

Class Curriculum Map – Year 6

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Maths	<p>- Number and place value - comparing and ordering numbers, rounding numbers, negative numbers</p> <p>- Number and addition, subtraction, multiplication and division - solving multi-step problems involving addition and subtraction written methods for short and long multiplication and division including remainders, common factors and multiples, recognising prime numbers up to 100, squares and cubes, order of operations, brackets, mental calculations</p> <p>- Number and fractions - simplifying fractions, fractions on a number line, comparing and ordering fractions, adding and subtracting fractions, multiplying fractions by a whole number, multiplying fractions by fractions, dividing a fraction by a whole number, four rules for fractions, problem solving</p> <p>- Geometry position and direction - plotting coordinates in the first quadrant, plotting coordinates, plotting translations and reflections, reasoning about shapes and coordinates</p>	<p>- Number and fractions (including decimals and percentages) - multiplying and dividing by 10, 100 and 1,000, decimals as fractions, fractions as decimals, multiplying and dividing decimals, finding percentages of amounts, finding missing values, converting fractions to percentages, equivalent fractions, decimals and percentages, mixed problem solving</p> <p>- Algebra - finding a rule, using a rule, formulae, solving equations</p> <p>- Measurement - metric measures, converting metric measures, problem solving - metric measures, miles and km, imperial measures, shapes with the same area, area and perimeter, area of a parallelogram, area of a triangle, problem solving area and perimeter volume of a cuboid</p> <p>- Ratio and Proportion - ratio, scale drawings, scale factors, similar shapes, problem solving - ratio and proportion</p>	<p>- Geometry - measuring with a protractor, Drawing shapes accurately, angles in triangles, angles in polygons, vertically opposite angles, equal distance, parts of a circle, nets</p> <p>- Problem Solving - place value, negative numbers, addition and subtraction, four operations, fractions, decimals, percentages, ratio and proportion, time, position and direction, properties of shapes</p> <p>- Statistics - the mean, introducing pie charts, reading and interpreting pie charts, fractions and pie charts percentages and pie charts, interpreting line graphs, constructing line graphs</p>
English	<p>Autumn 1 - Star of Hope, Star of Fear by Jo Hoestlandt <i>Writing outcome:</i> To write a story with a flashback from another character's point of view <i>Greater depth writing outcome:</i></p>	<p>Spring 1 - Selfish Giant by Oscar Wilde <i>Writing outcome:</i> To write a version of the Selfish Giant narrative - choosing either a retelling in 1st or 3rd person or from a character's point of view <i>Greater depth writing outcome:</i></p>	<p>Summer 1 Manfish by Jennifer Berne <i>Writing outcome:</i> To write a multi-modal biography of Jacques Cousteau in the style of the 'Great Adventurers' text <i>Greater depth writing outcome:</i></p>

