


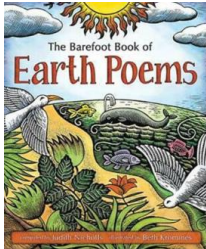


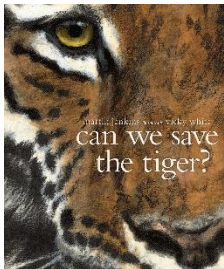
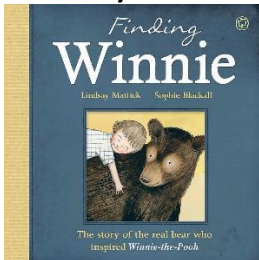
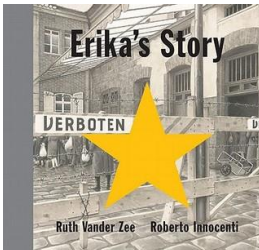
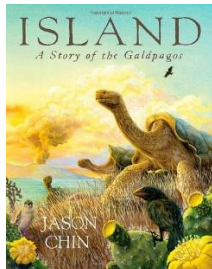





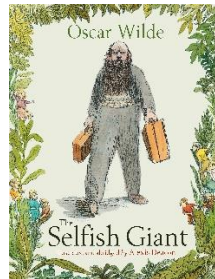







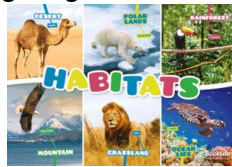




Year Six Curriculum Overview 2023-2024




YEAR SIX	Autumn Term		Spring Term		Summer Term	
P o e t r y	A Tiger in the Zoo by Leslie Norris  <p>Poem in a chosen form about an endangered animal.</p>	Blitz! By Mary Désirée Anderson  <p>Narrative poem</p>	The Sea by James Reeves  <p>Narrative poem including personification</p>	For Forest by Grace Nichols  <p>Free verse poem</p>	Guarding Secrets  <p>Free verse poem</p>	Sonnets: The view from a hot air balloon by Charlotte Smith  <p>Sonnets</p>


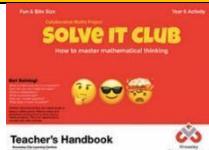

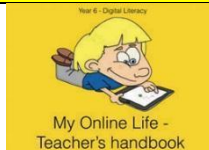



YEAR SIX	Autumn Term		Spring Term		Summer Term	
English	<div>Can We Save the Tiger by Martin Jenkins</div> <div></div> <div>Non-fiction</div>	<div>Finding Winnie by Lindsay Mattick</div> <div></div> <div>Historical fiction</div> <div>Erika's Story by Ruth Vader Zoe</div> <div></div> <div>Biographical fiction</div>	<div>Island by Jason Chin</div> <div></div> <div>Non Fiction</div>	<div>Mini Units – range of genres and stimuli</div> <div>Narrative (Mystery)</div> <div></div> <div>Sometimes The Stars (animation)</div> <div>Explanation</div> <div></div> <div>What is evolution?</div> <div>Instructions</div> <div></div> <div>Recovery position – First Aid</div> <div>Narrative</div> <div>Children's own choice of genres</div> <div>Report (Green Flag Award)</div> <div></div> <div>Renewable Energy</div> <div>Persuasion</div> <div></div> <div>Arête Leaflet</div>	<div>The Selfish Giant by Oscar Wilde</div> <div></div> <div>Classic fiction</div>	<div>Sky Chasers by Emily Carroll</div> <div></div>







YEAR SIX	Autumn Term		Spring Term		Summer Term									
M a t h s	<div>Place Value</div> <div></div> <div>Addition, subtraction, multiplication and division</div> <div><table><tr><td>Addition</td><td>+</td></tr><tr><td>Subtraction</td><td>-</td></tr><tr><td>Multiplication</td><td>×</td></tr><tr><td>Division</td><td>÷</td></tr></table></div>	Addition	+	Subtraction	-	Multiplication	×	Division	÷	<div>Fractions</div> <div></div> <div>Geometry: Position and direction</div> <div></div>	<div>Number: Decimals</div> <div></div> <div>Number: Percentages</div> <div></div> <div>Number: Algebra</div> <div></div> <div>Measurement: Converting Units</div> <div>Converting LENGTH Units</div> <div>It is easiest to use a conversion look-up diagram like the one below.</div> <div></div> <div>5km = 7 m Need to x 1000 5 x 1000 = 5000m ✓ 120cm = 7 m Need to ÷ 100 120 ÷ 100 = 1.2m ✓</div>	<div>Measurement: Perimeter, area and volume</div> <div></div> <div>Number: Ratio</div> <div></div>	<div>Statistics</div> <div></div> <div>Geometry: Properties of shapes</div> <div></div>	<div>Consolidation</div> <div></div>
	Addition	+												
	Subtraction	-												
Multiplication	×													
Division	÷													







