



Sandford St Martin's CE VA Primary

**Cohesive curriculum progression map**  
**Year 6**

## Year 6 – AUTUMN TERM

### Reading

#### Term 1A

Children’s Classics (Volume I)

Songs from Musicals\*\*

Resilience\*\*

Civil Rights (link with Black History Month, Oct)

#### Term 1B

Evolution

Books from other Cultures inc The Proudest Blue, + 2 others from list below

Novels (Volume II)

Maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Understand what they read by: discussing meaning; making inferences; summarising main ideas; asking questions to improve their understanding; participate in discussions about books.

### Writing

#### 1. A Monster Calls (Fiction)

The Write Stuff – Narrative

EK:

- How words are related by meaning as synonyms and antonyms
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing
- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis
- Use of the semi-colon, colon and dash to mark the boundary between independent clauses
- How hyphens can be used to avoid ambiguity

#### 2. Biography - Darwin (Non-Fiction)

EK:

- Third person, past tense, formal register
- Chronological order
- Adverbials of time
- Subject-specific vocabulary
- Use of brackets, dashes or commas for parentheses
- Commas used in relative clauses
- Paragraphing

#### 3. Non-Chronological report

Non Write Stuff – links to Science (animal adaptations)

Non fiction

EK:

- Present tense verbs
- Third person pronouns
- Formal tone
- Bullet-point used for lists
- paragraphs and sub-headings
- modal verbs
- relative clauses
- Colons for lists
- using hyphens to avoid ambiguity

(3 weeks)

### Maths

#### **Place value within 10,000,000**

Read, write, order and compare

Value of each digit

Round any whole number

Negative numbers in context

#### **Four operations**

Addition and Subtraction multi-step

Multiply and divide upto 4 dig by 2 dig numbers

Formal (long) written methods

Interpret and apply remainders (inc fractions and rounding)

Common factors, multiples and prime numbers

Square and cube numbers

B rackets and order of operations

#### **Fractions**

Simplify fractions

Compare and order fractions

Add and subtract fractions (inc different denominators, mixed numbers and equivalence)

Multiply simple pairs of proper fractions and mixed numbers by whole numbers

Divide proper fractions by whole numbers

Calculate fractions of amounts

#### **Geometry – position and direction**

Plot co-ordinates, translations and reflections

### Science

Living things and their habitats

**EK - Give reasons for classifying plants and animals based on specific characteristics into broad groups (inc similarities and differences)**