Vision: Delivering excellence, allowing all to flourish

Mission: Creating a culture of wonder, guided by Christian faith

Values: Compassion • Endurance • Thankfulness

St. Mary's CE Primary School, Putney

@PutneySMPS



Class Curriculum Map – Year 6

	<p>To write a story with a flashback from another character's point of view including a section in recount genre e.g. diary, letter, eye-witness account</p> <p>Additional writing opportunity: Write a non-chronological report to link with topic work on World Wars, conflict, refugees</p> <p>*Class novel – The Eagle in the Snow – Michael Morpurgo NC</p> <p>Spoken language:</p> <ul style="list-style-type: none"> • Build vocabulary • Articulate and justify answers • Maintain attention and participate actively in collaborative conversations • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Participate in discussions, presentations, performances, role play, improvisations and debates • Consider and evaluate different viewpoints <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Identify and discuss themes and conventions • Ask questions to improve understanding • Draw inferences (characters' feelings, thoughts and motives); justify with evidence • Predict from details stated and implied • Summarise main ideas, identifying key details • Identify how language, structure and presentation contribute to meaning • Provide reasoned justifications for views <p>Writing Composition:</p>	<p>To write a version from the special tree's perspective</p> <p>Additional writing opportunity: Plan, draft and write an explanation text – A guide for humans in a giant world</p> <p>*Class novel – Gulliver's Travels retold by Martin Jenkins NC</p> <p>Spoken language:</p> <ul style="list-style-type: none"> • Build vocabulary • Articulate and justify answers • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently • Use Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates • Select and use appropriate registers for effective communication <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Identify and discuss themes and conventions • Make comparisons within and across books • Ask questions to improve understanding • Draw inferences (characters feelings, thoughts and motives); justify with evidence • Predict from details stated and implied • Summarise main ideas, identifying key details • Evaluate authors' language choice • Distinguish between fact and opinion (Greater depth only) • Participate in discussion about books 	<p>To add a section entitled 'How Jacques Cousteau inspired me' linked to his role in the conservation debate</p> <p>Additional writing opportunity: Pupils plan and write an imaginary adventure story</p> <p>*Class novel Dolphin Song by Lauren St John NC</p> <p>Spoken language:</p> <ul style="list-style-type: none"> • Ask relevant questions • Build vocabulary • Give well-structured descriptions, explanations and narratives • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Participate in discussions, presentations, performances, role play, improvisations and debates <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Identify and discuss themes and conventions • Check sense, discuss understanding and explore meaning of words in context • Ask questions to improve understanding • Predict from details stated and implied • Identify how language, structure and presentation contribute to meaning • Evaluate authors' language choice • Distinguish between fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussion about books • Provide reasoned justifications for views <p>Writing composition:</p>
--	--	--	--

Vision: Delivering excellence, allowing all to flourish

Mission: Creating a culture of wonder, guided by Christian faith

Values: Compassion • Endurance • Thankfulness

St. Mary's CE Primary School, Putney

@PutneySMPS



Class Curriculum Map – Year 6

	<ul style="list-style-type: none"> • Identify the audience for and purpose of writing • Note and develop initial ideas, drawing on reading and research • Enhance meaning through selecting appropriate grammar and vocabulary • Describe settings, characters and atmosphere • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings • Use consistent and correct tense • Proof-read for spelling and punctuation errors <p>Autumn 2 Can We Save the Tiger? by Martin Jenkins <i>Writing outcome:</i> <i>To write an independent version of a booklet based on an amazing animal (hybrid text type including information, explanation and persuasion)</i> <i>Greater depth writing outcome:</i> <i>To write and present a 'Newsround' style TV news story about the tiger crisis</i> <i>Additional writing opportunity:</i> <i>Use the Jungle Book film clip and text to inspire a diary entry of Mowgli's first meeting with Shere Khan</i></p> <p>NC Spoken language:</p> <ul style="list-style-type: none"> • Ask relevant questions • Build vocabulary • Give well-structured descriptions, explanations and narratives 	<ul style="list-style-type: none"> • Explain and discuss understanding of reading • Provide reasoned justification for views <p>Writing Composition:</p> <ul style="list-style-type: none"> • Identify the audience for and purpose of writing • Note and develop initial ideas, drawing on reading and research • Enhance meaning through selecting appropriate grammar and vocabulary • Describe settings, characters and atmosphere • Integrate dialogue to convey character and advance the action • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings • Choose the appropriate register • Proof-read for spelling and punctuation errors <p>Spring 2 The Island by Jason Chin Jemmy Button by Alix Barzelay <i>Writing outcome:</i> <i>To write a journalistic report (hybrid) about Charles Darwin's discoveries</i> <i>Greater depth writing outcome:</i> <i>To write a journalistic report about Charles Darwin's discoveries which includes extracts from another genre e.g. diary, interview, information</i> <i>Additional writing opportunity:</i> <i>To write a discussion about whether it was right to take Jemmy Button from his habitat</i></p>	<ul style="list-style-type: none"> • Identify the audience for and purpose of writing • Note and develop initial ideas, drawing on reading and research • Enhance meaning through selecting appropriate grammar and vocabulary • Use organisational and presentational devices to structure texts • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Use consistent and correct tense • Choose the appropriate register • Proof-read for spelling and punctuation errors <p>Summer 2 Macbeth by William Shakespeare Transition text <i>Writing outcomes:</i> <i>Playscript</i> <i>Poetry</i></p> <p>*PATHWAYS TO POETRY UNIT - LINKED TO HISTORY TOPIC Blitz by Mary Désirée Anderson</p>
--	---	---	---