YEAR SIX	Autumn Term		Spring Term		Summer Term
S c i e n c e	Animals, including humans  <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans 	Electricity  <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 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 use recognised symbols when representing a simple circuit in a diagram 	Evolution and inheritance  <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 	Light  <ul style="list-style-type: none"> recognise that light appears to travel in straight lines 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 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 use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them 	Living things and their habitats  <ul style="list-style-type: none"> 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 give reasons for classifying plants and animals based on specific characteristics

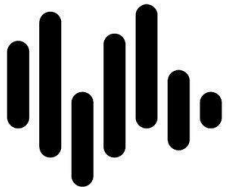
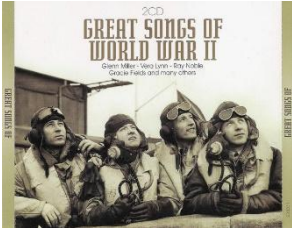
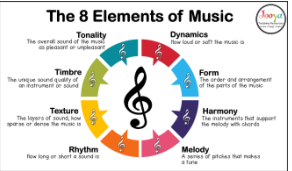

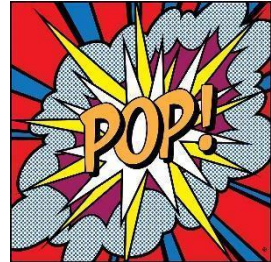

YEAR SIX	Autumn Term	Spring Term	Summer Term
H i s t o r y	<p data-bbox="436 188 848 217">How did WW2 affect Warrington?</p>  <ul data-bbox="219 512 506 541" style="list-style-type: none"> • A local history study 	<p data-bbox="1247 194 1888 223">How has crime and punishment changed since 1066?</p>  <ul data-bbox="1202 544 2128 652" style="list-style-type: none"> • changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century 	







YEAR SIX	Autumn Term	Spring Term	Summer Term
G e o g r a p h y	<p data-bbox="322 154 645 177">Why does population change?</p> <p data-bbox="322 181 645 204">Fieldwork: local area traffic study</p>  <ul data-bbox="219 421 792 1246" style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 	<p data-bbox="920 154 1420 177">Can I carry out an independent fieldwork enquiry?</p> <p data-bbox="1025 181 1314 204">Fieldwork: local environment</p>  <ul data-bbox="875 421 1503 1007" style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 	<p data-bbox="1637 154 2033 177">Where does our energy come from?</p> <p data-bbox="1637 181 1921 204">Fieldwork: school grounds</p>  <ul data-bbox="1592 421 2130 1594" style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies





