

Cleves School Curriculum Map
Year 6 - SUMMER 2025
'BRITAIN IN WWII'

Maths

Week 21/4/25 Revision of Key Year 6 objectives

- Place value
- Multiplying and dividing by 10,100, 1000
- Written methods
- Calculating with fractions
- Fractions, decimals and percentages
- Money problems
- Angles
- Time
- Statistics
- Reasoning

Week 28/4/25 - Mocks SATs Week

Summer 2 - Maths Investigations across all topics

Week 5/5/25 Revision of Key Year 6 objectives

- Place value
- Multiplying and dividing by 10,100, 1000
- Written methods
- Calculating with fractions
- Fractions, decimals and percentages
- Money problems
- Angles
- Time
- Statistics
- Reasoning

Week 12/5/25 - SATs Week

Literacy

● **Reading**

- To read a range of age-appropriate fiction, non-fiction and poetry texts
- To read and identify the key structural and language features of poetry by significant children's poets
- To learn by heart and perform poems, using intonation, volume and actions effectively to engage the audience
- To explain their understanding of a text through formal presentations, using notes if necessary
- To explain and discuss their understanding of a text through debate, including a counter argument in response to another point of view
- To compare themes and language choices within and between books they have read
- To compare, contrast and evaluate different non-fiction texts

● **Writing**

- 3rd person and 1st person narrative writing inspired by the text 'Friend or Foe' by Michael Morpurgo
- Information text - Evacuees
- Informal letter linked to evacuees
- Action and description narrative - from an alternative viewpoint
- Poetry - inspired by WWII

- **SPAG - Spelling, Punctuation and Grammar**
- To spell accurately and apply spelling rules (and their exceptions) in all written work
- To understand grammar terminology and use it correctly
- To use a wide range of punctuation and vocabulary accurately for effect

Computing

Coding

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

Digital Citizenship

- Recognise what is acceptable and unacceptable behaviour when using technologies and online services.
- Demonstrate responsible use of technologies and online services, and knows a range of ways to report concerns.
- Display integrity when creating online content

Science

Animals, Including Humans

- Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

Electricity

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- Use recognised symbols when representing a simple circuit in a diagram

History World War II

- Can examine periods in world history; identifying contrasts with and influences on British society at the time.
- Can discuss the impact and causes of historical changes in Britain.
- Can create historically valid questions about cause and significance.
- Can make links between events and changes; giving reasons for them and explaining the result.
- Can make links between events and changes; giving reasons for them and explaining the result.

RE

JUDAISM: What does it mean to be part of a synagogue community?

Centrality of Torah to worship (e.g. Shema)

- Impact of commitment to justice / living according to mitzvot in the Torah / remembering (Yom Kippur)
- Synagogue: place of learning, worship & gathering

<p style="text-align: center;">PSHE/Philosophy</p> <p>Health and Wellbeing</p> <ul style="list-style-type: none"> ● What affects mental health and how to cope. ● Managing loss and bereavement. ● Human reproduction, pregnancy and responsibilities of being a parent. ● Keeping personal online information safe and sharing images. ● Age ratings and restrictions and their importance. ● Drug use, risk and effects. The law on drugs and messages in the media. <p>Moving On</p> <ul style="list-style-type: none"> ● Preparing for Secondary School transition, including induction visits 	<p style="text-align: center;">Art</p> <ul style="list-style-type: none"> ● Art inspired by the topic work WW2. ● Monotone artwork. Abstract Expressionism based upon the work of Franz Kline. ● Use of black and white photos of London during the Blitz. ● Large scale mixed media pieces. 	<p style="text-align: center;">Design Technology Shelters</p> <ul style="list-style-type: none"> ● Use research and develop design criteria to inform the design of functional, products that are fit for purpose, aimed at particular individuals or groups. ● Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. ● Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. ● Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
<p style="text-align: center;">PE/Games</p> <p>GAMES:</p> <ul style="list-style-type: none"> ● Cricket ● Rounders ● Tennis <p>PE</p> <ul style="list-style-type: none"> ● Athletics 	<p style="text-align: center;">Music</p> <ul style="list-style-type: none"> ● Djembe drumming/Ukulele playing ● Contemporary/Jazz Music ● Live performance ● Analysing/performing rhythms ● Understanding structure ● To practise, evaluate and refine musical performance 	<p style="text-align: center;">French</p> <ul style="list-style-type: none"> ● Sports and hobbies ● Sentence work with opinions ● Revision of tenses ● Revision of past topics ● Project work for consolidation