Vision: Delivering excellence, allowing all to flourish

Mission: Creating a culture of wonder, guided by Christian faith

Values: Compassion • Endurance • Thankfulness

St. Mary's CE Primary School, Putney

@PutneySMPS



Class Curriculum Map – Year 6

	<ul style="list-style-type: none"> • Maintain attention and participate actively in collaborative conversations • Speak audibly and fluently • Participate in discussions, presentations, performances, role play, improvisations and debates • Consider and evaluate different viewpoints <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Prepare poems and plays for performance • Check sense, discuss understanding and explore meaning of words in context • Summarise main ideas, identifying key details • Retrieve, record and present information • Identify how language, structure and presentation contribute to meaning • Retrieve, record and present information from non-fiction • Explain and discuss understanding of reading <p>Writing Composition:</p> <ul style="list-style-type: none"> • Identify the audience for and purpose of writing • Note and develop initial ideas, drawing on reading and research • Enhance meaning through selecting appropriate grammar and vocabulary • Précis longer passages • Use organisational and presentational devices to structure text • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings • Proof-read for spelling and punctuation errors 	<p>NC</p> <p>Spoken language:</p> <ul style="list-style-type: none"> • Listen and respond • Build vocabulary • Maintain attention and participate actively in collaborative conversations • Speak audibly and fluently • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints • Select and use appropriate registers for effective communication <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Make comparisons within and across texts • Check sense, discuss understanding and explore meaning of words in context • Ask questions to improve understanding • Draw inferences (characters, feelings, thoughts, motives); justify with evidence • Predict from details stated and implied • Summarise main ideas, identifying key details • Identify how language, structure and presentation contribute to meaning • Evaluate authors' language choices • Retrieve, record and present information from non-fiction <p>Writing Composition:</p> <ul style="list-style-type: none"> • Identify the audience for and purpose of writing • Note and develop initial ideas, drawing on reading 	
--	--	--	--

Vision: Delivering excellence, allowing all to flourish

Mission: Creating a culture of wonder, guided by Christian faith

Values: Compassion • Endurance • Thankfulness

St. Mary's CE Primary School, Putney

@PutneySMPS



Class Curriculum Map – Year 6

		<ul style="list-style-type: none"> • Enhance meaning through selecting appropriate grammar and vocabulary • Precis longer passages • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Use consistent and correct tense • Choose the appropriate register • Proof-read for spelling and punctuation errors 	
<p>RE</p>	<p>Autumn 1 Christianity How Does Worship and Liturgy Enable a Christian to Grow and Express Their Faith? Exploring prayer, psalms, word, silence, music, ritual, symbol, and sacrament. Exploring the structure of liturgy including purpose, place of liturgy and different styles of worship.</p> <p>Autumn 2 Christianity How do Christians believe that following Jesus' New Commandment makes a difference? What Jesus taught and told people to do, how Christians can relate Jesus' teaching to their own questions of values and attitudes.</p> <p>Christianity How would Christians advertise Christmas?</p>	<p>Spring 1 Buddhism What is Buddhism? Who Siddhartha was and the circumstances that led to him becoming Buddha and achieving enlightenment. Introduction to Buddhist virtues and beliefs using stories that Buddha told.</p> <p>Spring 2 Buddhism What does it mean to be a Buddhist? How Buddhists live their lives through their faith. How the teachings of Buddhism are arranged through the eight-fold path, four noble truths, symbols and five precepts. The sangha (Buddhist community) and Dharma (ultimate truth).</p> <p>Christianity How does the Christian Festival of Easter offer Hope? Clean slate and forgiveness, forgiving others,</p>	<p>Summer 1 Thematic Unit The Journey of Life and Death Investigating beliefs about life and life after death and encouraging pupils to reflect on and express their hopes for the future, share their feelings of loss caused by separation, learn about how faith can provide believers with answers to life's most challenging and ultimate questions and also how faith challenges our attitudes, values and commitments in life. Consider how important it is to celebrate the lives of those we have lost and how remembering can help the healing process. Examine their attitudes, values and commitments in the light of this learning.</p> <p>Summer 2 Thematic Unit Bridging Unit: Who Decides? - Rules and Responsibilities</p>

