

# Class Curriculum Map – Year 6

	AUTUMN TERM	SPRING TERM	SUMMER TERM
<b>Maths</b>	<p><b>Number and addition, subtraction, multiplication and division</b> -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>- <b>Number and fractions</b> - 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>- <b>Geometry position and direction</b> - plotting coordinates in the first quadrant, plotting coordinates, plotting translations and reflections, reasoning about shapes and coordinates</p>	<p>- <b>Number and fractions (including decimals and percentages)</b> - 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>- <b>Measurement</b> - 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>- <b>Ratio and Proportion</b> - ratio, scale drawings, scale factors, similar shapes, problem solving - ratio and proportion</p>	<p>- <b>Geometry</b> - 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>- <b>Statistics</b> - 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> <p>- <b>Algebra</b> - finding a rule, using a rule, formulae, solving equations</p> <p>- <b>Problem Solving</b> - place value, negative numbers, addition and subtraction, four operations, fractions, decimals, percentages, ratio and proportion, time, position and direction, properties of shapes</p>
<b>English</b>	<p><b>Autumn 1 -</b>  <b>Star of Hope, Star of Fear by Jo Hoestlandt</b>  <i>Writing outcome:</i>            To write a story with a flashback from another character's point of view  <i>Greater depth writing outcome:</i>            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><b>Spring 1 -</b>  <b>The Last Wild by Piers Torday</b>  <i>Writing Outcome:</i>            To write in an adventure genre            To respond to poetic language in own poetry            To write across the curriculum to broaden knowledge around strong themes in the text  <b>NC</b>  <b>Spoken language:</b>  <ul style="list-style-type: none"> <li>• Build vocabulary</li> <li>• Articulate and justify answers</li> </ul> </p>	<p><b>Summer 1</b>  <b>The Lion, the Witch and the Wardrobe by CS Lewis</b>  <i>Writing Outcome:</i>            Longer Narrative writing - create a chapter book  <b>NC</b>  <b>Spoken language:</b>  <ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Build vocabulary</li> </ul> </p>

