



Curriculum Overview - Year 6 - 2021

Excellence - Responsibility - Respect - Community - Enjoyment - Compassion - Perseverance



Subject	Autumn		Spring		Summer	
	1	2	1	2	1	2
Enrichments and Enhancements-postponed due to Covid 19	St Luke's Bombed Out Church		Tate Art Gallery	Knowsley Safari Park		Manchester Industrial Museum Residential
English	<p>Vehicle Text: Hansel and Gretel</p> <p>Fiction Genre: Dual narrative</p> <p>Purpose: To narrate</p> <p>Non-fiction Genre: A letter</p> <p>Purpose: To persuade</p>	<p>Vehicle Text: Rose Blanche and Anne Frank</p> <p>Fiction Genre: A diary</p> <p>Purpose: To recount</p> <p>Non-fiction Genre: Bravery speech award</p> <p>Purpose: To recount and inform (hybrid)</p>	<p>Vehicle Text: Wolves</p> <p>Fiction Genre: First person narrative</p> <p>Purpose: To narrate</p> <p>Fiction Genre: Suspense narrative</p> <p>Purpose: To narrate</p> <p>Non-fiction Genre: Information Text</p> <p>Purpose: To inform</p>	<p>Vehicle Text: Dreams of Freedom</p> <p>Fiction Genre: Freedom narrative</p> <p>Purpose: To narrate</p> <p>Non-fiction Genre: Letter about an issue to an MP</p> <p>Purpose: To inform</p>	<p>Vehicle Text: A Story like the Wind</p> <p>Fiction Genre: Flashback narrative</p> <p>Purpose: To narrate</p> <p>Non-fiction Genre: Newspaper report</p> <p>Purpose: To recount</p>	<p>Vehicle Text: Shackleton's Journey</p> <p>Fiction Genre: Endurance Narrative</p> <p>Purpose: To narrate</p> <p>Non-fiction Genre: Magazine article</p> <p>Purpose: To recount and inform (hybrid)</p>

