

# Year 6 Autumn Term Curriculum Map

## **SCIENCE**

Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Study important scientists such as Charles Darwin and his impact on society.

**Key Vocabulary:** evolution, inheritance, fossils, inhabited,

## **MATHS**

To develop knowledge of place value, four operations, fractions and perimeter, area and volume, incorporating a range of problem solving and reasoning opportunities with a mastery approach.

**Key Vocabulary:** millions, thousands, hundreds, ones, place value, addition, subtraction, division, multiply.

## **ENGLISH**

Analyse the texts 'Goodnight Mister Tom' and 'War Horse', describe settings and characters and create our own narrative based on the work of different authors.

**Key Vocabulary:** evacuee, billeting officer, noun phrase, fronted adverbial, word class

## **HISTORY**

To identify the main countries, world leaders and events of and leading up to World War 1 and 2.

**Key Vocabulary:** evacuee, war effort, Axis Powers, Allied Powers, holocaust, segregation, propaganda, Blitz D-Day.

## **GEOGRAPHY**

To know what life is like in Brazil. Be able to locate South America and other continents; know how latitude affects climate and economy; and, the significance of the Amazon Rainforest

**Key Vocabulary:** location, trade, sustainability, environment, continent, South America.

## **PE**

Work collaboratively with a partner and in small groups to perform gymnastics sequences with flexibility, balance, strength, and control. Develop ball skills in tennis to improve accuracy and skill.

**Key Vocabulary:** Flight, vault, sequences, combinations, direction, speed, strength, accuracy, forehand

## **ICT**

Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer.

**Key Vocabulary:** Search engine, refine, web crawlers, index

## **MUSIC**

To be able to play and perform using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

**Key Vocabulary:** chord, major scale, minor scale, pentatonic scale

## **SMSC/RE/RHE**

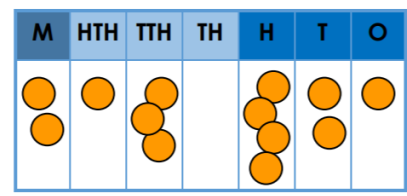
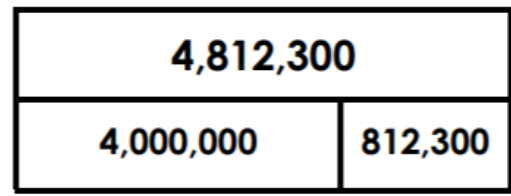
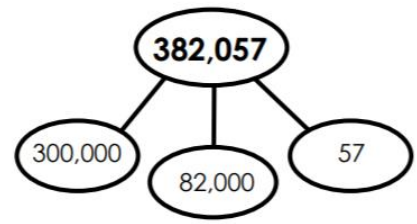
How can we keep healthy as we grow, relationships and Creation in science, complimentary or conflicting?

**Key Vocabulary:** protein, exercise, illegal, legal, growing, God, Jesus, Easter, Christmas, Holy, prayer, pray

**Representations**

**Vocabulary**

Numbers can be represented in a variety of ways:



- ones, tens, hundreds, thousands, ten thousands, hundred thousands, millions, ten million

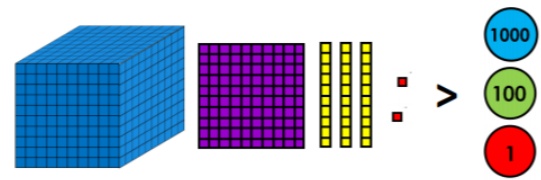
increase/decrease  
less than/greater than  
equal to  
rounding / nearest  
negative number  
compare / order  
partitioning  
lace value  
part, part whole

**Comparing Numbers**

**Ordering Numbers**

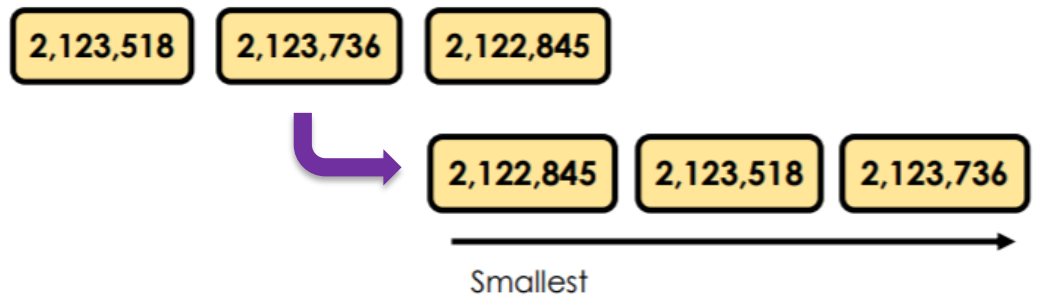
We can compare numbers using the < and > symbols.