**EPFW - To be able to make a key to classify organisms.**

Evolution and inheritance

**EK - That living things change over time (this is called evolution)**

**EK – That plants and animals adapt to their environment**

**EK – That variation exists within the population (we inherit some features)**

**EPFW - To be able to identify scientific evidence that has been used to support or refute ideas or arguments.**

## Year 6 – AUTUMN TERM

RE	HISTORY	GEOGRAPHY	COMPUTING	PSHE
<p>T - Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</p> <p>I - Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</p> <p>C - Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>T - Explain connections between biblical texts and the idea of Jesus as Messiah, using theological terms.</p> <p>I - Show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world.</p> <p>C - Weigh up how far the world needs a Messiah, expressing their own insights.</p>	<p><u>British Empire</u></p> <p>Know that the term ‘Empire’ refers to ‘an extensive group of states or countries ruled over by a single monarch, an oligarchy, or a sovereign state.’</p> <p>To understand the reasons why the British wanted an Empire (land, raw materials and new markets to sell their goods)</p> <p>To learn that the British Empire played a central role in the trans-Atlantic slave trade, gaining a great deal of wealth from the practice in which slaves taken from parts of Africa were sold as property and forced to work in the colonies.</p> <p>To investigate why slavery was abolished and the key people involved, including William Wilberforce.</p>	<p>Know that the polar regions extend from the North pole to the Arctic Circle at 66.5° north latitude and from the South Pole to the Antarctic Circle at 66.5° south latitude.</p> <p>Know that the Antarctic is a continent because there is a land mass below the ice; the Arctic is <u>not</u> a continent as there is no land beneath the ice; however, the Arctic circle reaches out to include the northern part of other land masses</p> <p>Know that the polar regions are dominated by ice-sheet and tundra regions</p> <p>Know that the tundra is characterized by <b>permafrost</b>, a layer of soil that is frozen all year round</p> <p>Know that animals and plants are adapted to their environment, e.g. Arctic Fox</p> <p>Know that the sea ice of the Arctic Ocean changes in the total area it covers through the year and that it is slowly diminishing over time due as one of the major effects of climate change; know that this change, if it continues, will cause sea levels to rise threatening lives and major cities around the world</p>	<p>To plan and use selection and variables.</p> <p>To use flowcharts to create and debug code.</p> <p>To create a simulation in which devices can be controlled.</p> <p>To identify benefits and risks of mobile devices broadcasting the location of the user/device.</p> <p>To identify secure sites by looking for privacy seals of approval.</p> <p>To review the meaning of a digital footprint and have a clear idea of appropriate online behaviour.</p> <p>To understand the importance of balancing game and screen time with other parts of their lives.</p> <p>To identify the positive and negative influences of technology on health and the environment.</p>	<p><b>Being Me in my world</b></p> <p>I can identify my goals for the year.</p> <p>I know what being a global citizen means</p> <p>I understand the rights of every child</p> <p>I know I can make choices which have consequences and rewards.</p> <p>I understand what democracy is and having a voice.</p> <p>I know what anti social behaviour is.</p> <p>I understand what a role model is and how to be one.</p> <p><b>Celebrating Difference</b></p> <p>I understand that people’s perceptions of normality can be different</p> <p>I understand what disability means</p> <p>I understand that bullying can mean inclusion and exclusion means</p> <p>I understand that difference can sometimes lead to conflict but should be celebrated</p> <p>I understand and can show empathy.</p>

## Year 6 – AUTUMN TERM

ART	DT	PE	MUSIC	MFL
<p><b>People in action</b>                      To use sketching skills confidently.                      To look at how printing techniques can be used to portray movement in art work.                      To produce their own printing block to use to show movement.</p>		<p>Real PE –                      Coordination -ball skills                      Agility – reaction/ response                      Endball</p> <p>Real PE-                      Static balance – seated                      Static balance – floor work                      Volleyball/handball</p>	<p>♪ use all previously learnt vocabulary when describing the pulse of a piece of music. I know that the speed of the music can be used to create different moods and effects. (Pulse/ Tempo)</p> <p>♪ know that chords can are used to accompany a song and can start to identify them using previous knowledge. I know that there are different groups of instruments such as rock bands, jazz bands, samba etc. (Texture/ Timbre)</p> <p>♪ sing in syncopated rhythms. I can continue to sing three- and four-part rounds or partner songs and start to experiment with positioning singers randomly within the group. (Singing)</p> <p>♪ understand that music can be come from a variety of sources and can begin to identify where and when I believe they come from using musical clues. I can identify the introduction, verse, chorus and two sections (binary form – AB form). (Listen and Appraise/ Structure)</p>	<p><b>Phonics Lesson 4</b>                      Alphabet                      Phonics                      Suffixes                      Pronunciation</p> <p><b>At School (Prog)</b>                      10 subjects                      Preferences (like, love, don't like, hate)</p>