Vision: *Delivering excellence, allowing all to flourish*

Mission: *Creating a culture of wonder, guided by Christian faith*

Values: *Compassion • Endurance • Thankfulness*

St. Mary's CE Primary School, Putney

@PutneySMPS



Class Curriculum Map – Year 6

	How the meaning of Christmas is shown in secular advertising, the biblical narrative and in the life of the church.	Stations of the Cross, Salvation and resurrection.	The implications of rules and responsibilities for belonging to communities and, in particular, of belonging to a faith community. Rules in religions and other sources of authority. Work on rules, laws and responsibilities in society and in Judaism, Christianity and Islam.
Computing	<p>Autumn 1 Computer Science: Coding 'We are toy makers' Research electronic toys, design a toy to add interactive components, program micro.bit and connect it to the toy</p> <p>Autumn 2 Computer Science: Computational thinking 'We are computational thinkers' Learn about random and linear, binary search, selection sort and quicksort algorithms.</p>	<p>Spring 1 Information Technology: Media 'We are publishers' Use software to plan, assemble, assess, proofread and print a yearbook or magazine.</p> <p>Spring 2 Digital Literacy: Online safety 'We are connected' Exploring issues related to blogging including research, guidelines for debating a controversial topic, understanding reliability of information and showing tolerance and respect online.</p>	<p>Summer 1 Information Technology: Media 'We are advertisers' Create a storyboard, shoot original footage, source other media and edit a final version.</p> <p>Summer 2 Computer Science: Coding 'We are AI developers' Use a variety of websites to learn about different aspects of artificial intelligence including machine learning. Including constructing decision tree classifiers, using speech and image recognition, and exploring sentimental analysis.</p>
Science	<p>Autumn 1 Living Things and their Habitats (catch up from Y5) Describe the life cycles of a mammal, an amphibian an insect and a bird. Describe the reproduction in some plants and animals</p> <p>Autumn 2 Electricity Associate brightness and volume with number of cells in circuits. Vary components and functions in a circuit. Recognise symbols to represent circuits in a diagram</p>	<p>Spring 1 Living Things and their Habitats Describe how living things are classified based on similarities and differences. Give reasons for classification based on characteristics</p> <p>(Light-previously taught in Y5 for 2020-21) Recognise that light travels in straight lines. Explain that we see things because light travels to our eyes. Explain why shadows</p>	<p>Summer 1 Evolution and inheritance Recognise that living things have changed over time and fossils provide information. Recognise that living things produce offspring of the same kind. Identify adaptations</p> <p>Summer 2 Changing Me SRE Science unit taught as part of PSHE</p>