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	<p><i>Additional writing opportunity:</i> Write a non-chronological report to link with topic work on World Wars, conflict, refugees</p> <p><b>*Class novel – The Eagle in the Snow – Michael Morpurgo</b> <b>NC</b></p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Build vocabulary</li> <li>• Articulate and justify answers</li> <li>• Maintain attention and participate actively in collaborative conversations</li> <li>• Use spoken language: speculating, hypothesising, imagining and exploring ideas</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• Consider and evaluate different viewpoints</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Identify and discuss themes and conventions</li> <li>• Ask questions to improve understanding</li> <li>• Draw inferences (characters' feelings, thoughts and motives); justify with evidence</li> <li>• Predict from details stated and implied</li> <li>• Summarise main ideas, identifying key details</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Provide reasoned justifications for views</li> </ul> <p><b>Writing Composition:</b></p> <ul style="list-style-type: none"> <li>• Identify the audience for and purpose of writing</li> <li>• Note and develop initial ideas, drawing on reading and research</li> </ul>	<ul style="list-style-type: none"> <li>• Use spoken language: speculating, hypothesising, imagining and exploring ideas</li> <li>• Speak audibly and fluently</li> <li>• Use Standard English</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• Select and use appropriate registers for effective communication</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Identify and discuss themes and conventions</li> <li>• Make comparisons within and across books</li> <li>• Ask questions to improve understanding</li> <li>• Draw inferences (characters feelings, thoughts and motives); justify with evidence</li> <li>• Predict from details stated and implied</li> <li>• Summarise main ideas, identifying key details</li> <li>• Evaluate authors' language choice</li> <li>• Distinguish between fact and opinion (Greater depth only)</li> <li>• Participate in discussion about books</li> <li>• Explain and discuss understanding of reading</li> <li>• Provide reasoned justification for views</li> </ul> <p><b>Writing Composition:</b></p> <ul style="list-style-type: none"> <li>• Identify the audience for and purpose of writing</li> <li>• Note and develop initial ideas, drawing on reading and research</li> <li>• Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>• Describe settings, characters and atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain attention and participate actively in collaborative conversations</li> <li>• Speak audibly and fluently</li> <li>• Participate in discussions, presentations, <b>performances</b>, role play, improvisations and debates</li> </ul> <p><b>Reading comprehension</b></p> <ul style="list-style-type: none"> <li>• Ask questions to improve understanding</li> <li>• Evaluate authors' language choice</li> <li>• Explain and discuss understanding of reading</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Note and develop initial ideas, drawing on reading and research</li> <li>• Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>• Describe settings, characters and atmosphere</li> <li>• Use organisational and presentational devices to structure text</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Use consistent and correct tense</li> <li>• Perform own compositions using appropriate intonation, volume and movement</li> </ul> <p><b>Summer 2</b> <b>Macbeth by William Shakespeare</b> <b>Transition text</b> <i>Writing outcomes:</i> <i>Poetry</i> <i>Playscripts</i> <i>Creating a scene – stage directions, dialogue and action</i></p>
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	<ul style="list-style-type: none"> <li>• Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>• Describe settings, characters and atmosphere</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings</li> <li>• Use consistent and correct tense</li> <li>• Proof-read for spelling and punctuation errors</li> </ul> <p><b>Autumn 2</b>  <b>Can We Save the Tiger? by Martin Jenkins</b>  <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></p> <p><b>NC</b>  <b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Ask relevant questions</li> <li>• Build vocabulary</li> <li>• Give well-structured descriptions, explanations and narratives</li> <li>• Maintain attention and participate actively in collaborative conversations</li> <li>• Speak audibly and fluently</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• Consider and evaluate different viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate dialogue to convey character and advance the action</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings</li> <li>• Choose the appropriate register</li> <li>• Proof-read for spelling and punctuation errors</li> </ul> <p><b>Spring 2</b>  <b>Jemmy Button by Alix Barzelay</b>  <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> <p><b>NC</b>  <b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Build vocabulary</li> <li>• Maintain attention and participate actively in collaborative conversations</li> <li>• Speak audibly and fluently</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• Gain, maintain and monitor the interest of the listener(s)</li> <li>• Consider and evaluate different viewpoints</li> </ul>	<p><b>NC</b>  <b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Build vocabulary</li> <li>• Maintain attention and participate actively in collaborative conversations</li> <li>• Speak audibly and fluently</li> <li>• Participate in discussions, presentations, <b>performances</b>, role play, improvisations and debates</li> </ul> <p><b>Reading comprehension</b></p> <ul style="list-style-type: none"> <li>• Learn poetry by heart</li> <li>• Prepare poems and plays for performance</li> <li>• Ask questions to improve understanding</li> <li>• Evaluate authors' language choice</li> </ul> <p><b>Writing Composition:</b></p> <ul style="list-style-type: none"> <li>• Identify the audience for and purpose of writing</li> <li>• Note and develop initial ideas, drawing on reading</li> <li>• Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>• Precis longer passages</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Use consistent and correct tense</li> <li>• Choose the appropriate register</li> <li>• Proof-read for spelling and punctuation errors</li> </ul> <p><b>*Y6 Expected Standard/Greater Depth Assessments</b></p>
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	<p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Prepare poems and plays for performance</li> <li>• Check sense, discuss understanding and explore meaning of words in context</li> <li>• Summarise main ideas, identifying key details</li> <li>• Retrieve, record and present information</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Retrieve, record and present information from non-fiction</li> <li>• Explain and discuss understanding of reading</li> </ul> <p><b>Writing Composition:</b></p> <ul style="list-style-type: none"> <li>• Identify the audience for and purpose of writing</li> <li>• Note and develop initial ideas, drawing on reading and research</li> <li>• Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>• Précis longer passages</li> <li>• Use organisational and presentational devices to structure text</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings</li> <li>• Proof-read for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use appropriate registers for effective communication</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Make comparisons within and across texts</li> <li>• Check sense, discuss understanding and explore meaning of words in context</li> <li>• Ask questions to improve understanding</li> <li>• Draw inferences (characters, feelings, thoughts, motives); justify with evidence</li> <li>• Predict from details stated and implied</li> <li>• Summarise main ideas, identifying key details</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Evaluate authors' language choices</li> <li>• Retrieve, record and present information from non-fiction</li> </ul> <p><b>Writing Composition:</b></p> <ul style="list-style-type: none"> <li>• Identify the audience for and purpose of writing</li> <li>• Note and develop initial ideas, drawing on reading</li> <li>• Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>• Précis longer passages</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Use consistent and correct tense</li> <li>• Choose the appropriate register</li> <li>• Proof-read for spelling and punctuation errors</li> </ul>	
RE	Autumn 1	Spring 1	Summer 1