## Year 6 – SPRING TERM

Reading	Writing	Maths	Science
<p><u>Term 2A</u> World War Two (inc literary heritage) World Book Day Poetry Jamboree (re-tell poetry by heart) Inspirational Women (non-fiction, International Women’s Day, March)</p> <p><u>Term 2B</u> POETRY (NATIONAL POETRY MONTH, APRIL, Depth study) – Invictus, Tyger, Ozymandias Light Katherine Rundell</p> <p>Maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Understand what they read by: discussing meaning; making inferences; summarising main ideas; asking questions to improve their understanding; participate in discussions about books.</p>	<p><b>1. The Journey (Fiction)</b> The Write Stuff - Narrative <b>EK:</b> - The difference between structures typical of informal speech and structures typical of formal speech and writing - Linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase - grammatical connections (for example the use of adverbials) and ellipsis</p> <p><b>2. Product Reviews (Non-fiction)</b> <b>EK:</b> - Informal, passive tone - Cohesion – adverbials, conjunctions - Subject-specific vocabulary - Use of brackets, dashes or commas for parentheses - Use of relative clauses - Paragraphing - Present tense - Emotive language - Descriptive language - Literary devices – similes, metaphors, personification - Modal verbs</p> <p><b>3. Formal letter writing - linked to WW2 topic (NF)</b> <b>EK:</b> - Formal tone - 1<sup>st</sup> person - Present tense - using commas to clarify meaning or avoid ambiguity in writing - using semi-colons, colons or dashes to mark boundaries between independent clauses - using modal verbs or adverbs to indicate degrees of possibility - using relative clauses</p>	<p><b>Fractions, decimals, %</b> Upto 3 decimal places Multiply and divide by 10, 100, 1000 Decimals as fractions, equivalence Multiply 1 dig numbers with upto 2 dps by a whole number Divide decimals in answers to 2 dps Find percentages and use equivalences Convert fractions to percentages Compare and order fractions</p> <p><b>Algebra</b> Find a rule Generate and describe linear sequences Use simple formulae Express missing number problems algebraically Solve equations</p> <p><b>Measurement - imperial and metric</b> Read write and convert standard units Convert between miles and km</p> <p><b>Measurement – perimeter, area and volume</b> Recognise shapes with the same areas/different perimeters and vice versa Area of triangles, parallelograms and formulae</p> <p><b>Ratio and proportion</b> Solve problems inc unequal sharing Scaling and factors</p>	<p style="text-align: center;">Electricity</p> <p><b>EK – That the circuit voltage affects lamp brightness or buzzer loudness</b> <b>EK – Use recognise symbols to represent circuits.</b></p> <p><b>EPFW - To be able to plan a fair-test by recognising the control variables.</b> <b>EPFW - To be able to use predictions to set up fair tests.</b></p> <p style="text-align: center;">Light</p> <p><b>EK – That light travels in straight lines</b> <b>EK – Objects are seen because light is reflected into the eye</b> <b>EK – Shadows have the same shape as the objects that cast them because light travels in a straight line</b></p> <p><b>EPFW - To be able to plan a scientific enquiry to answer a question.</b></p>