Vision: Delivering excellence, allowing all to flourish

Mission: Creating a culture of wonder, guided by Christian faith

Values: Compassion • Endurance • Thankfulness

St. Mary's CE Primary School, Putney

@PutneySMPS



Class Curriculum Map - Year 6

		<p>have the same shape as the objects that cast them)</p> <p>Animals Identify part so the human circulatory system and functions. Recognise the impact of diet and exercise on the body. Describe how nutrients are transported within animals</p>	
Geography	<p>Autumn 1 Location knowledge and skills unit: Identify countries in Asia. Identify counties and regions of UK. Understand the characteristics of rivers (human and physical) Fieldwork skills: Use OS maps to understand 6 figure grid references</p>	<p>Spring 1 Human and Physical Geography: Learn about plate tectonics and how geographical features affects settlement and land use, distribution of natural resources, economic activity Fieldwork skills: Sayers Croft orienteering/rivers</p>	<p>Summer 1 Place knowledge: Global Studies Understand how trade became global. Explore the Global Food and Supply Chains. Understand what the UK exports and to where?</p>
History	<p>Autumn 2 Strand: God and Religion Baghdad 900AD - Where is Baghdad? - Timeline placing Baghdad with other time periods learned about - The planning/making of the city - The influence of Islam - The House of Wisdom - The fall of Baghdad: Mongol Invasion - After the Mongol invasion - Iraq War (2003) - Baghdad now</p>	<p>Spring 2 Strand: Inventions and Discoveries The Industrial Revolution - New forms of energy - The effects of coal on technology (spinning Jenny, steam engines, steam trains) - Factories and their effect on Britain - Children and factories (Factory Act, Education Act) - Transport (Steam trains to modern trains/tubes, the London Underground)</p>	<p>Summer 2 Strand: Significant People World War I and World War II - Place WWI and WWII on a timeline - The outbreak of WWII (Why did it happen? Who was involved?) - A study of Chamberlain and Churchill and their leadership - Comparison of Hitler and Churchill - Evacuees - Rationing - Dunkirk, the Battle of Britain, D-Day - The Paris Peace Treatise</p>
Art & Design	<p>Sculpture Drawing Draw for a sustained period of time over a number of sessions</p>	<p>Painting Drawing Use different techniques for different purposes e.g. shading hatching blending</p>	<p>Printing/Craft Drawing Use tonal contrast and mixed media</p>

Vision: Delivering excellence, allowing all to flourish

Mission: Creating a culture of wonder, guided by Christian faith

Values: Compassion • Endurance • Thankfulness

St. Mary's CE Primary School, Putney

@PutneySMPS



Class Curriculum Map - Year 6

	Plan a sculpture through drawing and other preparatory work - create an armature	Work in a sustained and independent way to paint a self portrait	Demonstrate experience in a range of printmaking techniques.
Music	<p>Autumn 1 Understand and explore how music is created and produced: learn about syncopation, create a syncopated melody. Rehearse, perform, record and evaluate.</p> <p>Autumn 2 Compose music for a range of purposes using the interrelated dimensions of music: explore using body percussion and vocal sounds in canon form. Rehearse, perform, record and evaluate.</p>	<p>Spring 1 Appreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music Compose music for a range of purposes using the interrelated dimensions of music: create lyrics for a song and put a music accompaniment to it; understanding the structure of songs; understanding the value of rehearsals</p> <p>Spring 2 Compose music for a range of purposes using the interrelated dimensions of music: a continuation from Spring 1. Rehearse, record and evaluate.</p>	<p>Summer 1 Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions: African music, its history and significance, play Djembe drums. Use and understand staff and other musical notations: African rhythms</p> <p>Summer 2 Learn to sing and use their voices with increasing accuracy, fluency, control and expression: sing in up to 3-part harmony; audition and prepare for solo/group end-of-year performances.</p>
PE	<p>Learning how to link technique and skills together in small-sided games. Apply basic principles of attacking and defending across basic large ball games such as football, netball, basketball, tag rugby. Enjoy competing with others and developing positive mental skills for sport.</p>	<p>Learn how to use skills in different ways and link them to make actions and sequences of movement through gymnastics or athletic movement. Developing flexibility, strength, technique, control and balance. Develop an understanding of how to improve your body in different ways through building physical health.</p>	<p>Begin to apply basic movements in a range of activities such as athletics, cricket, tennis, rounders. Engaging in competitive physical activity in small-sided games, participating and leading up to summer activities such as athletics and sports days. Apply basic principles suitable for attacking and defending.</p>
DT	<p>Autumn 1 Structures - Playground Research existing playground equipment and their different forms, before designing and developing a range of apparatus to meet a list of specified design criteria.</p>	<p>Spring 1 Mechanical systems - Automata toys Develop a functional automata window display, to meet the requirements in a design brief. Explore and create cam, follower and axle mechanisms to mimic different movements</p>	<p>Summer 1 Cooking and Nutrition- Come Dine with Me Develop a three-course menu focused on three key ingredients, as part of a paired challenge to develop the best class recipes.</p>

