



## Curriculum Overview - Year 6 – 2023

Diversity Links

Safeguarding Links



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

Subject	Autumn		Spring		Summer	
	1	2	1	2	1	2
<b>Enrichments and Enhancements</b>	Mosque Visit Visit from an upholsterer		Tate Art Gallery St Luke's Bombed Out Church		Financial and banking support	Residential
<b>English</b>	<p style="text-align: center;"><b>Vehicle Text:</b> Rose Blanche and Anne Frank</p> <p style="text-align: center;"><b>Fiction Genre:</b> A diary</p> <p style="text-align: center;"><b>Purpose:</b> To recount</p> <p style="text-align: center;"><b>Non-fiction Genre:</b> Bravery speech award</p> <p style="text-align: center;"><b>Purpose:</b> To recount and inform (hybrid)</p>	<p style="text-align: center;"><b>Vehicle Text:</b> A Story like the Wind</p> <p style="text-align: center;"><b>Fiction Genre:</b> Flashback narrative</p> <p style="text-align: center;"><b>Purpose:</b> To narrate</p> <p style="text-align: center;"><b>Non-fiction Genre:</b> Newspaper report</p> <p style="text-align: center;"><b>Purpose:</b> To recount</p>	<p style="text-align: center;"><b>Vehicle Text:</b> Origin of the Species</p> <p style="text-align: center;"><b>Fiction Genre:</b> Discovery narrative</p> <p style="text-align: center;"><b>Purpose:</b> To narrate</p> <p style="text-align: center;"><b>Non-fiction Genre:</b> Information Text</p> <p style="text-align: center;"><b>Purpose:</b> To inform</p>	<p style="text-align: center;"><b>Vehicle Text:</b> Ways of the Wolf</p> <p style="text-align: center;"><b>Fiction Genre:</b> First person narrative</p> <p style="text-align: center;"><b>Purpose:</b> To narrate</p> <p style="text-align: center;"><b>Non-fiction Genre:</b> Letter about an issue to an MP</p> <p style="text-align: center;"><b>Purpose:</b> To inform</p>	<p style="text-align: center;"><b>Vehicle Text:</b> Shackleton's Journey</p> <p style="text-align: center;"><b>Fiction Genre:</b> Endurance Narrative</p> <p style="text-align: center;"><b>Purpose:</b> To narrate</p> <p style="text-align: center;"><b>Non-fiction Genre:</b> Magazine article</p> <p style="text-align: center;"><b>Purpose:</b> To recount and inform (hybrid)</p>	<p style="text-align: center;"><b>Vehicle Text:</b> Hansel and Gretel</p> <p style="text-align: center;"><b>Fiction Genre:</b> Dual narrative</p> <p style="text-align: center;"><b>Purpose:</b> To narrate</p> <p style="text-align: center;"><b>Non-fiction Genre:</b> A letter</p> <p style="text-align: center;"><b>Purpose:</b> To persuade</p>

