



Year 6 Key Skills Curriculum Map

Year A

Maths												
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value		Number – Addition, Subtraction, Multiplication and Division				Fractions				Geometry – Position and Direction	Consolidation
Spring	Number - Decimals		Number - Percentages		Number - Algebra		Measurement – converting Units	Measurement – Perimeter, Area and Volume		Number - Ratio		Consolidation
Summer	Geometry – Properties of Shapes		Problem Solving			Statistics		Investigations				Consolidation

	Drawing and Painting	Printing
Art	Selects appropriate media and techniques to achieve a specific outcome.	Create prints with three overlays. Work into prints with a range of media, e.g. pens, colour pens and paints.



	Information Technology	Computer Science	Digital Literacy
Computing	<p>Use technology to present their work, showing an increasing degree of skill and using advanced features of software and tools (e.g. using non-linear presentation tools such as Prezi).</p> <p>Select tools which they can use to help them achieve a specific aim and justify these choices to others.</p> <p>Understand the importance of evaluation and adaptation of individual features to enhance the overall product.</p> <p>To continue to use, search, enter data into their own databases.</p>	<p>Design and create a simple program that completes a given task including controlling or simulating a physical system.</p> <p>Use decomposition (breaking up code into smaller parts) to make debugging easier and quicker.</p> <p>Use variables in my coding.</p> <p>Understand how search engines order their results.</p> <p>Use selection (IF statements) to alter the way my programs run.</p> <p>Explain how increasingly complex algorithms work.</p>	<p>Recognise acceptable/unacceptable behaviour online and am confident in reporting.</p> <p>Recognise trustworthy sources of information on the internet.</p> <p>Use the internet to communicate (email, video conferencing, blogs, forums) or collaborate (wikis, collaborative editing).</p>

	Design	Make	Evaluating/Technical Knowledge	Cooking and Nutrition
Design Technology	<p>To generate ideas through brainstorming and identify a purpose for their product.</p> <p>To draw up a specification for their design.</p> <p>To develop a clear idea of what has to be done, planning how to</p>	<p>To use a wider range of appropriate material, tools and techniques.</p> <p>To measure and mark out accurately.</p> <p>To use different tools and equipment safely and accurately</p>	<p>To evaluate a product against the original design specification.</p> <p>To evaluate it personally and seek evaluation from others.</p> <p>Evaluate how learning from science and Mathematics can help design and make products</p>	<p>To apply the rules for basic food hygiene and other safe practices, e.g. hazards relating to the use of ovens.</p> <p>To have a basic understanding of how food is grown, reared or caught in the UK.</p>



	<p>use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail.</p> <p>To use results of investigations, information sources, including ICT when developing design ideas.</p> <p>Model their ideas using prototype and pattern pieces</p>	<p>To cut and join with accuracy to ensure a good-quality finish to the product.</p>	<p>that work.</p>	<p>To know how to prepare and cook a range of predominantly savoury dishes safely and hygienically, where appropriate, the use of a heat source.</p> <p>Use a range of techniques when such as peeling and chopping.</p> <p>To weigh and measure dry ingredients and liquids accurately.</p>
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Geography	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
	<p>Know more about the features of a variety of places around the world from local to global.</p>	<p>Understand more about the links between different places and that some places depend on each other.</p>	<p>Describe and begin to explain geographical patterns and a range of physical and human processes.</p> <p>Recognise that these interact to affect the lives and activities of people living there.</p> <p>Understand how people can both improve and damage the environment.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local</p>



				area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
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History	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Organise, Evaluate and Communicate Information
	<p>Make appropriate use of dates and specialist terms.</p> <p>Compare significant features from time periods and understand how Britain has influenced and been influenced by the wider world.</p>	<p>Identify features of and make links between past societies and periods.</p> <p>Understand about beliefs, behaviour and characteristics of people.</p> <p>Compare one aspect of life with the same aspect in another period.</p> <p>Attempt to explain historical concepts such as causation of events.</p>	<p>Recognise primary and secondary sources.</p> <p>Evaluate sources and identify those that are useful to the task.</p> <p>Show awareness of different viewpoints.</p>	<p>Use historical terminology which is mostly accurate.</p> <p>Plan and carry out individual investigations.</p> <p>Use a variety of ways to communicate knowledge and understanding including extended writing.</p>
History Topics				
	<ul style="list-style-type: none"> • A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. • Ancient Greece – a study of Greek life and achievements and their influence on the western world. 			