<p style="text-align: center;">SPaG</p>	<p style="text-align: center;">Word: Synonyms, antonyms, difference between formal and informal speech, formal and informal vocabulary choices</p> <p style="text-align: center;">Sentence: Difference between structures of informal and formal speech, the use of subjunctive form in formal speech</p> <p style="text-align: center;">Text: Linking ideas across paragraphs using cohesive devices – pronouns</p> <p style="text-align: center;">Punctuation: Semi-colon to separate clauses; hyphens to clarify meaning</p>	<p style="text-align: center;">Word: Synonyms, antonyms, difference between formal and informal speech, formal and informal vocabulary choices</p> <p style="text-align: center;">Sentence: Difference between structures of informal and formal speech, the use of question tags in informal speech</p> <p style="text-align: center;">Text: Linking ideas across paragraphs using cohesive devices – adverbials</p> <p style="text-align: center;">Punctuation: Colons to introduce a list; semi-colons for an elaborate list; commas, brackets and dashes for parenthesis; semi-colon to separate two main clauses</p>	<p style="text-align: center;">Word: Understand how words are related, difference between formal and informal speech, technical vocabulary to add to a formal tone</p> <p style="text-align: center;">Sentence: Use of the passive to affect the presentation of information, use of question tags in informal speech</p> <p style="text-align: center;">Text: Linking ideas across paragraphs using cohesive devices – conjunctions, adverbials, pronouns and synonyms; use of headings, subheading and bullets to structure texts</p> <p style="text-align: center;">Punctuation: Colon to introduce a list; semi-colon for an elaborate list; commas to punctuate relative clause; speech punctuation; semi-colon as the boundary between independent clauses; bullet points; hyphens to avoid ambiguity</p>	<p style="text-align: center;">Word: Synonyms, antonyms, difference between formal and informal speech, formal and informal vocabulary choices</p> <p style="text-align: center;">Sentence: Difference between structure of informal and formal speech, use of the subjunctive form in formal speech and writing, command/suggest/demand, use of the passive to affect the presentation in a sentence</p> <p style="text-align: center;">Text: Recap of ellipsis for cohesion</p> <p style="text-align: center;">Punctuation: Colon to introduce a list; semi-colon for an elaborate list; use a range of punctuation taught at KS2 to punctuate</p>	<p style="text-align: center;">Word: Synonyms, antonyms, difference between formal and informal speech, formal and informal vocabulary choices</p> <p style="text-align: center;">Sentence: Difference between structures of formal and informal speech</p> <p style="text-align: center;">Text: Linking ideas across paragraphs using cohesive devices – repetition and ellipsis; headings, subheadings, columns and captions to structure information</p> <p style="text-align: center;">Punctuation: Colon to introduce a list; semi-colon for an elaborate list; use a range of punctuation taught at KS2 to punctuate; speech punctuation</p>	<p style="text-align: center;">Word: Synonyms, antonyms, difference between formal and informal speech, formal and informal vocabulary choices</p> <p style="text-align: center;">Sentence: Use of the passive to affect the presentation of information in a sentence</p> <p style="text-align: center;">Text: Linking ideas across paragraph using cohesive devices – adverbials; use headings and subheadings to structure a text</p> <p style="text-align: center;">Punctuation: Use commas to: clarify meaning; use commas after fronted adverbials; separate items in a list; parenthesis. Use semi-colons as a boundary between independent clauses</p>
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<p>RM5</p>	<p>Fiction: Traditional tales</p> <p>Non-Fiction: Environment, Space</p> <p>Poetry: Narrative poem</p>	<p>Fiction: Fantasy</p> <p>Non-Fiction: Black History (Harriet Tubman)</p> <p>Poetry: Remembrance</p>	<p>Fiction: Skellig</p> <p>Non-Fiction: Slave trade in Liverpool</p> <p>Poetry: Maya Angelou</p>	<p>Fiction: Film clip</p> <p>Non-Fiction: Extract of diary (Anne Frank)</p> <p>Poetry: Song (Space Oddity – David Bowie)</p>	<p>Fiction: Shakespeare</p> <p>Non-Fiction: Origin of the Species</p> <p>Poetry: Spike Milligan</p>	<p>Fiction: Neil Gaiman</p> <p>Non-Fiction: Light</p> <p>Poetry: Shakespeare</p>
<p>Maths</p>	<p>Number: place value; addition, subtraction, multiplication, and division</p>	<p>Number: fractions</p> <p>Geometry: position and direction</p>	<p>Number: decimals; percentages; algebra; ratio</p>	<p>Measurement: converting units; perimeter, area and volume</p> <p>Statistics</p>	<p>Geometry: properties of shape</p>	<p>Consolidation, investigations and preparations for KS3</p>
<p>Science</p>	<p>Light</p> <p>Recognise light travels in straight lines. Explain how we see things. Explain why shades have the same shape as objects that cast them.</p>	<p>Animals (including humans)</p> <p>Identify main parts of the circulatory system. Recognise impact of diet and lifestyle on bodily function. Describe how nutrients are transported within animals.</p>	<p>Evolution and Inheritance</p> <p>Recognise that living things change over time. Recognise living things produce offspring. Identify how animals and plants adapt to suit their environment.</p>	<p>Living Things and their Habitats</p> <p>Describe how living things are classified based on similarities and differences. Give reasons for classification on specific characteristics.</p>	<p>Electricity</p> <p>Associate brightness of lamp with the voltage of cells used in the circuit. Compare and give reasons for variations in how components function. Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Revision</p>
<p>Computing</p>	<p>Cross-curricular links Use statistics to enter information into a spreadsheet and then create graphs to make the information clearer to be able to interpret the information. What</p>	<p>Cross-curricular links- Use statistics to enter information into a spreadsheet and then create graphs to make the information clearer to be able to interpret the information. What</p>	<p>Cross curricular links- Computing lesson 1: Skills DL6.8 and IT6.1 – Children to use time graphics to create an accurate timeline of events linked to the Mayans</p>	<p>Cross curricular links- Art: Drawing and Printing (Artist Katsushika Hokusai) Computing lesson 1: Skills IT6.2 and IT6.5 – Children to use time-lapse on the ipads to</p>	<p>Cross-curricular links History: What does our City remember? Computing lesson 1: Skills IT6.3, 6.4 and 6.5 – Use Adobe Spark Page video about a famous person they have researched.</p>	<p>Cross-curricular links Geography: How has industry impacted our landscape? Computing lesson 1: Skills DL6.8 and 6.9 – use Airtable to input data creating a database on the</p>

