

Science - Living things: Classifying big & small

Pupils should be taught to:

- Define the term 'organism' and name the seven life processes of all living things.
- Describe the work of Carl Linnaeus.
- Define the term 'vertebrate' and name the vertebrate groups.
- Describe the characteristics of fish, amphibians, reptiles, birds and mammals.
- Compare the characteristics of the vertebrate groups.
- Define the term 'invertebrate'.
- Describe the characteristics of worms, snails, spiders and insects.
- Compare the characteristics of the invertebrate groups.
- Name the plant groups.
- Describe the characteristics of flowering plants, ferns, mosses and conifers.
- Define the term 'micro-organism' and name some examples.

Working Scientifically

- Use a classification key to group and identify organisms.
- Make a simple classification key.

Science - Light and reflection

- Compare sources of light and explain how the eye is protected from light.
- Describe how light travels and how we see luminous and non-luminous objects.
- Recall factors that affect the size of a shadow and describe how the distance between an object and the surface its shadow is cast on affects the size of the shadow.
- Use ray diagrams to explain why shadows change size and why the shape of a shadow matches the object that cast it.
- Recall what happens to light when it reaches a smooth mirror surface.
- Identify the incoming and reflected rays and describe the relationship between their angles.
- Use mirrors to make a working periscope and explain how a periscope works using ray diagrams.
- Recall a range of uses of mirrors and reflection and describe how a mirror reflects light in different situations.
- Explain how light is reflected using knowledge of light and reflection.

Working Scientifically

- Make observations about the properties of light.
- Use my observations as evidence to support conclusions about light.
- Draw ray diagrams.
- Pose testable questions in response to observations.
- Record my measurements as a line graph.
- Use my line graph to extrapolate data and make predictions about missing values.
- Recall various jobs or inventions that use mirrors and reflection.

Literacy:

- Class book - The Final year - Matthew Goodfellow
- Character description
- Newspaper
- Poetry - diamante

- Planning/Drafting/Editing/ Presentation/
- Use verb tenses consistently and correctly
- Use relative clauses beginning with a relative pronoun
- Commas to clarify meaning or to avoid ambiguity
- Wide range of linking words between sentences and paragraphs
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- Wide range of linking words between sentences and paragraphs

Music-KAPOW

Songs of World War 2

- Use musical and comparative language in discussion.
- Follow the melody line.
- Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing.
- Sing the correct words at the correct time.
- Recall the counter-melody line.

History

Local History (WW2)

- To chronologically sequence events in time
- To identify who was in power during World War Two
- To understand why World War Two began
- To explain what the Holocaust was and how it impacted the lives of Jewish people
- To understand how the British Armed Forces was organised during World War Two
- To understand what the Blitz was and the impact it had on Britain

Year 6 Curriculum Map Autumn 2025

PSHCE-

Being Me in My World - Responsibilities and being a citizen in my country

Celebrating Differences - Culture and racism, tackling bullying

Geography - Awesome Americas

- To name and locate countries in North and South America
- To name and locate capital cities in North and South America
- To describe the environmental regions in North and South America
- To explain how tectonic plates can cause natural disasters
- To explore earthquakes in South America and their impact
- To understand how and where volcanoes form
- To explore the impact of the eruption of Mount St. Helens
- To identify and describe the human and physical features of New York City
- To identify and describe the human and physical features of the Amazon Rainforest
- To make comparisons between New York City and the Amazon Rainforest

Spanish- Language Angels

- Recap key terms from last year.
- La fonetica (L1+L2)

RE

Theme: Beliefs and practices

- **Key Qs:** Does celebrating Shavuot help Jewish children feel closer to God? Theme: Shavuot/Festivals.
- **Religion:** Judaism

Art-Kapow

- Sculpture and 3D: Interactive Installation

PE

Invasion games (Football)
Dribbling
Passing
Shooting
Teamwork

Computing-KAPOW- Online safety

- Discuss various issues online that can leave pupils feeling sad, frightened, worried or uncomfortable and can describe numerous ways to get help.
- Explain how sharing online can have both positive and negative impacts.
- Be aware of how to seek consent from others before sharing material online and describe how content can still be shared online even if it is set to private.
- Explain what a digital reputation is and what it can consist of.
- Understand the importance of capturing evidence of online bullying and demonstrate some of these methods on the devices used at school.
- Describe ways to manage passwords and strategies to add extra security, such as two-factor authentication.
- Explain what to do if passwords are shared, lost or stolen.
- Describe strategies to identify scams.
- Explain ways to increase their privacy settings and understand why it is important to keep their software updated.