## Year 6 – SPRING TERM

RE	HISTORY	GEOGRAPHY	COMPUTING	PSHE
<p>I can describe some of the characteristics that make me even when I am playing different roles. I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives, (assessed through Activity Sheet 2). I can express my understanding of how Brahman can/cannot be in everything.</p> <p><b>T - Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.</b></p> <p><b>I - Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</b></p> <p><b>C - Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.</b></p>	<p><u>World War II</u></p> <p>To know the start (1939) and end year (1945) of World War II</p> <p>Know that the Treaty of Versailles, signed at the end of World War One, severely punished Germany and was a contributing factor to the start of World War II</p> <p>Know that in 1939, Hitler’s German army invaded the rest of Czechoslovakia; in September, Germany invaded Poland, and Britain and France declared war on Germany</p> <p>Know that due to the fear of bombs being dropped on major towns and cities in Britain, 1.5 million children across the country were evacuated from towns and cities to live in the countryside, mostly with complete strangers who volunteered to take them in</p> <p>Know that as part of the war effort, women across Britain undertook many jobs that had become to be regarded as “men’s jobs” including the making of weaponry, working in chemical plants, working on farms and working with the army</p> <p>Know about the Battle of Britain and the Blitz and why these were key events.</p>	<p>Know that before World War 1, several European countries including Britain, France, Germany and Russia had <b>empires</b>, consisting of countries from around the world</p> <p>Know that that the <b>boundaries</b> of nations can move as the result of war and that entirely new nations can come into being</p> <p>Know that wars are often fought for the control of the <b>natural resources</b> of an area (e.g. oil, coal, iron ore, etc)</p> <p>Compare historical maps of Europe in 1914, 1919, 1939 and 1941 and 1945 to understand how the boundaries of nations within a continent can change as the result of war</p>	<p><b>To identify the features of a successful blog.</b></p> <p><b>To understand how to write a blog and a blog post</b></p> <p><b>To understand how and why blog posts are approved by the teacher. To understand the importance of commenting on blogs</b></p> <p><b>To learn about what the Internet consists of.</b></p> <p><b>To find out what a LAN and a WAN are.</b></p> <p><b>To find out how the Internet is accessed in school.</b></p>	<p><b>Dreams and Goals</b></p> <p>I can set personal learning goals in and out of school.</p> <p>I understand the emotions linked to success and how to measure it.</p> <p>I know what it means to make a difference in the world.</p> <p>I can show motivation.</p> <p>I recognise my achievements and I can give and receive compliments.</p> <p><b>Healthy Me</b></p> <p>I can take personal responsibility.</p> <p>I understand how substances affect the body.</p> <p>I understand what exploitation is and how it happens eg. County lines, gangs</p> <p>I understand how and why my mental and emotional health is so important.</p> <p>I know how to manage stress.</p>

## Year 6 – SPRING TERM

ART	DT	PE	MUSIC	MFL
<p><b>Street Art</b> Use a range of sketching strategies to explore their own style. To look at the work and respond to the work of graffiti artists. To explore printing and stencil techniques to produce art in a street work style. To look at how colour is used to create mood.</p>	<p><b>WW2 food</b> Develop their own design criteria and use this to guide their ideas. Generate innovative, realistic ideas using prior research focusing closely on the needs of the user. Considering ACCESS FM (see appendix) in design and in evaluating products. Formulate and use logical, detailed step by step plans throughout. Demonstrate confidence in the skills learned in previous years in cooking a savoury dish of their choosing to match a design criteria.</p>	<p>Dynamic balance – on a line Counter balance – with a partner Kabadi</p> <p>Real PE - Gym</p> <p>(Hockey ? Gymnastics?)</p>	<p>♫ play copycat rhythms, copy a leader and invent rhythms for other to copy on untuned/ tuned instruments. (Rhythm)</p> <p>♫ that major and minor sounds can affect the mood of a piece and can identify if a piece is in a major or minor key. I know that some beats don't fall on the main beat and are syncopated or off beat. (Pitch/ Duration)</p> <p>♫ <i>play melodied on tuned percussion following staff notation written on one stave (do-do). I can compose and 8 or 18 bet melodic phrase using the pentatonic scale (C, D, E, G, A) and incorporate a range of rhythmic variety. (Performing/ Composing)</i></p> <p>♫ that music can be come from a variety of sources and can begin to identify where I believe they come from. I can start to identify the introduction, verse, chorus and two sections (binary form – AB form). (Listen and Appraise/ Structure) DEEPEN</p>	<p><b>My Weekend (Prog)</b> Times of day and hobbies</p> <p><i>WWII (Prog)</i> <i>Key vocabulary, locations, nouns</i></p>