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	<p><b>Christianity</b>  <b>How Does Worship and Liturgy Enable a Christian to Grow and Express Their Faith?</b>          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><b>Autumn 2</b>  <b>Christianity</b>  <b>How do Christians believe that following Jesus' New Commandment makes a difference?</b>          What Jesus taught and told people to do, how Christians can relate Jesus' teaching to their own questions of values and attitudes.</p> <p><b>Christianity</b>  <b>How would Christians advertise Christmas?</b>          How the meaning of Christmas is shown in secular advertising, the biblical narrative and in the life of the church.</p>	<p><b>Buddhism</b>  <b>What is Buddhism?</b>          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><b>What does it mean to be a Buddhist?</b>          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><b>Spring 2</b>  <b>Christianity</b>  <b>How does the Christian Festival of Easter offer Hope?</b>          Clean slate and forgiveness, forgiving others, Stations of the Cross, Salvation and resurrection.</p>	<p><b>Thematic Unit</b>  <b>The Journey of Life and Death</b>          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><b>Summer 2</b>  <b>Thematic Unit</b>  <b>Bridging Unit: Who Decides? - Rules and Responsibilities</b>          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.</p>
<p><b>Computing</b></p>	<p><b>Autumn 1</b>          Computer Science: Coding          'We are toy makers'</p>	<p><b>Spring 1</b>          Computer Science: Computational thinking          'We are computational thinkers'          Learn about random and linear, binary search, selection sort and quicksort algorithms.</p>	<p><b>Summer 1 and 2</b>          Information Technology: Media          'We are publishers'          Use software to plan, assemble, assess, proofread and print a yearbook or magazine.</p>

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	<p>Research electronic toys, design a toy to add interactive components, program micro.bit and connect it to the toy</p>	<p><b>Spring 2</b>            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><b>Science</b></p>	<p><b>Autumn 1</b>  <b>Electricity</b></p> <ul style="list-style-type: none"> <li>• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>• 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.</li> <li>• Use recognised symbols when representing a simple circuit in a diagram</li> </ul> <p><b>Autumn 2</b>  <b>Light</b></p> <ul style="list-style-type: none"> <li>• Recognise that light appears to travel in straight lines.</li> <li>• Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</li> <li>• Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</li> <li>• Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast</li> </ul>	<p><b>Spring 1 and Spring 2</b>  <b>Evolution and inheritance</b></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <ul style="list-style-type: none"> <li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	<p><b>Summer 1</b>  <b>Living Things and their Habitats</b></p> <ul style="list-style-type: none"> <li>• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</li> <li>• Give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p><b>Summer 2</b>  <b>Animals</b></p> <ul style="list-style-type: none"> <li>• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>• Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>• Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <p><b>SRE</b>            SRE Science information taught as part of PSHE</p>

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<b>Geography</b>	<b>Autumn 2</b> <b>Rivers</b> Learn about rivers and how geographical features affects settlement and land use, distribution of natural resources, economic activity Fieldwork opportunities: Thames River Explorer	<b>Spring 2</b> <b>Map skills</b> <b>United Kingdom Study</b> Investigate and summarise places, patterns, similarities and differences within and between the regions of the UK, and how they have changed over time. Use OS maps  Fieldwork opportunities: Sayers Croft orienteering	<b>Summer 2</b> <b>Global Trade Unit</b> Understand how trade became global. Explore the Global Food and Supply Chains. Understand what the UK exports and to where.
<b>History</b>	<b>Autumn 1</b> Strand: Significant People <b>World War I and World War II</b> <ul style="list-style-type: none"> <li>- Place WWI and WWII on a timeline</li> <li>- The outbreak of WWII (Why did it happen? Who was involved?)</li> <li>- A study of Chamberlain and Churchill and their leadership</li> <li>- Comparison of Hitler and Churchill</li> <li>- Evacuees</li> <li>- Rationing</li> <li>- Dunkirk, the Battle of Britain, D-DayThe Paris Peace Treatise</li> </ul>	<b>Spring 2</b> Strand: God and Religion <b>Baghdad 900AD</b> <ul style="list-style-type: none"> <li>- Where is Baghdad?</li> <li>- Timeline placing Baghdad with other time periods learned about</li> <li>- The planning/making of the city</li> <li>- The influence of Islam</li> <li>- The House of Wisdom</li> <li>- The fall of Baghdad: Mongol Invasion</li> <li>- After the Mongol invasion</li> <li>- Iraq War (2003- Baghdad now</li> </ul>	<b>Summer 2</b> Strand: Inventions and Discoveries <b>The Industrial Revolution</b> <ul style="list-style-type: none"> <li>- New forms of energy</li> <li>- The effects of coal on technology (spinning Jenny, steam engines, steam trains)</li> <li>- Factories and their effect on Britain</li> <li>- Children and factories (Factory Act, Education Act)</li> <li>- Transport (Steam trains to modern trains/tubes, the London Underground)</li> </ul>
<b>Art &amp; Design</b>	<b>Sculpture</b> <b>Drawing</b> Draw for a sustained period of time over a number of sessions Plan a sculpture through drawing and other preparatory work - create an armature	<b>Painting</b> <b>Drawing</b> Use different techniques for different purposes e.g. shading hatching blending Work in a sustained and independent way to paint a self portrait	<b>Printing/Craft</b> <b>Drawing</b> Use tonal contrast and mixed media Demonstrate experience in a range of printmaking techniques.

