

R.E

Creation and Covenant
Advent to Christmas
Catholic Social Teaching
Collective worship daily



Computing

Networks; Graphing; Blogging

Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact*.

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.



ART/DT

Autumn 1: Art - William Morris

Autumn 2: DT – Electrical systems: Steady Hand Game

- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- Learn about great artists, architects and designers in history.
- Design, make, evaluate



English (see unit plan)

Power of reading: Street Child and The Imagination Box

- Letter writing
- Description: atmosphere, setting, character
- Narrative
- Writing in role
- Explanation text
- Instructions
- CC – Recount (Windsor Castle) and Poetry (Remembrance)
- Spellings
- GAPS tests (and GAPS focus within writing)
- Guided Reading – Rigby Star, VIPERS, Bug Club, CGP



Maths (see unit plan)

Number: Place Value

- Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.
- Round any whole number to a required degree of accuracy.
- Use negative numbers in context, and calculate intervals across zero.
- Solve number and practical problems that involve all of the above.

Number: Addition, Subtraction, Multiplication, Division

- Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.
- Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication.
- Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context.
- Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders.
- Perform mental calculations, including with mixed operations and large numbers.
- Identify common factors, common multiples and prime numbers.
- Use their knowledge of the order of operations to carry out calculations involving the four operations.
- Solve problems involving addition, subtraction, multiplication and division.
- Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.

Number: Fractions

- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
 - Compare and order fractions, including fractions >1 .
 - Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
 - Multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $1/4 \cdot 1/2 = 1/8$).
 - Divide proper fractions by whole numbers (e.g. $1/3 \div 2 = 1/6$).
 - Associate a fraction with division to calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $3/8$).
 - Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places.
 - 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.
 - Solve problems which require answers to be rounded to specified degrees of accuracy.
 - Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
- Geometry: Position and Direction**
- Describe positions on the full coordinate grid (all four quadrants).
 - Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.



PE

Football, Gymnastics, Netball, Rugby

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].



Music

Autumn 1: Happy

Autumn 2: Classroom Jazz 2

- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Listen with attention to detail and recall sounds with increasing aural memory
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.



History

Autumn 1- What can a census tell us about local areas?

- Identify the type of information the census gives about people.
- Use the census to make inferences about people from the past.
- Create questions about Victorian working conditions and the thoughts and feelings of a Victorian working child.
- Identify and describe the changes between periods of time using the census.
- Describe the changes in the 1921 census.
- Plan a local history enquiry using the census.

Geography

Autumn 2 – Why does population change?

- Identify the most densely and sparsely populated areas.
- Begin to describe what might influence the environments people live in.
- Define migration, discussing push and pull factors.
- Describe the causes of climate change, explaining its impact on the global population.
- Suggest an action they can take to fight climate change.

Year 6 Curriculum Map - Autumn Term 2025

Mrs Piletto and Mrs Lapinska

Science

Autumn 1: Living things and their habitats

- 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
- give reasons for classifying plants and animals based on specific characteristics

Autumn 2: 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.