# Year 6 – SUMMER TERM

Reading	Writing	Maths	Science
<p><u>Term 3A</u> Children’s Classics (Vol II) Spooky Openings Notable People (Volume I)</p> <p><u>Term 3B</u> Novels (Volume II) Piers Torday The Arrival** Songs**</p> <p>Maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Understand what they read by: discussing meaning; making inferences; summarising main ideas; asking questions to improve their understanding; participate in discussions about books.</p>	<p>1. <u>Francis -Literacy shed</u> (F)</p> <ul style="list-style-type: none"> <li>• <b>Narrative</b></li> <li>• <b>1<sup>st</sup> person</b></li> <li>• <b>Consistent narrative (1<sup>st</sup> or 3<sup>rd</sup>)</b></li> <li>• <b>Secure cohesion evident - conjunctions, adverbials of time and place and pronouns</b></li> <li>• <b>Use of passive voice</b></li> <li>• <b>using commas to clarify meaning or avoid ambiguity in writing</b></li> <li>• <b>using hyphens to avoid ambiguity</b></li> <li>• <b>using brackets, dashes or commas to indicate parenthesis</b></li> <li>• <b>using semi-colons, colons or dashes to mark boundaries between independent clauses</b></li> </ul> <p>(4 weeks)</p> <p>2. <b>Persuasive brochures</b> - Based on work from Francis or Geog. unit on country comparisons. (NF) <b>Modal verbs</b></p> <ul style="list-style-type: none"> <li>• <b>Formal tone</b></li> <li>• <b>Passive verbs</b></li> <li>• <b>Expanded noun phrases,</b></li> <li>• <b>Prepositional phrases,</b></li> <li>• <b>Fronted adverbials</b></li> <li>• <b>Relative clauses</b></li> <li>• <b>2<sup>nd</sup> person</b></li> <li>• <b>Present tense</b></li> <li>• <b>Use of brackets, dashes or commas for parentheses</b></li> <li>• <b>using commas to clarify meaning or avoid ambiguity in writing</b></li> <li>• <b>using hyphens to avoid ambiguity</b></li> <li>• <b>using brackets, dashes or commas to indicate parenthesis</b></li> <li>• <b>using semi-colons, colons or dashes to mark boundaries between independent clauses</b></li> <li>• <b>using a colon to introduce a list</b></li> </ul> <p>(3 weeks)</p>	<p><b>Geometry – properties of shapes</b> Measure with a protractor Draw 2D shapes accurately Angles in triangles/classification Angles in polygons Parts of circles Nets and 3D shapes</p> <p><b>Problem solving with numbers/ measurements</b> Place value Negative numbers Addition and subtraction Four operations Fractions and decimals Ratio and proportion Time</p> <p><b>Geometry</b> All 4 quadrants, position and co-ordinates Compare and classify shapes and find unknown angles (tringles, quadrilaterals and regular polygons) Angles where they meet on a line and vertically opposite</p> <p><b>Statistics</b> Calculate and interpret Mean Read and interpret pie charts Fractions and pie charts Percentages and pie charts Interpret line graphs</p>	<p>Animals including humans. Nutrients. Human circulatory system.</p> <p><b>EK - Describe the ways in which nutrients and water are transported within animals, including humans</b></p> <p><b>EK - Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood</b></p> <p><b>EPFW - To be able to record findings using labelled diagrams</b></p> <p>Animals including humans Diet, exercise, drugs, lifestyle</p> <p><b>EK - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</b></p> <p><b>EPFW - To be able to record results using a line graph</b></p>



