



Year 6 - PHES Medium Term Curriculum Map - Term 1.1 2024 - 2025



ENTRY POINT

Going Global

Children to investigate which countries the food they eat, during their meal times, comes from.

MATHEMATICS

Place Value (2 weeks):

Using negative numbers in context and calculating intervals across 0.

Rounding any whole number to a required degree of accuracy.

Addition, Subtraction, Multiplication & Division (5 weeks):

Using estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Solve problems involving addition, subtraction, multiplication, and division.

Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Using knowledge of the order of operations to carry out calculations involving the 4 operations.

Identifying common factors, common multiples and prime numbers.

Performing mental calculations, including mixed operations and large numbers.

Dividing numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.

Dividing numbers up to 4 digits by a two-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.

Multiplying multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.

Going Global

Art

Select materials and techniques to communicate an idea and evaluate their level of success

Interpret the meaning behind artwork, giving reasons for their opinions

Create an original artwork to serve a self-selected purpose choosing from a range of given media

D & T

Use modelling and testing to improve design

Produce a final design proposal identifying appropriate materials and tools needed

Evaluate the success of a product against its original design and suggest improvements

Produce a step by step plan for production

Geography

Name and describe geographical features of the earth

Identify geographical issues caused by the imbalance between production and consumption

Interpret data in order to draw conclusions

Use and interpret globes, images and maps including identifying differences in scale, including digital maps

History

Analyse the viewpoint and resulting bias in historical sources

Classify and organise events and societies both chronologically and regionally

Infer reasons for historical events, situations and changes

Explain results/consequences of historical events, situations

TOPIC – Going Global (7 weeks)

Science

Living Things and Their Habitats

Give reasons for classifying plants and animals based on specific characteristics.

Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.

Working scientifically – Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.

PSHE / PERSONAL

Being Me In My World

Identifying goals for the year

Global citizenship

Children's universal rights

Feeling welcome and valued Choices, consequences, and rewards

Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling

ENGLISH

RECOUNTS

Spoken Language:

Consider and evaluate different viewpoints.

Writing:

Plan writing by identifying the audience for and purpose of the writing.

Evaluate and edit assessing the effectiveness of their own and others writing.

Comprehension:

Increasing their familiarity with a wide range of books.

Predicting what might happen from details stated and implied.

Writing: Vocabulary, Grammar and Punctuation:

Using expanded noun phrases to convey complicated information concisely.

Punctuating bullet points consistently.

Explanation Texts & Non-Chronological Reports

Spoken Language:

Giving well-structured descriptions, explanations and narratives

Speaking audibly and fluently with an increasing command of Standard English

Writing:

Planning and writing by noting and developing initial ideas, drawing on reading

Evaluating, editing and proposing changes to vocabulary, grammar and punctuation

Comprehension:

Identifying how language, structure and presentation contribute to meaning

Discussing and evaluate how authors use language, including figurative language

Distinguishing between statements of fact and opinion

Retrieving, recording and presenting information from non-fiction

Writing: Vocabulary, Grammar and Punctuation:

Recognising vocabulary and structures that are appropriate for formal speech and writing.

Using and understanding grammatical terminology.

EXIT POINT

The children will set up their own learning seminar, to share learning from the topic with other members of the school community.



Year 6-PHES Medium Term Curriculum Map– Term 1.2 2024-2025



ENTRY POINT

The children will present their 'impression' of the host country in a preferred art form. They will look at and discuss a range of ways to share their impressions and perform them to each other.

MATHEMATICS

Fractions

Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
Solving problems which require answers to be rounded to specified degrees of accuracy
Using written division methods in cases where the answer has up to 2 decimal places
Multiplying one-digit numbers with up to 2 decimal places by whole numbers.
Multiplying fractions by integers.
Multiplying fractions by fractions.
Dividing fractions by integers.
Calculating mixed questions with fractions.
Calculating fractions of an amount.

Measurements, Converting Units

Calculating with metric measures
Converting metric measures
Converting between miles and kilometers
Using imperial measures

TRIPS

Visit Aspire Park to sketch and draw the natural environment.

Going Global

Art

Select materials and techniques to communicate an idea and evaluate their level of success
Interpret the meaning behind artwork, giving reasons for their opinions
Create an original artwork to serve a self-selected purpose choosing from a range of given media

D & T

Use modelling and testing to improve design
Produce a final design proposal identifying appropriate materials and tools needed
Evaluate the success of a product against its original design and suggest improvements
Produce a step by step plan for production

TOPIC – They See The World Like This (6 weeks)

Science

Electricity

Use recognised symbols when representing a simple circuit in a diagram
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
Working Scientifically
Provide some simple examples of how to extend the investigation.
Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

PSHE / PERSONAL LEARNING GOALS

Celebrating Difference
Perceptions of normality
Understanding disability
Power struggles
Understanding bullying
Inclusion/exclusion
Differences as conflict
difference as celebration Empathy

ENGLISH

Stories from other cultures and stories with familiar settings

Spoken Language:

Listening to and responding appropriately to adults and their peers
Asking relevant questions to extend their understanding and knowledge
Selecting and using appropriate registers for effective communication

Writing:

Planning and writing narratives, considering how authors have developed characters.
Drafting and writing by using a wide range of devices to build cohesion with and across paragraphs.
Performing their own compositions, using appropriate intonation, volume and movement.

Comprehension:

Checking that a book makes sense by discussing our understanding and exploring the meaning of words in context.
Drawing inferences, such as inferring characters.
Predicting what might happen from details stated and implied.
Using the perfect form of verbs to mark relationships of time and cause.
Using relative clauses beginning with who, which, where, when, whose...
Using commas to clarify meaning or avoid ambiguity in writing.

EXIT POINT

The children will present a spectacular art showcase to celebrate the end of the topic, displaying all they have learned about art.