<u>Computing</u> <u>Networks</u> To understand what a computer network is and identify examples of networks at home, school and in the wider world. To understand the difference between the internet and the World Wide Web and explore the services they provide. To explore how the internet can be used for communication and collaboration, and how to do this safely and respectfully. To explore who is in charge of the internet and how rules and website blocking can affect people, society and online platforms. <u>Graphing</u> To create comparative bar charts using graphing software. To create pie charts using graphing software. To create line graphs using graphing software. To present data in graphs to support an argument. <u>Blogging</u> I can post and comment respectfully on a blog. I understand why blog posts and comments are checked. I can give positive and useful feedback.	<u>PE – Get Set 4 PE</u> <u>Football</u> • To develop dribbling the ball with control. • To be able to dribble the ball under pressure. • To be able to pass the ball accurately to a target. • To develop first touch control. • To be able to turn using a drag back, inside and outside hook. • To develop defending skills. • To develop goalkeeping skills. • To be able to apply the rules and tactics you have learnt to play in a football tournament. <u>Gymnastics</u> • To develop attacking principles, understanding when to run and when to pass. • To develop throwing and catching with control. • To be able to use the ‘forward pass’ and ‘offside’ rules. • To be able to play games using tagging rules. • To develop dodging skills to lose a defender. • To develop drawing defence and understanding when to pass. • To be able to work as a defending unit to prevent attackers from scoring. • To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.	<u>PE – Get Set 4 PE</u> <u>Netball</u> • To develop passing and moving. • To develop passing and moving towards a goal. • To be able to use the attacking principle of creating and using space. • To be able to change direction and lose a defender. • To be able to defend ball side and know when to go for interceptions. • To be able to change direction to get free from a defender and receive a pass. To learn the positions of 5-a-side netball. • To play in a 5-a-side netball tournament. <u>Rugby</u> • To develop attacking principles, understanding when to run and when to pass. • To develop throwing and catching with control. • To be able to use the ‘forward pass’ and ‘offside’ rules. • To be able to play games using tagging rules. • To develop dodging skills to lose a defender. • To develop drawing defence and understanding when to pass. • To be able to work as a defending unit to prevent attackers from scoring. • To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.	<u>Music</u> <u>Autumn 1: Happy</u> • Listen, appraise and sing Happy • Listen/appraise Top of the World –Sing/ play instruments • Listen/appraise Don’t Worry be Happy -Sing and improvise using voices/instruments to Happy • Listen/ appraise Walking on Sunshine -Sing + perform compositions within Happy • Listen/appraise When You’re Smiling -Choose to perform with vocal or instrumental improvising to Happy • Listen/appraise Love will Save the Day -End-of-unit performance of Happy <u>Autumn 2: Classroom Jazz 2</u> • Listen/appraise Bacharach Anorak Learn to play/perform 1. the tune/head 2. the middle 8 • Listen/appraise Speaking My Peace and Bacharach Anorak Learn to play/perform 1. the whole tune/head 2. Improvise using instruments • Listen/appraise Take the A train and Bacharach Anorak Learn to play/perform 1. the whole tune/head 2. Improvise using instruments • Listen/appraise Meet the Blues Learn to play/perform 1. Compose your own tune/head 2. Improvise using the notes of the tune/head • Listen/appraise Back O’ Town Blues and Meet the Blues Learn to play/perform 1. Continue to compose your own tune/head 2. Improvise using the notes of the tune/head • Listen/appraise One O’ Clock Jump and Meet the Blues Learn to play/perform 1. Secure your compositions 2. Improvise using the notes of the tune/head	
Year 6 Curriculum Map Autumn Term 2025- Learning Intentions				
<u>ART/DT</u> <u>Autumn 1:</u> • research Victorian artist - William Morris. • Explore the impact and role of the artist • understand what a pattern is. • explore and develop ideas. • create a printing pattern based on William Morris artwork. • evaluate and compare ideas, methods and approaches in own and others work. • use paint package to create a repeating pattern. (ICT) <u>Autumn 2:</u> Explain simply what is meant by ‘form’ (the shape of a product) and ‘function’ (how a product works). State what they like or dislike about an existing children’s toy and why. Learn about skills developed through play and apply this knowledge in a survey of one or more children’s toys. Identify the components of a steady hand game. Design a steady hand game of their own according to their design criteria, using four different perspective drawings. Create a secure base for their game, with neat edges, that relates to their design. Make and test a functioning circuit and assemble it within a case.	<u>Science</u> <u>Autumn 1: Living things and their habitats</u> • To identify the characteristics and conditions all living things need to survive. • To group living things based on their similarities and differences. • To create and use classification keys to identify and group animals. • To use classification keys to identify plants and describe the features of microorganisms. • To use classification keys to identify plants and describe the features of microorganisms. • To understand how Carl Linnaeus developed the modern classification system. <u>Autumn 2: Electricity</u> • To build and draw series circuits using symbols and diagrams. • To identify complete and incomplete circuits and record results using diagrams and labels. • To explore variations in circuits and record results with diagrams. • TBAT compare and give reasons for variations in how components function including the brightness of bulbs and the loudness of buzzers. • TBAT compare and give reasons for variations in how components function including the brightness of bulbs and the loudness of buzzers. <u>Renewable energy</u> • To understand renewable energy and use evidence to explain its benefits, then present our findings.	<u>History</u> <u>What can a census tell us about local areas?</u> • To revise what we know and what we want to find out. • To explore the purpose and creation of a census. • To create questions about Victorian children using a range of sources. • To explore the jobs available in the past using the census. • To make inferences about women’s lives in the 1900s using the census • To investigate how the census changed by following the life of Evelyn Dove. • To conduct an enquiry about my local area using the census.		