<p>style of graph works best?- IT Computing lesson 2: Record the children's speeches using Audacity software on the laptops. (links to lesson 5) IT</p> <p>Geography: Sustainable Tourism: What, where and why? Computing lesson 1: Film groups of pupils explaining problems and solutions relating to sustainable tourism against images from Australia. (green screen) DL, DL</p> <p>Coding Internet Safety children learn to use technology positively and safely to communicate with friends and family, whilst taking responsibility for their own safety and well-being.</p>	<p>style of graph works best? IT Computing lesson 2: Record the children's speeches using Audacity software on the laptops. (links to lesson 5) IT</p> <p>Geography: Sustainable Tourism: What, where and why? Computing lesson 1: Film groups of pupils explaining problems and solutions relating to sustainable tourism against images from Australia. (green screen) DL, DL</p> <p>Coding Internet Safety children learn to use technology positively and safely to communicate with friends and family, whilst taking responsibility for their own safety and well-being.</p>	<p>Computing lesson 2: Skills IT6.3 and IT6.4 – Use Adobe Spark Page showcasing a range of Maya artefacts and cultures.</p> <p>Art: Drawing and Printing (Artist Katsushika Hokusai) Computing lesson 1: Skills IT6.2 and IT6.5 – Chn to use time-lapse on the ipads to record themselves creating a piece of art. Computing lesson 2: Skills DL6.4 and DL6.7 – Use Padlet to self and peer assess each other's pieces of art.</p> <p>Science: Livings Things and their habitats Computing lesson 1: Skills DL6.1, DL6.2 and DL6.8 – Use Airtable to create their own database to classify a range of different animals. Computing lesson 2: Skills IT6.3 and IT6.6 – Children to create their own Kahoot quizzes linked to the topic – this task will reinforce the learning</p>	<p>record themselves creating a piece of art. Computing lesson 2: Skills DL6.4 and DL6.7 – Use Padlet to self and peer assess each other's pieces of art.</p> <p>Science: Livings Things and their habitats Computing lesson 1: Skills DL6.1, DL6.2 and DL6.8 – Use Airtable to create their own database to classify a range of different animals. Computing lesson 2: Skills IT6.3 and IT6.6 – Children to create their own Kahoot quizzes linked to the topic – this task will reinforce the learning that the children have been doing.</p> <p>Coding Internet Safety children learn to use technology positively and safely to communicate with friends and family, whilst taking responsibility for their</p>	<p>Children to use internet searches, add captions and narrate in full sentences. Computing lesson 2: Skills IT6.2, 6.3 and 6.5 – Children to use their end of topic assessment piece to support them in creating a fun way of showing what they have learnt, children can pick which software they want to use in order to complete this task.</p> <p>Coding Internet Safety children learn to use technology positively and safely to communicate with friends and family, whilst taking responsibility for their own safety and well-being.</p>	<p>population of Liverpool, Manchester and London. Children use this information to create a basic graph. Computing lesson 2: Skills IT6.1 and 6.2 – Children to use graph showing population of Liverpool overtime to create a graph showing this increase on Excel.</p> <p>Science: Electricity Computing Lesson 1: Skills CS6.8 – use Phet Circuit Construction Kit to investigate what happens to electrical current in a range of environments. Computing lesson 2: Skills IT6.1 and 6.5 – Children to use science resources to create an iMovie showing the progress of their investigation. Coding Internet Safety children learn to use technology positively and safely to communicate with friends and family, whilst taking responsibility for their</p>
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		Coding Internet Safety children learn to use technology positively and safely to communicate with friends and family, whilst taking responsibility for their own safety and well-being.		
History	World War Two How did a war so far away affect our city?	The Incredible Mayans What happened to the Mayan Civilisation and how did they live?	Liverpool: A Hall of Achievement Who does our city remember?	
Geography	Does climate change exist? Exploring climate zones, biomes and vegetation belts	Sustainable tourism: What, where and why? Exploring the impact of tourism on localities and cultures around the world	How do we impact and navigate our landscapes? Exploring changing and contrasting landscapes	
Art	Making My Voice Heard- Exploring art with a message, pupils look at the famous 'Guernica' by Picasso and the confronting works of Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture, pupils create their own artworks that speak to the viewer Thinking about race and art Tate Kids video	Still Life- Pupils revisit their still life skills, creating a variety of pieces influenced by different artists and using a range of mediums. They use charcoal, erasers and paint to depict their chosen composition of special objects before using them to construct a memory box to showcase their work.	Photography Pupils cover useful artistic concepts in a new context, looking at: composition, colour, light, abstract images and underlying messages. By familiarising themselves with new photography artists, children can gain a new perspective on the way they look at the people and objects around them, capturing and presenting images in different ways.	
DT	A Christmas Gift Textiles- Pupils pin and tack fabric pieces together. They can join fabrics by over sewing, back stitch, blanket stitch and are introduced to	Motor Vehicles Mechanisms – electrical. Develop a greater understanding of how cams, pulleys or gears create movement. Create and use prototypes.	Cooking and Nutrition Jamie Oliver and at least one other contrasting chef (Khalid Mohammed – Trinidad, Shuko Oda – Japan)	

