


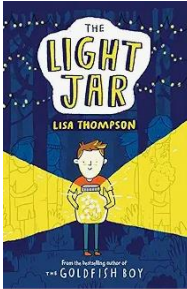
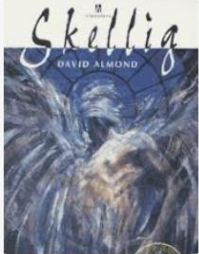
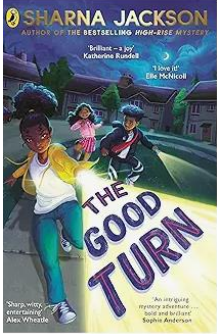
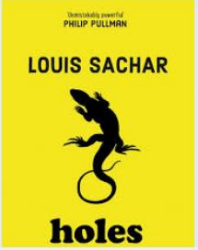
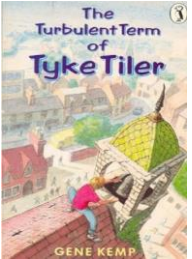
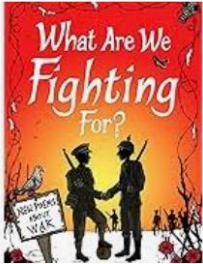
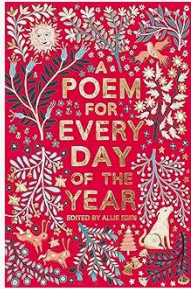
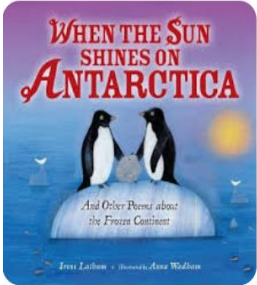
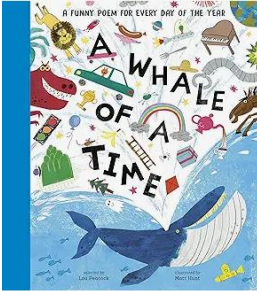
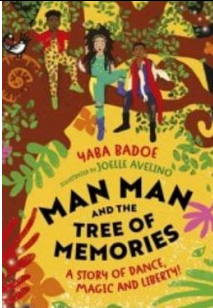
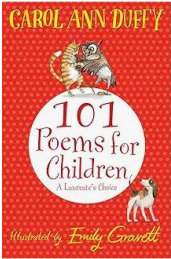
**YEAR 6 CURRICULUM OVERVIEW (LTP) (Class 13 and 14)**

	Term 1	Term 2	Term 3
<b>Topic title</b>	<b>Britain at War</b>  HISTORY	<b>Frozen Kingdoms</b>  GEOGRAPHY	<b>MAAFA</b>  HISTORY
<b>First Hand Experiences</b>	PGL Residential Britain at War Day		Crucial Crew Mosque Visit
<b>English</b>	<b>Letters from The Lighthouse</b>  Diary entries – WW2 Letter writing – WW2 Narrative – Character description Poetry – WW1 war poets Non-chronological reports	<b>Shackleton's Journey</b>  Non-chronological reports; Diaries; Leaflets; Balanced arguments Narrative – Biography	<b>Freedom – Catherine Johnson</b>  Newspaper reports; Persuasive letters; Non-chronological reports; Acrostic poems