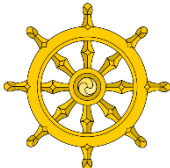


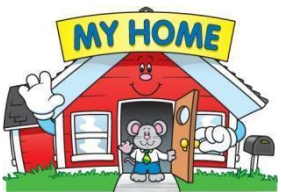




YEAR SIX	Autumn Term	Spring Term	Summer Term			
C o m p u t i n g	<div></div> <p>Mandatory Skills:</p> <ul style="list-style-type: none">● I can collaborate to create digital content.● I can create a consistent design for my presentation, and present to others. <p>Computer Science:</p> <ul style="list-style-type: none">● I can talk about the way search results are selected and ranked. <p>Information Technology:</p> <ul style="list-style-type: none">● I can create a digital storyboard to plan a project or investigation.● I can use a search engine and I am aware that not everything I read online is correct and that other people may be attempting to influence my opinions. <p>Digital Literacy:</p> <ul style="list-style-type: none">● I can explain how to protect my computer or device from harm on the Internet.● I understand the need for copyright and the consequences of ignoring it.● I understand the impact technology can have on my health, well being and lifestyle.	<div></div> <p>Mandatory Skills:</p> <ul style="list-style-type: none">● I can collaborate to create digital content.● I can create a consistent design for my presentation, and present to others. <p>Information Technology:</p> <ul style="list-style-type: none">● I can create and combine a range of media in order to produce digital content.● I can improve the quality and presentation of my work using editing and formatting techniques.● I can create a digital storyboard to plan a project or investigation. <div></div> <p>Mandatory Skills:</p> <ul style="list-style-type: none">● I can collaborate to create digital content. <p>Information Technology:</p> <ul style="list-style-type: none">● I can create and combine a range of media in order to produce digital content.● I can improve the quality and presentation of my work using editing and formatting techniques.● I can create a digital storyboard to plan a project or investigation	<div></div> <p>Information Technology:</p> <ul style="list-style-type: none">● I can use a search engine and I am aware that not everything I read online is correct and that other people may be attempting to influence my opinions. <p>Digital Literacy:</p> <ul style="list-style-type: none">● I can explain how to protect my computer or device from harm on the Internet.● I understand the need for copyright and the consequences of ignoring it.● I support my friends to protect themselves and make good choices online, including reporting concerns to an adult.● I am aware of the ways in which the media can shape our ideas about gender.● I am aware that if I need help I keep asking for it until I get help.● I am aware of the need for positive online relationships and I am mindful of others feelings at all times● I understand I need to create a positive online reputation.● I know how to capture evidence of online bullying and how to report it.● I know how to keep my data private and secure.● I understand the impact technology can have on my health, well being and lifestyle.	<div></div> <p>Mandatory Skills:</p> <ul style="list-style-type: none">● I can create a consistent design for my presentation, and present to others. <p>Computer Science:</p> <ul style="list-style-type: none">● I understand how computer networks work, including the internet. <p>Information Technology:</p> <ul style="list-style-type: none">● I can create and combine a range of media in order to produce digital content.● I can improve the quality and presentation of my work using editing and formatting techniques.● I can create a digital storyboard to plan a project or investigation.	<div></div> <p>Computer Science:</p> <ul style="list-style-type: none">● I can design, plan & create a complex programs.● I can test, debug and modify a program to improve it.● I can write a program using a text based programming language.	<div></div> <p>Computer Science:</p> <ul style="list-style-type: none">● I can test, debug and modify a program to improve it.● I can write a program using a text based programming language.● I can use logical reasoning to detect and correct errors in algorithms and programs.

YEAR SIX	Autumn Term		Spring Term		Summer Term	
A r t & D e s i g n T e c h n o l o g y	Painting Artist Link – J.M.W. Turner or Fischli and Weiss  <ul style="list-style-type: none"> Record their thoughts and experiences in a sketch book / 'ideas journal', and review and revisit these ideas as their work develops. Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques, imaginatively to create their own style, e.g. use spray paint on canvas. Develop their own style when working with a wide range of tools and materials, e.g. working into prints using their own choice of media such as pens, ballpoint pens, paints. Use sketch book / 'ideas journal' to adapt and critically evaluate their work as their ideas develop. Annotations reflect their critical evaluations and development of ideas. 	Construction and Textiles <u>Christmas Decorations</u>  <ul style="list-style-type: none"> Plan the sequence of work. Devise step by step plans which can be read / followed by someone else. Use exploded diagrams and cross-sectional diagrams to communicate ideas. Make prototypes. Use researched information to inform decisions. Produce detailed lists of components / materials and tools. Refine their product – review and rework / improve Use the correct vocabulary appropriate to the project. Join materials using appropriate methods. Create 3-D textile products using pattern pieces. Understand pattern layout with textiles. Cut strip wood, dowel, square section wood accurately to 1mm. Build frameworks to support mechanisms. Stiffen and reinforce complex structures. Use mechanical systems 	Textiles Artist Link – Linda Calverley Jan Beaney  <ul style="list-style-type: none"> Independently investigate a range of starting points for their work, and confidently develop their ideas further. Confidently use language appropriate to the chosen art form, to help them to explain their ideas. Reflect on the ways in which their imaginative work has developed from a range of starting points. 	Cooking and Nutrition <u>Chinese Soup</u>  <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet. Choose ingredients to support healthy eating choices when designing their food products. Prepare and cook a variety of mostly savoury dishes using a range of cooking techniques. 	Sculpture Artist Link – Claes Oldenburg or Barbara Hepworth  <ul style="list-style-type: none"> Critically analyse the styles of a range of artists, craft makers or designers and use this to inform their own work. Explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation. Use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate their own work. 	Mechanisms <u>Interactive Board Games</u>  <ul style="list-style-type: none"> Plan the sequence of work. Devise step by step plans which can be read / followed by someone else. Use exploded diagrams and cross-sectional diagrams to communicate ideas. Make prototypes. Use researched information to inform decisions. Produce detailed lists of ingredients / components / materials and tools. Refine their product – review and rework / improve Use the correct vocabulary appropriate to the project. Join materials using appropriate methods. Create 3-D textile products using pattern pieces. Understand pattern layout with textiles. Cut strip wood, dowel, square section wood accurately to 1mm. Build frameworks to support mechanisms. Stiffen and reinforce complex structures. Use mechanical systems such as cams, pulleys and gears.

