY
- 05.11.16 - Firework Night 5pm
- 24.11.16 Christmas Shopping Evening 7pm
- 4.12.16 - Christmas Fayre 2pm
- 05.12.16 and 06.12.16 - Lower School Nativity 6pm
- 13.12.16 and 14.12.16 - Upper School Christmas Concert 6pm
- 21.12.15 - END OF TERM - 1.45pm finish
- 03.1.17 INSET (staff only)
- 04.1.17 - Term Begins.