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<p><b>Music</b></p>	<p><b>Autumn 1</b> Understand and explore how music is created and produced: learn about syncopation, create a syncopated melody. Rehearse, perform, record and evaluate.</p> <p><b>Autumn 2</b> 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><b>Spring 1</b> Appreciate and understand a wide range of high-quality music; develop an understanding of the history of music: African music, its history and significance. Improvise music; recall sounds with increasing aural memory, use and understand notations: play Djembe drums using learnt techniques and rhythms.</p> <p><b>Spring 2</b> Appreciate and understand a wide range of music and great composers: Orchestral music - Elgar. Develop an understanding of the history of music: 20<sup>th</sup> century English classical music. Compose music for a range of purposes: create pieces inspired by Elgar. Use and understand staff notation. Play and perform in ensemble contexts, using voices and playing musical instruments.</p>	<p><b>Summer 1</b> Appreciate and understand a wide range of high-quality music and musicians: wartime music. Listen with attention to detail: understand and identify the structure of songs. Compose music for a range of purposes: create lyrics for a song.</p> <p><b>Summer 2</b> Compose music using the interrelated dimensions of music: create a music accompaniment for own song lyrics. Play and perform in solo and ensemble contexts: perform own songs in groups. Learn to sing and use voices with increasing accuracy, fluency, control and expression.</p>
<p><b>PE</b></p>	<p><b>Autumn 1</b> Invasion Games - Tag Rugby</p> <p><b>Autumn 2</b> Invasion Games - Netball</p>	<p><b>Spring 1</b> Invasion Games - Basketball Gymnastics</p> <p><b>Spring 2</b> Racket Sports - Tennis Dance</p>	<p><b>Summer 1</b> Bat and Ball - Cricket</p> <p><b>Summer 2</b> Track and Field - Athletics Y6 Swimming Assessment</p>
<p><b>DT</b></p>	<p><b>Autumn 1</b> <b>Structures</b> - 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><b>Autumn 2</b></p>	<p><b>Spring 2</b> <b>Textiles</b> - 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><b>Summer 1</b> <b>Cooking and Nutrition</b>- 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. Explore each key ingredient's farm to fork process.</p>

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	<p><b>Electrical Systems - Steady Hand Games</b> 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><b>PSHE</b></p>	<p><b>Autumn 1</b> <b>Being in My World</b> Prepare children to play an active role as Global citizens: set goals, know their rights and make choices about their own behaviour.</p> <p><b>Autumn 2</b> <b>Celebrating Difference</b> Explore attitudes towards differences and learn to respect them; learn how to spot and solve bullying and learn strategies to resolve problems.</p>	<p><b>Spring 1</b> <b>Dreams and Goals</b> 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><b>Spring 2</b> <b>Healthy Me</b> 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><b>Summer 1</b> <b>Relationships</b> 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><b>Summer 2</b> <b>Changing Me</b> 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>
<p><b>French</b></p>	<p><b>Autumn 1</b> Studying French words in order to identify gender - being aware of the clues given in written texts</p> <p><b>Autumn 2</b></p>	<p><b>Spring 1</b> Develop &amp; practise reading skills; following instructions to complete exercises, Practising non-literal translation skills</p> <p><b>Spring 2</b></p>	<p><b>Summer 1</b> Learning numbers in tens, hundreds &amp; thousands. Identifying them non-sequentially both into and from French</p> <p><b>Summer 2</b></p>

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## Class Curriculum Map - Year 6

	Develop spoken communication using common scenarios; key questions & preference statements with new topic vocabulary	Enhance listening skills such as; finding word patterns in sounds, locating known vocabulary in aural texts, responding to simple commands & instructions	Learning key cultural elements of France such as Christmas, Easter & Bastille Day. Comparing differences
<b>Home learning</b>	Autumn 1: Anne Frank Project Maths Arithmetic Papers Autumn 2: Island Project Maths Arithmetic Papers	Spring 1: Odysseus Reading Comprehension Maths SATS Reasoning Papers Spring 2: SATS Reading Comprehension Maths SATS Reasoning Papers	Summer 1: SATS SPAG and Maths Reasoning Papers Summer 2: Victorian Project What's In the News?

*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**

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