	machine sewing. Children are able to make quality products with increasing accuracy and independence. Artist and Graphic designer - Susan Kare		Design and make products with greater independence. Engineer - Beatrice Shilling Inventor – Mary Anderson Designer/inventor - Henry Ford		Pupils work to understand and apply the principles of a healthy and varied diet. They prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques, understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	
PE	Dance Swimming	Gymnastics Swimming	Games	Net and Wall Games	Striking and Fielding Games	Athletics
French	'J'ai mal' et 'Où est ma trousse?' Parts of the body Items in a pencil case	'Luc et le professeur' et 'Le vrai professeur' Classroom vocabulary	'Je les cheveux noir et longs' et 'Un lettre au père Noël' Describing myself Christmas	'Joyeux Noël' et 'Quel temps fait-il ?' Christmas Weather	'Combien de paquets ?' et 'J'ai trente-deux paquets ?' Games Numbers to 100	'Luc et Sophie font les devoirs ?' et 'C'est délicieux ?' Subjects Food
Music	Ukulele <u>CORE SKILLS</u> Timing Pitch Melody Volume Reading Tablature Tuning	Ukulele <u>CORE SKILLS</u> Timing Pitch Melody Volume Reading Tablature Tuning	Ukulele <u>CORE SKILLS</u> Timing Pitch Melody Volume Reading Tablature Tuning	Ukulele <u>CORE SKILLS</u> Timing Pitch Melody Volume Reading Tablature Tuning	Ukulele <u>CORE SKILLS</u> Timing Pitch Melody Volume Reading Tablature Tuning	Ukulele <u>CORE SKILLS</u> Timing Pitch Melody Volume Reading Tablature Tuning
RE	What does it mean to be a Muslim in Britain today?	What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	Is it better to express your religion in arts and architecture or in charity and generosity?	Why do some people believe God exists?	What do religions say to us when life gets hard?	What do religions say to us when life gets hard?

<p>Happy Centred Classroom</p>	<p>Self-confidence- Can I think of ways to be confident now and in the future? Can I show positive self-talk? Can I push myself to complete a challenge?</p>	<p>Coping-</p>	<p>Achievement and Success- What is success? Can I set myself goals/targets for the future? What can we learn from failing?</p>	<p>Support- How do people give and accept support? How can I support my local community? What are the foundations of support?</p>	<p>Positive Relationships- What are positive relationships? Why are they so important? Understand how data can be shared online safely. Understand the boundaries we put in place to make ourselves safe.</p>	<p>School Values- Understand the basic core values of school. Discuss, debate and reflect school values.</p>
<p>PSHE</p>	<p>Being Me in My World</p>	<p>Celebrating Difference (including anti-bullying) Safety Messages: Power struggles (cyber bullying) Why bully? (Managing feelings, how to solve problems) Understanding disability. Children begin to understand how a disability can affect someone's life. Children explore power in different contexts – how sometimes it is needed, and how sometimes it is unwarranted and can feel unsafe.</p>	<p>Dreams and Goals</p>	<p>Healthy Me</p>	<p>Relationships Safety Messages: Power and control (assertiveness techniques) Being safe with technology (online safety)</p>	<p>Changing Me (including SRE)</p>