Vision: Delivering excellence, allowing all to flourish

Mission: Creating a culture of wonder, guided by Christian faith

Values: Compassion • Endurance • Thankfulness

St. Mary's CE Primary School, Putney

@PutneySMPS



Class Curriculum Map – Year 6

	<p>Autumn 2 Electrical Systems - Steady Hand Games Understand what is meant by fit for purpose design and form follows function. Design and develop a steady hand game using a series circuit, including housing and backboard.</p>	<p>Spring 2 Textiles - Waistcoats Using a combination of textiles skills such as attaching fastenings, appliqué and decorative stitches, design, assemble and decorate a waistcoat for a chosen purpose</p>	<p>Explore each key ingredient's farm to fork process.</p> <p>Summer 2 Digital World - Navigating the world Design and program a navigation tool to produce a multifunctional device for trekkers using CAD 3D modelling software. Pitch and explain the product to a guest panel.</p>
PSHE	<p>Autumn 1 Being in My World Prepare children to play an active role as Global citizens: set goals, know their rights and make choices about their own behaviour.</p> <p>Autumn 2 Celebrating Difference Explore attitudes towards differences and learn to respect them; learn how to spot and solve bullying and learn strategies to resolve problems.</p>	<p>Spring 1 Dreams and Goals Develop confidence to know our own and others strengths; develop strategies to succeed. Understand the role we play to make our world a better place.</p> <p>Spring 2 Healthy Me Identify that impact food has on our body. Learn how drugs and alcohol affect our bodies. Know basic first aid procedures. Learn about emotional and mental health and ways we can manage these.</p>	<p>Summer 1 Relationships Develop confidence in talking, listening and thinking about feelings and relationships. Provide children with the knowledge to identify significant people in their lives. Understand about power and control in relationships. Learn to use technology positively and safely.</p> <p>Summer 2 Changing Me The life processes common to humans and other animals include nutrition, growth and reproduction. Help children to develop self-esteem. Understand the changes that occur during puberty and explore the emotional impact of these changes. Describe how a baby develops from conception to birth. Understand physical attraction can change the nature of a relationship. Work to emotionally prepare for secondary school.</p>
French	Autumn 1	Spring 1	Summer 1

Vision: Delivering excellence, allowing all to flourish

Mission: Creating a culture of wonder, guided by Christian faith

Values: Compassion • Endurance • Thankfulness

St. Mary's CE Primary School, Putney

@PutneySMPS



Class Curriculum Map - Year 6

	<p>Studying French words in order to identify gender - being aware of the clues given in written texts</p> <p>Autumn 2 Develop spoken communication using common scenarios; key questions & preference statements with new topic vocabulary</p>	<p>Develop & practise reading skills; following instructions to complete exercises, Practising non-literal translation skills</p> <p>Spring 2 Enhance listening skills such as; finding word patterns in sounds, locating known vocabulary in aural texts, responding to simple commands & instructions</p>	<p>Learning numbers in tens, hundreds & thousands. Identifying them non-sequentially both into and from French</p> <p>Summer 2 Learning key cultural elements of France such as Christmas, Easter & Bastille Day. Comparing differences</p>
--	--	--	--

Vision: Delivering excellence, allowing all to flourish

Mission: Creating a culture of wonder, guided by Christian faith

Values: Compassion • Endurance • Thankfulness

St. Mary's CE Primary School, Putney

@PutneySMPS

