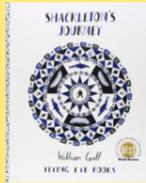
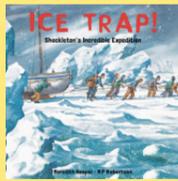


## English

**Shackleton's Journey** – Persuasive Letter, Diary, Non Chronological Report



**Ice Trap**– Persuasive Letter, Diary, Non Chronological Report



**The Viewer** – Persuasive Letter, Story Prequel, Own Chapter, Play Script, Personal response, Non Chronological Report



**Francis Brandywine (literacy shed video)** - Story



## Maths

### Place Value

Use negative numbers in context and calculate intervals across zero

### Geometry

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

### Measures

Solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate

### Fractions

Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.

### Multiplication & Division

Multiply multi-digit numbers up to 4-digits by a 2-digit whole 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, where appropriate, interpreting remainders according to the context

### Addition & Subtraction

Use knowledge of the order of operations to carry out calculations involving the four operations

### Ratio & Proportion

Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.  
Solve problems involving the calculation of percentages of whole numbers or measures such as 15% of 360 and the use of percentages for comparison

### Geometry

Recognise, describe and build simple 3D shapes, including making nets

### Measures

Recognise when it is possible to use the formulae for area & volume of shapes

### Statistics

Interpret and construct: pie charts & line graphs, and use these to solve problems

### Consolidate and Assess



# COOPERS LANE PRIMARY SCHOOL

## YEAR 6 CURRICULUM

### SPRING TERM TOPIC PUZZLE

### SURVIVAL OF THE FITTEST



**History**  
**Chronological Understanding**  
 Can they say where a period of history fits on a timeline?  
 Can they place a specific event on a timeline by decade?  
**Knowledge & Interpretation**  
 Can they summarise the main events from a specific period in history, explaining the order in which key events happened?

**Geography**  
**Geographical Enquiry**  
 Can they confidently explain scale and use maps with a range of scales?  
 Can they choose the best way to collect information needed and decide the most appropriate units of measure?  
 Can they make careful measurements and use the data?  
 Can they use OS maps to answer questions?  
**Physical Geography**  
 Can they give extended description of the physical features of different places around the world?  
 Can they describe how some places are similar and others are different in relation to their human features?  
 Can they accurately use a 4 figure grid reference?  
**Human Geography**  
 Can they give an extended description of the human features of different places around the world?  
 Can they map land use with their own criteria?  
 Can they describe how some places are similar and others are different in relation to their physical features?

**Geographical Knowledge**  
 Can they recognise key symbols used on Ordnance Survey maps?  
 Can they name the largest desert in the world?  
 Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles?  
 Can they explain how the time zones work?

**Science**  
**Evolution & Inheritance**  
 Can they recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago?  
 Can they recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents?  
 Can they give reasons why offspring are not identical to each other or to their parents?  
 Can they explain the process of evolution and describe the evidence for this?  
 Can they identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution?  
 Can they talk about the work of Charles Darwin, Mary Anning and Alfred Wallace?  
 Can they explain how some living things adapt to survive in extreme conditions?  
 Can they analyse the advantages and disadvantages of specific adaptations, such as being on two rather than four feet?  
 Can they begin to understand what is meant by DNA?  
**Living Things & their Habitats**  
 Can they 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?  
 Can they give reasons for classifying plants and animals based on specific characteristics?

'Working Scientifically' is to be embedded in lessons throughout the topic.

**Computing**  
**Digital Literacy**  
 Do they use technology safely, respectfully and responsibly?  
 Can they recognise acceptable and unacceptable behaviour?  
 Can they identify a range of ways to report concerns about content and contact?  
**Information Technology**  
 Can they combine a variety of software to accomplish given goals?  
 Can they select, use and combine software on a range of digital devices?  
 Can they design and create systems?  
 Can they analyse data?  
 Can they evaluate data?  
 Can they present information using different software?

**Music**  
**Performing**  
 Can they sing a harmony part confidently and accurately?  
 Can they perform parts from memory?  
 Can they perform using notations?  
 Can they take the lead in a performance?  
 Can they take on a solo part?  
 Can they provide rhythmic support?  
**Appraising**  
 Can they refine and improve their work?  
 Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?  
 Can they analyse features within different pieces of music?

