

**Cleves School Curriculum Map**  
**Year 6 - SPRING 2017**  
**Forces of Nature**

**Maths**

- **Number**

- Use simple formulae
- Express missing number problems algebraically
- Find pairs of numbers that satisfy an equation with two unknowns
- Enumerate possibilities of combinations of two variables
- Generate and describe linear number sequences
- Perform mental calculations, including with mixed operations and large numbers
- Consolidate solving problems using more than one of the four operations
- Check answers to calculations with mixed operations and large numbers, choosing the most appropriate method, including estimation, and determining, in the context of a problem, an appropriate degree of accuracy
- Multiply one-digit numbers with up to two decimal places by whole numbers
- Use written division methods in cases where the answer has up to two decimal places
- Multiply simple pairs of proper fractions
- Divide proper fractions by whole numbers
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions

- **Measurement**

- Use, read and write standard units with up to three decimal places, including converting from smaller to larger units and vice versa
- Solve measurement problems with decimal notation up to three decimal places and approximate equivalences between metric and imperial measurements
- Recognise that shapes with the same areas can have different perimeters and vice versa
- Calculate the area of parallelograms and triangles
- Recognise when it is possible to use formulae for area and volume of shapes

- **Geometry**

- Draw 2-D shapes accurately using given dimensions and angles (\*)
- Compare and classify geometric shapes based on increasingly complex geometric properties and sizes
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

- **Statistics**

- Interpret data in pie charts
- Present data using pie charts and line graphs
- Solve problems using pie charts and line graphs
- 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 spooky stories, character studies, and report writing**
  - 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

- To give appropriate credit for use of others' content in their work
- To understand issues surrounding copyright of digital content

## Science

### Reversible and Irreversible Change

- To demonstrate 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

### Properties and Changes of Materials

- To compare and group together materials based on evidence from comparative and fair test, including their hardness, solubility, transparency, conductivity, and response to magnets
- To give reasons for the particular uses of everyday materials including metals, woods and plastic

### More about Forces

- Understand that force and motion can be transferred through mechanical devices such as gears, levers, pulleys and springs

PSHE/Philosophy	Geography	RE
<p><b>Living Together in One World (Linked to RE)</b></p> <ul style="list-style-type: none"> <li>• To identify the different communities we belong to at a local, national, global level</li> <li>• To further investigate the term 'Global Citizen' and what it means to us</li> <li>• To consider how seeing the world from another person's point of view can help make us better Global Citizens</li> </ul>	<p><b>World Mapping and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Can describe and understand the workings of rivers, mountains, volcanoes and earthquakes.</li> <li>• Can locate the world's continents/countries including North and South America identifying key human and physical characteristics, countries and major cities</li> <li>• Can locate the position of the Tropics of Cancer and Capricorn, the Greenwich Meridian and times zones.</li> <li>• Can use longitude and latitude as a guide to a location on an atlas.</li> <li>• Can use the 8 points on a compass.</li> </ul> <p><b>African map work</b></p> <ul style="list-style-type: none"> <li>• Can make own simple thematic map.</li> </ul> <p><b>African Enquiry</b></p> <ul style="list-style-type: none"> <li>• Can explore and explain topical geographical issues in places of study and understand how these issues have changed over time.</li> </ul>	<p><b>Living Together in One World</b></p> <ul style="list-style-type: none"> <li>• To consider different communities we belong to and our how actions affect others.</li> <li>• To consider and discuss situations of social and economic unfairness.</li> <li>• To understand that religions teach the importance of sharing and helping those in need.</li> </ul> <p><b>Why Did Jesus Die? (linked to <i>The Lion, The Witch &amp; The Wardrobe</i>)</b></p> <ul style="list-style-type: none"> <li>• To understand what an allegory is and its powerful ways to explain difficult ideas</li> <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>African Art</b></p> <ul style="list-style-type: none"> <li>• Spooky Story images using mixed media.</li> <li>• Story character mask making</li> <li>• Use fabrics 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, badminton</li> <li>• to develop flexibility, strength, technique, control and balance in a variety of sports and is applying tactical knowledge.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Tribal Groove 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>CAMs</b></p> <ul style="list-style-type: none"> <li>• To create a wooden CAM mechanism</li> <li>• To design products that are innovative and appeal to individuals or groups.</li> <li>• To build frameworks using a range of materials: wood, card, corrugated plastic.</li> <li>• To cut accurately to1mm: strip wood, dowel &amp; square section.</li> <li>• To evaluate existing products in relation to their purpose and audience.</li> </ul>
<p style="text-align: center;"><b>Music</b></p> <ul style="list-style-type: none"> <li>• Djembe drumming</li> <li>• Contemporary Music</li> <li>• Beatboxing</li> <li>• Live performance</li> <li>• Analysing/performing rhythms</li> <li>• Understanding structure</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>• Wednesday 8th February - Lion King Visit</li> <li>• Friday10th February - End of first half term</li> <li>• Monday 20th March - School Photographer</li> <li>• DT Visits to RES - tbc</li> <li>• Friday 24th March - Pupil Progress Meeting 8.30-5pm</li> <li>• Tuesday 28th March 3:30pm - SATs meeting for parents (provisional)</li> <li>• Thursday 30th March Easter Service 1.45pm (provisional)</li> <li>• Friday 31st March - Break up for Easter 1.45pm</li> </ul>		