<p style="text-align: center;"><b>SPaG</b></p>	<p style="text-align: center;"><b>Word:</b> Synonyms, antonyms, difference between formal and informal speech, formal and informal vocabulary choices</p> <p style="text-align: center;"><b>Sentence:</b> Difference between structures of informal and formal speech, the use of subjunctive form in formal speech</p> <p style="text-align: center;"><b>Text:</b> Linking ideas across paragraphs using cohesive devices – pronouns</p> <p style="text-align: center;"><b>Punctuation:</b> Semi-colon to separate clauses; hyphens to clarify meaning</p>	<p style="text-align: center;"><b>Word:</b> Synonyms, antonyms, difference between formal and informal speech, formal and informal vocabulary choices</p> <p style="text-align: center;"><b>Sentence:</b> Difference between structures of informal and formal speech, the use of question tags in informal speech</p> <p style="text-align: center;"><b>Text:</b> Linking ideas across paragraphs using cohesive devices – adverbials</p> <p style="text-align: center;"><b>Punctuation:</b> 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;"><b>Word:</b> 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;"><b>Sentence:</b> Use of the passive to affect the presentation of information, use of question tags in informal speech</p> <p style="text-align: center;"><b>Text:</b> 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;"><b>Punctuation:</b> 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;"><b>Word:</b> Synonyms, antonyms, difference between formal and informal speech, formal and informal vocabulary choices</p> <p style="text-align: center;"><b>Sentence:</b> 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;"><b>Text:</b> Recap of ellipsis for cohesion</p> <p style="text-align: center;"><b>Punctuation:</b> 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;"><b>Word:</b> Synonyms, antonyms, difference between formal and informal speech, formal and informal vocabulary choices</p> <p style="text-align: center;"><b>Sentence:</b> Difference between structures of formal and informal speech</p> <p style="text-align: center;"><b>Text:</b> Linking ideas across paragraphs using cohesive devices – repetition and ellipsis; headings, subheadings, columns and captions to structure information</p> <p style="text-align: center;"><b>Punctuation:</b> 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;"><b>Word:</b> Synonyms, antonyms, difference between formal and informal speech, formal and informal vocabulary choices</p> <p style="text-align: center;"><b>Sentence:</b> Use of the passive to affect the presentation of information in a sentence</p> <p style="text-align: center;"><b>Text:</b> Linking ideas across paragraph using cohesive devices – adverbials; use headings and subheadings to structure a text</p> <p style="text-align: center;"><b>Punctuation:</b> 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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<b>RM5</b>	<p><b>Fiction:</b> Traditional tales</p> <p><b>Non-Fiction:</b> Environment, Space</p> <p><b>Poetry:</b> Narrative poem</p>	<p><b>Fiction:</b> Fantasy</p> <p><b>Non-Fiction:</b> Black History (Harriet Tubman)</p> <p><b>Poetry:</b> Remembrance</p>	<p><b>Fiction:</b> Skellig</p> <p><b>Non-Fiction:</b> Slave trade in Liverpool</p> <p><b>Poetry:</b> Maya Angelou</p>	<p><b>Fiction:</b> Film clip</p> <p><b>Non-Fiction:</b> Extract of diary (Anne Frank)</p> <p><b>Poetry:</b> Song (Space Oddity – David Bowie)</p>	<p><b>Fiction:</b> Shakespeare</p> <p><b>Non-Fiction:</b> Origin of the Species</p> <p><b>Poetry:</b> Spike Milligan</p>	<p><b>Fiction:</b> Neil Gaiman</p> <p><b>Non-Fiction:</b> Light</p> <p><b>Poetry:</b> Shakespeare</p>
<b>Maths</b>	<p><b>Number:</b> place value; addition, subtraction, multiplication, and division</p>	<p><b>Number:</b> fractions</p> <p><b>Measure:</b> metric and imperial</p>	<p><b>Number:</b> decimals; algebra; ratio and proportion</p>	<p><b>Number:</b> percentages</p> <p><b>Measure:</b> area, perimeter and volume</p>	<p><b>Number:</b> statistics; problem solving</p> <p><b>Geometry:</b> properties of shape; position and direction</p>	<p>Consolidation, investigations and preparations for KS3</p>
<b>Science</b>	<p><b>Light</b></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><b>Electricity</b></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><b>Living Things and their Habitats</b></p> <p>Describe how living things are classified based on similarities and differences. Give reasons for classification on specific characteristics.</p>	<p><b>Evolution and Inheritance</b></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><b>Animals (including humans)</b></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><b>Animals (including humans)</b></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>
<b>Computing</b>	<p><b>Computing Systems and Networks</b> Communication and collaboration</p> <p>Online Safety</p>	<p><b>Creating Media</b> Web page creation</p> <p>Online Safety</p>	<p><b>Programming A</b> Variables in games</p> <p>Online Safety</p>	<p><b>Data and Information</b> Spreadsheets</p> <p>Online Safety</p>	<p><b>Creating Media</b> 3D Modelling</p> <p>Online Safety</p>	<p><b>Programming B</b> Sensing movement</p> <p>Online Safety</p>

<b>History</b>	<b>World War Two</b> How did a war so far away affect our city?		<b>The Incredible Mayans</b> What happened to the Mayan Civilisation and how did they live?		<b>Liverpool: A Hall of Achievement</b> Who does our city remember?	
<b>Geography</b>	<b>Why is California so Thirsty?</b>	<b>Migration</b>	<b>Oceans</b>	<b>North and South America</b>	<b>The Amazon</b>	<b>Interconnected Amazon</b>
<b>Art</b>	<b>Painting</b> Make paintings in response to music, responding to mood and sounds in different mediums		<b>3D Sculpture</b> Use clay to make faces, having initial studied different fossils to make drawings based on evolution		<b>Textiles / Collage</b> Make studies of seaside scenes using batik and additional sewing (or left as abstract expression)	
<b>DT</b>	<b>A Christmas Gift</b> Textiles Artist and Graphic designer - Susan Kare		<b>Motor Vehicles</b> Mechanisms – electrical Engineer - Beatrice Shilling Inventor – Mary Anderson Designer/inventor - Henry Ford		<b>Cooking and Nutrition</b> Jamie Oliver and at least one other contrasting chef (Khalid Mohammed – Trinidad, Shuko Oda – Japan)	
<b>PE</b>	<b>Personal:</b> coordination and agility  Swimming	<b>Social:</b> dynamic balance and counter balance  Swimming	<b>Cognitive:</b> static balance and coordination  Outdoor Games	<b>Creative:</b> static balance (seated and floor)  Outdoor Games	<b>Physical:</b> dynamic balance to agility and static balance  Outdoor Games	<b>Health and Fitness:</b> coordination and agility  Outdoor Games
<b>French</b>	Revision of Y3-Y5 topics		Dans la salle de classe		Je vais aller en vacances !	
<b>Music</b>	Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)	Songs of World War 2	Film music	Theme and variations (Theme: Pop Art)	Composing and performing a Leavers' song	Baroque Artists
<b>RE</b>	Islam 2 – Stories of the Prophet		Islam 3 – Muslim traditions		Christian traditions and practices	