<p>P4C</p>	<p>Victims: Who is to blame? Reviewing the enquiry process as a whole. What 'C' have we used the most? What is our target for our next enquiry/activity?</p>	<p>What is a choice? Devise questions or statements that allow the children to 'think of new ideas'. Discuss the idea of myself as a thinker.</p>	<p>If I lose my memory am I the same person? John Lennon Imagine: A reflection Show readiness to change thinking Keep focused on the question Make connections</p>	<p>You've got to pick a pocket or two: right, wrong or a grey area?</p>	<p>Should people who are not related ever be considered family members? Show interest in beliefs and experiences different to my own Think of new ideas, suggest conclusions that could be drawn Test our big ideas. Children to share reflections and thoughts on the matter.</p>	<p>If you read a paper in a shop without paying for it, is that stealing? Private reflections. Shared reflections within a group. Encourage children to build upon and use the correct vocabulary.</p>
<p>Further Reading List (Optional)</p>	<p>Heidi https://www.booksfortopics.com/year-6 https://www.getepic.com/ https://readtheory.org/ https://www.readliverpool.co.uk/ebooks/</p>	<p>Colours of History Little People, Big Dreams https://www.booksfortopics.com/year-6 https://www.getepic.com/ https://readtheory.org/ https://www.readliverpool.co.uk/ebooks/</p>	<p>The Boy at the Back of the Classroom https://www.booksfortopics.com/year-6 https://www.getepic.com/ https://readtheory.org/ https://www.readliverpool.co.uk/ebooks/</p>	<p>Malala and Poetry https://www.booksfortopics.com/year-6 https://www.getepic.com/ https://readtheory.org/ https://www.readliverpool.co.uk/ebooks/</p>	<p>Holes https://www.booksfortopics.com/year-6 https://www.getepic.com/ https://readtheory.org/ https://www.readliverpool.co.uk/ebooks/</p>	<p>Wonder https://www.booksfortopics.com/year-6 https://www.getepic.com/ https://readtheory.org/ https://www.readliverpool.co.uk/ebooks/</p>
<p>Opportunities to extend learning from home</p>	<p>Science: https://www.goodhousekeeping.com/life/parenting/g32176446/science-experiments-for-kids/ History:</p>	<p>Science: Make a time lapse video of the garden for a whole day: what do you notice? Catalyst Museum, Widnes Geography:</p>	<p>Science: Research David Attenborough History: https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ks3-mayan-innovations-</p>	<p>Science: Visit Knowsley Safari Park, or investigate their online materials Geography: Find different sites that need protecting – why are they significant and what</p>	<p>Science: Look at the characteristics of different Mr Men and Little Misses, can you show how they might pass their genes on? History:</p>	<p>Science: Research different unusual animals, how are they adapted to their habitats? Geography: Watch the London 2012 Olympic Opening Ceremony – what</p>

	<p>Visit St Luke's bombed out church to sketch and take pictures</p> <p>Imperial War Museum, Manchester</p> <p>Western Approaches Museum</p> <p>Art: Tate Liverpool</p> <p>Walker Art Gallery</p>	<p>Research Greta Thurnberg or read 'No one is too small to make a difference'</p> <p>https://www.worldometers.info/</p> <p>DT: https://www.stem.org.uk/home-learning/family-activities</p>	<p>and-inventions/z632t39 Research the Maya</p> <p>Art: Choose 5 objects from your home, organise them into an arrangement you are happy with, have a go at sketching them – can you add in the shadows or draw from a different perspective?</p>	<p>can we do to protect them?</p> <p>DT: Research different designers and engineers</p>	<p>Go on a walking tour of Liverpool City Centre, how many blue signs can you spot? Who are they for and why?</p> <p>Art: Take photographs and have a look at the 'rule of thirds'</p>	<p>changes can you see happening?</p> <p>DT: Design a balanced weekly menu and help cook for the week</p>
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