	Listening	Performing	Composing
Music	<p>Identify the tempo and Dynamics using musical vocabulary accurately.</p> <p>Identify instruments by timbre if appropriate (Female, Electric etc).</p> <p>Identify Calls & Responses</p>	<p>Accurately play correct notes on tuned instruments.</p> <p>Perform with increasing dexterity.</p> <p>Sing with expression, dynamics and sustain longer notes.</p>	<p>Compose rhythms and notes individually in sections of music.</p> <p>Compose as a class, judging if a note 'sounds' right or in time.</p>

	Games	Dance	Gymnastics	Athletics
PE	<p>Dribble effectively around obstacles.</p> <p>Show precision and accuracy when sending and receiving.</p> <p>Perform skills with accuracy, confidence and control.</p> <p>Combine and perform skills with control, adapting them to meet the needs of the situation.</p> <p>Play shots on both sides of the body and above their heads in practises and when the opportunity arises in a game</p>	<p>Explore, improvise and combine movements.</p> <p>Create structure in sections of dance using a range of movement patterns.</p> <p>Understand why dance is good for fitness.</p> <p>Comment on their own work and the work of others.</p>	<p>Combine and perform gymnastic actions, shapes and balances fluently.</p> <p>Develop their own sequences demonstrating control and balance.</p> <p>Understand why warming up and cooling down is important.</p> <p>Evaluate their own work and the work of others and suggest ways to improve.</p>	<p>Develop skills from the 3 main aspects of athletics – running, jumping and throwing.</p> <p>Develop flexibility, strength, technique, control and balance through athletics.</p> <p>Can sustain pace over short and longer distances.</p> <p>Able to run as part of a relay team working at their maximum speed.</p> <p>Can perform a range of jumps and throws demonstrating increasing power and accuracy.</p>



	<p>use different ways of bowling.</p> <p>Play competitive games (modified where appropriate) showing tactical awareness of attacking and defending and some knowledge of rules and scoring.</p> <p>Respond consistently in the games they play, choosing and using skills which meet the needs of the situation and learn how to evaluate and recognise their own success.</p>			<p>Are able to identify key strengths of a performer when running, jumping and throwing.</p>
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	Working Scientifically	Living Things and their Habitats
Science	<p>Can take accurate measurement using standard units.</p> <p>Can gather data to answer a question.</p> <p>Can record data to answer a question.</p> <p>Can report findings using simple scientific language.</p> <p>Can report findings using drawings.</p> <p>Can report findings using labelled diagrams.</p> <p>Can report findings using a table.</p>	<p>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</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p> <hr/> <p style="text-align: center;">Electricity</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>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.</p>



	<p>Can use results to draw a simple conclusion.</p> <p>Can take accurate and precise measurements using scientific equipment.</p> <p>Can take repeat measurements where appropriate.</p> <p>Can record data and results using diagrams with labels.</p> <p>Can record data and results using tables.</p> <p>Can record data and results using bar and line graphs.</p>	<p>Use recognised symbols when representing a simple circuit in a diagram.</p>
	<p>Working Scientifically</p>	<p>Animals Including Humans</p>
	<p>Can ask relevant questions.</p> <p>Can conduct a scientific enquiry to answer my own questions.</p> <p>Can set up a simple scientific enquiry.</p> <p>Can make careful observations.</p> <p>Can take accurate measurement using standard units of measure.</p> <p>Can plan different types of scientific enquiries to answer questions.</p> <p>Can recognise and control variables.</p> <p>Can take accurate and precise measurements using scientific equipment.</p>	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>



	Can take repeat measurements where appropriate.	
	Working Scientifically	Evolution and Inheritance
	<p>Can use results to draw a simple conclusion.</p> <p>Can use results to make a prediction for further values.</p> <p>Can identify difference, similarities and changes related to simple scientific ideas.</p> <p>Can use test results to make further predictions which will feed into further comparative and fair tests.</p> <p>Can report findings from an enquiry both orally and in writing.</p> <p>Can make a conclusion based on a test.</p> <p>Can explain results from an enquiry.</p> <p>Can identify a degree of trust within an enquiry.</p> <p>Can suggest improvements to be made to an investigation.</p>	<p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>
	Working Scientifically	Light
	<p>Can take accurate measurement using standard units.</p> <p>Can gather data to answer a question.</p> <p>Can record data to answer a question.</p> <p>Can report findings using simple scientific language.</p> <p>Can report findings using drawings.</p>	<p>Recognise that light appears to travel in straight lines.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>



	<p>Can report findings using labelled diagrams.</p> <p>Can report findings using a table.</p> <p>Can use results to draw a simple conclusion.</p> <p>Can take accurate and precise measurements using scientific equipment.</p> <p>Can take repeat measurements where appropriate.</p> <p>Can record data and results using diagrams with labels.</p> <p>Can record data and results using tables.</p> <p>Can record data and results using bar and line graphs.</p>	
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Language Skills	
Languages	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Actuate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>



Present ideas and information orally to a range of audiences.

Read carefully and show understanding of words phrases and simple writing.

Appreciate stories, songs, poems and rhymes in the language.

Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary.

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

Describe people, places, things and actions orally and in writing Understand basic grammar appropriate to the language being studied, including (where relevant): feminine masculine and neuter forms and conjugation of high- frequency verbs: key features and patterns of the language; how to apply these? For instance, to build sentences: and how these differ from or are similar to English.