<p><b>PSHE</b></p>	<p>Being Me in My World</p>	<p>Celebrating Difference (including anti-bullying)</p> <p><b>Safety Messages:</b> Power struggles (cyber bullying) Why bully? (Managing feelings, how to solve problems)</p>	<p>Dreams and Goals</p>	<p>Healthy Me</p>	<p>Relationships</p> <p><b>Safety Messages:</b> Power and control (assertiveness techniques) Being safe with technology (online safety)</p>	<p>Changing Me (including SRE)</p>
<p><b>Further Reading List (Optional)</b></p>	<p>Heidi</p> <p><a href="https://www.booksfortopics.com/year-6">https://www.booksfortopics.com/year-6</a> <a href="https://www.getepic.com/">https://www.getepic.com/</a> <a href="https://readtheory.org/">https://readtheory.org/</a> <a href="https://www.readliverpool.co.uk/ebooks/">https://www.readliverpool.co.uk/ebooks/</a></p>	<p>Colours of History Little People, Big Dreams</p> <p><a href="https://www.booksfortopics.com/year-6">https://www.booksfortopics.com/year-6</a> <a href="https://www.getepic.com/">https://www.getepic.com/</a> <a href="https://readtheory.org/">https://readtheory.org/</a> <a href="https://www.readliverpool.co.uk/ebooks/">https://www.readliverpool.co.uk/ebooks/</a></p>	<p>The Boy at the Back of the Classroom</p> <p><a href="https://www.booksfortopics.com/year-6">https://www.booksfortopics.com/year-6</a> <a href="https://www.getepic.com/">https://www.getepic.com/</a> <a href="https://readtheory.org/">https://readtheory.org/</a> <a href="https://www.readliverpool.co.uk/ebooks/">https://www.readliverpool.co.uk/ebooks/</a></p>	<p>Malala and Poetry</p> <p><a href="https://www.booksfortopics.com/year-6">https://www.booksfortopics.com/year-6</a> <a href="https://www.getepic.com/">https://www.getepic.com/</a> <a href="https://readtheory.org/">https://readtheory.org/</a> <a href="https://www.readliverpool.co.uk/ebooks/">https://www.readliverpool.co.uk/ebooks/</a></p>	<p>Holes</p> <p><a href="https://www.booksfortopics.com/year-6">https://www.booksfortopics.com/year-6</a> <a href="https://www.getepic.com/">https://www.getepic.com/</a> <a href="https://readtheory.org/">https://readtheory.org/</a> <a href="https://www.readliverpool.co.uk/ebooks/">https://www.readliverpool.co.uk/ebooks/</a></p>	<p>Wonder</p> <p><a href="https://www.booksfortopics.com/year-6">https://www.booksfortopics.com/year-6</a> <a href="https://www.getepic.com/">https://www.getepic.com/</a> <a href="https://readtheory.org/">https://readtheory.org/</a> <a href="https://www.readliverpool.co.uk/ebooks/">https://www.readliverpool.co.uk/ebooks/</a></p>
<p><b>Opportunities to extend learning from home</b></p>	<p><b>Science:</b> <a href="https://www.goodhousekeeping.com/life/parenting/g32176446/science-experiments-for-kids/">https://www.goodhousekeeping.com/life/parenting/g32176446/science-experiments-for-kids/</a></p> <p><b>History:</b> Visit St Luke's bombed out church to sketch and take pictures</p> <p>Imperial War Museum, Manchester</p>	<p><b>Science:</b> Make a time lapse video of the garden for a whole day: what do you notice?</p> <p>Catalyst Museum, Widnes</p> <p><b>DT:</b> <a href="https://www.stem.org.uk/home-learning/family-activities">https://www.stem.org.uk/home-learning/family-activities</a></p>	<p><b>Science:</b> Research David Attenborough</p> <p><b>History:</b> <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ks3-mayan-innovations-and-inventions/z632t39">https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ks3-mayan-innovations-and-inventions/z632t39</a> Research the Maya</p> <p><b>Art:</b> Choose 5 objects from your home, organise</p>	<p><b>Science:</b> Visit Knowsley Safari Park, or investigate their online materials</p> <p><b>Geography:</b> Find different sites that need protecting – why are they significant and what can we do to protect them?</p> <p><b>DT:</b></p>	<p><b>Science:</b> Look at the characteristics of different Mr Men and Little Misses, can you show how they might pass their genes on?</p> <p><b>History:</b> Go on a walking tour of Liverpool City Centre, how many blue signs can you spot? Who are they for and why?</p>	<p><b>Science:</b> Research different unusual animals, how are they adapted to their habitats?</p> <p><b>Geography:</b> Watch the London 2012 Olympic Opening Ceremony – what changes can you see happening?</p> <p><b>DT:</b></p>

	<p>Western Approaches Museum</p> <p><b>Art:</b> Tate Liverpool Walker Art Gallery</p>		<p>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>Research different designers and engineers</p> <p><b>Science:</b> Research David Attenborough</p>	<p><b>Art:</b> Take photographs and have a look at the 'rule of thirds'</p>	<p>Design a balanced weekly menu and help cook for the week</p>
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