YEAR SIX	Autumn Term			Spring Term			Summer Term		
P e r s o n a l, S o c i a l a n d H e a l t h E d u c a t i o n	Families and Friends	Safe Relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental well-being	Growing and changing	Keeping safe
	 <p>Exploring romantic relationships</p>		 <p>Expressing opinions and respecting other points of view, including discussing topical issues</p>	 <p>Valuing diversity; challenging discrimination and stereo-types</p> <p>Understanding individual liberty</p>	 <p>Evaluating media sources</p> <p>Exploring safe and unsafe ways of sharing things online, and the impact this could have</p>	 <p>Exploring influences and attitudes to money</p> <p>Investigating the financial risks people take and the impact this can have</p>	 <p>What affects mental health and ways to take care of it</p> <p>Managing change, loss and bereavement</p> <p>Managing time online</p>	 <p>Human reproduction and birth (puberty)</p> <p>How to increase independence</p> <p>Managing transition</p>	 <p>Keeping personal information safe</p> <p>Peer influence</p> <p>Exploring regulations and choices</p> <p>Drug use and the law</p> <p>Drug use and the media</p>

YEAR SIX	Autumn Term		Spring Term		Summer Term	
M u s i c	Advanced rhythm  <ul style="list-style-type: none"> Performing a rhythmic canon as a class by clapping. Performing a composition by following their own notation. Notating a song by listening to the pulse. Identifying the difference between pulse and rhythm. Constructively critique compositions, using musical vocabulary. Improvising and composing rhythms using the Kodaly Method. Using knowledge of rhythm to compose a simple rhythm. Learning about different method for teaching music 	Songs of World War 2  <ul style="list-style-type: none"> Singing a war-time favourite with expression and dynamics. Improving accuracy in pitch using the Solfa Scale. Singing different parts to create a harmony. Performing a melody from a notated score. Recognising the stylistic features of the music of WW2. Identifying pitch changes in music. Understanding what war-time music sounded like in WW1 and WW2. 	Dynamics, pitch and texture  <ul style="list-style-type: none"> Following a conductor to perform. Improvising as a group and class to create wave sounds featuring changes in dynamics, texture and pitch. Appraising the work of a classical composer. Characterising music using language. Notating ideas to create a wave composition using dynamics, pitch and texture. 	Film music  <ul style="list-style-type: none"> Performing a soundtrack to a film scene as a group. Discussing the features of film music. Identifying different instruments and composing techniques. Interpreting emotions in film music using graphic scores. Creating and notating a composition which uses sounds to represent a given theme. 	Pop Art  <ul style="list-style-type: none"> Keeping the pulse when performing a rhythm. Performing rhythms using the Kodaly method. Identifying the sounds of different instruments. Recalling sounds with increasing aural memory. Relating music to art. Composing a rhythmic theme and present it as different variations. Developing an understanding of how the orchestra is put together 	Composing and performing a leavers' song  <ul style="list-style-type: none"> Improvising over and singing known melodies to a 4-chord backing track. Singing in an ensemble with 2 or more independent parts. Performing a song as a class with accuracy, fluency, control and expression. Identifying the way that the features of a song can complement one another to create a coherent overall effect. Using musical vocabulary correctly when describing the features of a piece of music. Writing song lyrics within a given structure. Composing a melody within a given structure.