**PE (Rising Stars – Fitness Frenzy & Mighty Movers)**  
**Acquiring & developing skills**  
 Do they apply their skills, techniques and ideas consistently?  
 Do they show precision, control and fluency?  
**Evaluating & improving**  
 Can they analyse and explain why they have used specific skills or techniques?  
 Can they modify use of skills or techniques to improve their work?  
 Can they create their own success criteria for evaluating?  
**Health & fitness**  
 Can they explain how the body reacts to different kinds of exercise?  
 Can they choose appropriate warm ups and cool downs?  
 Can they explain why we need regular and safe exercise?  
**Dance**  
 Can they develop imaginative dances in a specific style?  
 Can they choose their own music, style and dance?  
**Athletics**  
 Can they demonstrate stamina?  
 Can they use their skills in different situations?  
**OUTDOOR PE- HARRY BOYS**



## Year 6 Spring Topic Puzzle Survival of the Fittest

**Languages**  
**Listening & responding**  
 Do they understand longer passages made up of familiar language in simple sentences?  
 Can they identify the main points and some details?  
**Speaking**  
 Can they hold a simple conversation with at least 3-4 exchanges?  
 Can they use their knowledge of grammar to adapt and substitute single words and phrases?  
**Reading & responding**  
 Can they understand a short story or factual text and note some of the main points?  
 Can they use context to work out unfamiliar words?  
**Writing**  
 Can they write a paragraph of about 3-4 simple sentences?  
 Can they adapt and substitute individual words and set phrases?  
 Can they use a dictionary or glossary to check words they have learnt?  
**PSHE**  
**Health & Wellbeing**  
 Do they know which commonly available substances and drugs are legal and illegal, and their effects and risks?  
 Do they recognise the different risks in different situations and then behave responsibly, including sensible road use? Can they judge what kind of physical contact is acceptable or unacceptable?  
 Do they understand that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know? Can they ask for help and use basic techniques for resisting pressure to do wrong?  
 Can they explain rules about health and safety, basic emergency aid procedures and where to get help?  
 Do they know where individuals, families and groups can get help and support?  
**Relationships**  
 Can they explain how the body changes in the approach to puberty?  
 Are they aware of different types of relationship, including marriage and those between friends and families, and are they able to develop the skills to be in a relationship?  
**RE: Journey of Life & Death; Easter**

**Home Learning Opportunities**  
 Ideas of places you could visit:

- [Natural History Museum](#)
- Wide Horizons, Eltham – Family Fun Days
- [Downe House](#)
- [National Maritime Museum](#)
- [Science Museum](#)

Other possible ideas to do at home:

- Plan a camping trip with your child!

**Art**  
**3D/ Textiles**  
 Can they create models on a range of scales?  
 Can they create work which is open to interpretation by the audience?  
 Can they include both visual and tactile elements in their work?  
**Knowledge**  
 Can they make a record about the styles and qualities in their work?  
 Can they say what their work is influenced by?  
 Can they include technical aspects in their work, e.g. architectural design?  
**Sketch Books**  
 Do their sketch books contain detailed notes, and quotes explaining about items?  
 Do they compare their methods to those of others and keep notes in their sketch books?  
 Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books.  
 Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?

**Design & Technology**  
 Can they use a range of information to inform their design?  
 Can they use market research to inform plans?  
 Can they work within constraints?  
 Can they follow and refine their plan if necessary?  
 Can they justify their plan to someone else?  
 Do they consider culture and society in their designs?  
 Can they use tools and materials precisely?  
 Do they change the way they are working if needed?  
 How well do they test and evaluate their final product?  
 Is it fit for purpose?  
 What would improve it?  
 Would different resources have improved their product?  
 Would they need more or different information to make it even better?  
 Does their product meet all design criteria?  
 Did they consider the use of the product when selecting materials?  
**Cooking and nutrition**  
 Can they explain how their product should be stored with reasons?  
 Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different foods?  
**Mouldable materials**  
 Can they justify why the chosen material was the best for the task?  
 Can they justify design in relation to the audience?