< means less than    > means greater than  
= means equal to



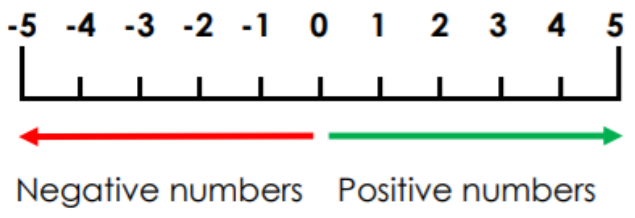
$122,845 < 123,518$        $2,579,736 > 2,579,436$

When we put numbers in order, we need to compare the value of their digits.



**Negative Numbers**

**Rounding**



**527,356**

527,356 to the **nearest 10** is 527,360      527,356 to the **nearest 10,000** is 530,000  
 527,356 to the **nearest 100** is 527,400      527,356 to the **nearest 100,000** is 500,000  
 527,356 to the **nearest 1000** is 527,000      527,356 to the **nearest 1,000,000** is 1,000,000

Column Addition

Column Subtraction

Column Multiplication

Short and Long Division

	4	5	8	6	4
+	2	3	4	9	7
	6	9	3	6	1

1   1   1

	3	5	<del>7</del> <sup>6</sup>	<del>4</del> <sup>13</sup>	<del>2</del> <sup>1</sup>
-		3	4	7	6
	3	2	2	6	6

	1	3	2
	1	5	4
x		2	6
	9	2	4
3	0	8	0
4	0	0	4

1   1

		4	4	0	5
12	5	2	8	6	0

		1	2	0	r	3
14	1	6	8	3		
	1	4	0	0	-	
		2	8	3		
		2	8	0	-	
				3		

<b>B</b>	<b>Brackets</b>	Complete anything in brackets first	$10 \times (4 + 2) =$ $10 \times 6 = 16$
<b>O</b>	<b>Orders</b>	Squares, cubes, square roots	$5 + 3^2 =$ $5 + 9 = 14$
<b>D</b>	<b>Division</b>	Next do division and multiplication (if there are both, complete left to right)	$10 + 6 \div 2 =$ $10 + 3 = 13$
<b>M</b>	<b>Multiplication</b>		$10 - 4 \times 2 =$ $10 - 8 = 2$
<b>A</b>	<b>Addition</b>	Then do addition and subtraction (if there are both, complete left to right)	$10 \times 4 + 7 =$ $40 + 7 = 47$
<b>S</b>	<b>Subtraction</b>		$10 \div 2 - 3 =$ $5 - 3 = 2$

Term	Definition	Example																		
<b>factor</b>	a number that divides exactly into another number – (helpful to find them in pairs)	factors of 12 are <b>1 and 12 2 and 6 3 and 4</b>																		
<b>common factor</b>	factors of two numbers that are the same	<p>Factors of 48</p> <table border="1" data-bbox="1145 379 1634 425"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>6</td><td>8</td><td>12</td><td>16</td><td>24</td><td>48</td> </tr> </table> <p>Factors of 30</p> <table border="1" data-bbox="1145 482 1634 528"> <tr> <td>1</td><td>2</td><td>3</td><td>5</td><td>6</td><td>10</td><td>15</td><td>30</td> </tr> </table> <p>Common factors are 1, 2, 3, 6</p>	1	2	3	4	6	8	12	16	24	48	1	2	3	5	6	10	15	30
1	2	3	4	6	8	12	16	24	48											
1	2	3	5	6	10	15	30													
<b>prime number</b>	a number with only 2 factors: 1 and itself	2, 3, 5, 7, 11, 13, 17, 19...																		
<b>composite number</b>	a number with more than two factors	20 is composite factors are 1, 20 2, 10 4, 5																		
<b>prime factor</b>	a factor that is prime	Factors of 10 are 1, 10 <b>2,5</b> these are prime factors																		
<b>multiple</b>	the result of multiplying a number by an integer	Multiples of 7 are 7, 14, 21, 28 ...																		
<b>common multiple</b>	multiples of two numbers that are the same	<p>Multiples of 3</p> <table border="1" data-bbox="1131 972 1622 1018"> <tr> <td>3</td><td>...</td><td>18</td><td>21</td><td>24</td><td>...</td><td>39</td><td>42</td> </tr> </table> <p>Multiples of 7</p> <table border="1" data-bbox="1131 1075 1622 1120"> <tr> <td>7</td><td>14</td><td>21</td><td>28</td><td>35</td><td>42</td> </tr> </table> <p>Common multiples are 21 42 ...</p>	3	...	18	21	24	...	39	42	7	14	21	28	35	42				
3	...	18	21	24	...	39	42													
7	14	21	28	35	42															
<b>square numbers</b>	the result when a number has been multiplied by itself	25 ( $5^2 = 5 \times 5$ )                      49 ( $7^2 = 7 \times 7$ )																		
<b>cube numbers</b>	the result when a number has been multiplied by itself 3 times	8 ( $2^3 = 2 \times 2 \times 2$ )                      27 ( $3^3 = 3 \times 3 \times 3$ )																		