## Year 6 – SUMMER TERM

RE	HISTORY	GEOGRAPHY	COMPUTING	PSHE
<p>T - Explain connections between biblical texts and the concept of the Kingdom of God</p> <p>I - Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.</p> <p>C - Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.</p> <p>I can start to express my own views about life after death.</p> <p>I can compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives.</p> <p>I can express my own views about Hindu beliefs and whether they make sense to me or not.</p>	<p><u>World War II</u></p> <p>To know the start (1939) and end year (1945) of World War II</p> <p>Know that the Treaty of Versailles, signed at the end of World War One, severely punished Germany and was a contributing factor to the start of World War II</p> <p>Know that in 1939, Hitler's German army invaded the rest of Czechoslovakia; in September, Germany invaded Poland, and Britain and France declared war on Germany</p> <p>Know that due to the fear of bombs being dropped on major towns and cities in Britain, 1.5 million children across the country were evacuated from towns and cities to live in the countryside, mostly with complete strangers who volunteered to take them in</p> <p>Know that as part of the war effort, women across Britain undertook many jobs that had become to be regarded as "men's jobs" including the making of weaponry, working in chemical plants, working on farms and working with the army</p> <p>Know about the Battle of Britain and the Blitz and why these were key events.</p>	<p>Know that the countries of the world are <b>interconnected</b> in a variety of ways, for example transportation and trade links</p> <p>Know that the UK is directly connected to France via a variety of transport links, including by train (the Channel Tunnel), by sea and by air</p> <p>Know that people often need to have a <b>passport</b> to travel to other countries</p> <p>Know that France, as its close neighbour, has had a major impact on the UK through history</p> <p>Know that the UK buys and sells <b>products</b> and <b>services</b> from around the world; know that many of the products the UK buys are <b>imported</b> from China, including electronic equipment, clothing, toys, etc; know that this trade benefits both countries</p> <p>Know that China is the most <b>populous</b> nation in the world</p>	<p>To understand that binary represents numbers using 1s and 0s and these represent the on and off electrical states respectively in hardware and robotics</p> <p>To navigate and enter data into cells.</p> <p>To introduce some basic data formulae (percentages, averages and max and min numbers).</p> <p>To demonstrate how the use of spreadsheets can save time and effort when performing calculations.</p> <p>To create a variety of graphs in Excel.</p>	<p><b>Relationships</b></p> <p>I know how to identify mental health worries and how to get support.</p> <p>I understand what love and loss can mean.</p> <p>I can manage my feelings</p> <p>I understand the link between power and control</p> <p>I can be increasingly assertive</p> <p>I know how to use technology safely and I can take responsibility for my own technological use.</p> <p><b>Changing Me</b></p> <p>I am continuing to develop positive self image and body image.</p> <p>I understand the feelings linked to puberty</p> <p>I understand what happens from conception to birth</p> <p>I can reflect on change</p> <p>I know what physical attraction is and what it means</p> <p>I know what sexting means</p> <p>I understand what boyfriends and girlfriends are.</p> <p>I understand the importance of respect and consent.</p> <p>I am prepared for transition.</p>

## Year 6 – SUMMER TERM

ART	DT	PE	MUSIC	MFL
<p><b>Express yourself</b> To explore line, tone, texture when sketching. Look at the work of known artist and the use of colour to express themselves.</p>	<p><b>Dragon's Apprentice</b> Carry out research e.g. questionnaires, surveys, web (or computer) based resources etc to identify the needs wants and preferences of particular individuals and groups.</p> <p>Generate innovative, realistic ideas using prior research focusing closely on the needs of the user</p> <p>Produce appropriate lists of exact needs for production e.g. tools, equipment, materials, time etc.</p>	<p>Real PE Static balance – stance Coordination – footwork Dodgeball</p> <p>Agility – ball chasing Coordination – sending and receiving Scatterball</p> <p>(Rounders/Athletics)</p>	<p>♪ that adding dynamics to my own music can create different moods and effects. PP – very quiet, P – quiet, mf – med loud, f – loud, ff – very loud. I can play a tuned instrument using the notes C, D, E, F, G &amp; A. (Dynamics and Playing)</p> <p>♪ improvise and create music with multiple sections that include repetition and contrast. I can play a melody following simple staff notation within one stave and using notes that's I have previously learnt whilst making decision about dynamic range. (Improvise and Perform)</p> <p>♪ describe how music is different and can start to talk about the historical background and story. I understand that music can be structured in more complex forms with repeating sections such as Ternary Form (ABA) or Rondo Form (ABACAD). (Listen and Appraise/ Structure) CONTINUE AND DEEPEN</p>	<p><b>Me In The World (Prog)</b> 4 characters around the world My name... I live... Fave festival... goals and pledges</p>