YEAR SIX	Autumn Term		Spring Term		Summer Term	
P h y s i c a l E d u c a t i o n	Football  <ul style="list-style-type: none"> To be able to combine and perform skills with control. adapt skills to meet the needs of the game situation. perform skills with greater agility, balance, coordination, reaction time, endurance, speed and strength. keep possession making progress towards the goal. use attacking and defending skills effectively even when under pressure. use tactics for success varying team formations and planning for success. recognise strengths and weaknesses in game situation and be able to discuss where and when improvements need to be made. understand the importance of being fit and putting the body under pressure when performing 	Tag Rugby  <ul style="list-style-type: none"> To be able to combine and perform skills with control. adapt skills to meet the needs of the game situation. perform skills with greater agility, balance, coordination, reaction time, endurance, speed and strength. keep possession making progress towards the goal. use attacking and defending skills effectively even when under pressure. use tactics for success varying team formations and planning for success. recognise strengths and weaknesses in game situation and be able to discuss where and when improvements need to be made. understand the importance of being fit and putting the body under pressure when performing 	Gymnastics  <ul style="list-style-type: none"> To perform fluently and with control, even when performing difficult combinations of movements. work well with a partner or in a small group to practise and refine their work. create longer sequences and perform them with clarity. vary direction, levels and pathways, to improve the success of the sequence. plan and perform variations and contrasts within the sequences. analyse and discuss sequences showing understanding of composition and correct terminology. understand the importance of warming up and cooling down and the links between physical activity and fitness for life. 	Volleyball  <ul style="list-style-type: none"> use different ways of serving and perform accurately. vary serving methods. strike effectively using different types of shot. defend with increasing accuracy and speed using the relevant type of ball strike for the return hit the ball from both sides of the body. direct the hit away from opponents by using different angles and speeds. be able to plan to outwit the opposition work effectively within a team communicating well. recognise strengths and weaknesses in play and discuss steps for success. understand the effects of exercise on the body and the components of fitness 	Athletics  <ul style="list-style-type: none"> sustain their pace over longer distances. throw with greater control, accuracy, power and efficiency. perform a range of jumps showing power, control and consistency at both take-off and landing. organise themselves in small groups safely taking it in turns to complete the challenges set. understand the principles of relay take-overs and perform well in a relay event. watch another performer and identify the main strengths and weakness. be able to discuss steps for success and put these in to practice. perform an effective warm up and cool down, understanding there importance with physical performance. understand and explain the elements of fitness. 	Cricket  <ul style="list-style-type: none"> To use different ways of bowling and perform accurately. vary bowling methods. bat effectively using different types of shot. field with increasing accuracy and speed using the relevant type of throw for the distance. hit the ball from both sides of the body. direct the hit away from fielders by using different angles and speeds. be able to plan to outwit the opposition whether batting, bowling or fielding. judge when it's safe to run and for how long. work effectively within a team communicating well. recognise strengths and weaknesses in play and discuss steps for success. understand the effects of exercise on the body and the components of fitness

YEAR SIX	Autumn Term		Spring Term		Summer Term	
R e l i g i o u s E d u c a t i o n	Christianity (God)  How do Christians mark the 'turning points' on the journey of life?	Hindu Dharma  Is there one journey or many?	Islam  <small>shutterstock.com • 290643002</small> What is Hajj and why is it important to Muslims?	Christianity (Jesus)  Why do Christians believe Good Friday is 'good'?	Buddhism  What do we mean by a 'good life'?	Christianity (Church)  If life is like a journey, what's the destination?
	Everyday life  Revisiting me Time - o'clock Daily life of a Superhero	Where I live, where you live  Spooky house/ Space house Hopes and roles Paddington's Xmas sandwich	Playing and enjoying sport  Happy New year Investigating sports	This is me, hobbies and fun  All the fun of the Fair Favourites	Cafe culture and restaurants  Cafe culture Eating out	Performance time  Tour de France Class Performances Year 6 Presentations Create a class newspaper

YEAR SIX	Autumn Term		Spring Term		Summer Term	
	Arete World Languages Day			British Science Week World Book Day World Maths Day	International Women’s Day	