**YEAR 6 CURRICULUM OVERVIEW (LTP) (Class 13 and 14)**



Charnock Hall Primary Academy  
A L.E.A.D. Academy

<p><b>Daily Reads</b></p>	 	 	 
<p><b>Poetry Reads</b></p>	 	 	 













**YEAR 6 CURRICULUM OVERVIEW (LTP) (Class 13 and 14)**



<p><b>English - Reading</b></p>	<p>Letters from The Lighthouse Information texts – The Great War Life in the Trenches Narrative Goodnight Mr Tom Amongst the Poppies Poetry WW1 War poetry Biography – Charles Darwin Diary extracts – Diary from the Beagle Explanation Texts – Evolution</p>	<p>Explanation Texts – Michael Faraday Ices Ages Glaciers Narrative Antarctic and Arctic Wildlife Shackleton’s Journey The Airship</p>	<p>Information Texts - The eye Light through time Africa/Benin Narrative - Freedom The case of the candelabra Fear</p>
<p><b>Maths</b></p>	<p><b>Power Maths</b> <b>Unit 1</b> – Place value within 10,000,000 (7 lessons) <b>Unit 2</b> – Four operations (1) (10 lessons) <b>Unit 3</b> – Four operations (1) (11 lessons) <b>Unit 4</b> – Fractions (1) (11 lessons) <b>Unit 5</b> – Fractions (2) (9 lessons) <b>Unit 6</b> – Geometry - position and direction (4 lessons)</p>	<p><b>Power Maths</b> <b>Unit 7</b> – Decimals (9 lessons) <b>Unit 8</b> – Percentages (9 lessons) <b>Unit 9</b> – Algebra (11 lessons) <b>Unit 10</b> – Measure - imperial and metric measures (5 lessons) <b>Unit 11</b> – Measure - perimeter, area and volume (11 lessons) <b>Unit 12</b> - Ratio and proportion (9 lessons)</p>	<p><b>Power Maths</b> <b>Unit 13</b> – Geometry - properties of shapes (12 lessons) <b>Unit 14</b> – Problem Solving (14 lessons) <b>Unit 15</b> Statistics (10 lessons) Revisit and Consolidation</p>
<p><b>Science</b></p>	<p> <b>Animals, including humans</b> This project teaches children about the transport role of the human circulatory system, its main parts and their primary functions. They learn about healthy lifestyle choices and the effects of harmful substances on the body.  <b>Evolution and inheritance</b></p>	<p> <b>Electricity</b> This project teaches children about electrical circuits, their components and how they function. They recognise how voltage of cells affects the output of a circuit and record circuits using standard symbols.</p>	<p> <b>Light</b> This project teaches children about the way that light behaves, travelling in straight lines from a source or reflector, into the eye. They explore phenomena associated with light, including shadows, reflections, rainbows and diffraction.  <b>Living Things and Habitats</b> This project describes how living things are classified into broad groups according to common observable characteristics and based on similarities</p>






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	<p>This project teaches children about how living things on Earth have changed over time, and how fossils provide evidence for this. They learn how characteristics are passed from parents to their offspring, and how variation in offspring can affect their survival, with changes (adaptations) possibly leading to evolution.</p>		<p>and differences, including microorganisms, plants and animals and to give reasons for classifying plants and animals based on specific characteristics.</p>
<p><b>Computing</b></p>	<p>Unit 1: Networks Unit 2: Creating Media – Web Page Creation</p> 	<p>Unit 3: Programming- Variables in Games Unit 4: Spreadsheets</p> 	<p>Unit 5: 3D Modelling Unit 6: Programming sensing movement Y6 to Y7 transition – Microbits</p> 
<p><b>Art and Design</b></p>	 <p><b>Distortion and Abstraction</b> - This project teaches children about portraiture and how distortion, composition and colour add emotion or narrative to artwork. They develop a suite of work, including photography, sketching and digital collage.</p>  <p><b>Bees, Beetles and Butterflies</b> - This project teaches children about illustrators and scientific drawings. They sketch insects and combine materials to create detailed illustrations.</p>	 <p><b>Environmental Artists</b> - This project teaches children about the genre of environmental art. They study how artists create artwork that addresses social and political issues related to the natural and urban environment. Children work collaboratively to create artwork with an environmental message.</p>  <p><b>Inuit</b> – This project teaches children about the Inuit way of life, including some of their cultural and artistic traditions.</p>	 <p><b>Tints, Tones and Shades</b> - This project teaches children about colour theory by studying the colour wheel and exploring mixing tints, shades and tones. They learn about significant landscape artworks and features of landscapes before using this knowledge to create landscape paintings.</p>  <p><b>Trailblazers, Barrier Breakers</b> - This project teaches children about significant black artists and their work, and provides opportunities to analyse and create artwork inspired by them.</p>
<p><b>Design and Technology</b></p>			









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	<p><b>Make Do and Mend</b> - Investigating clothing; Sewing – running stitch, whip stitch and blanket stitch; Repairing clothes; Making products from recycled materials. This project teaches children a range of simple sewing stitches, including ways of recycling and repurposing old clothes and materials.</p>	<p><b>Eat the Seasons</b> - Engineer - identify features of bridges before completing a bridge-building engineering challenge. This project teaches children about engineers and remarkable structures. They identify features of bridges before completing a bridge-building engineering challenge.</p>	<p><b>Food for Life</b>- This project teaches children about processed food and healthy food choices. They make bread and pasta sauces and learn about the benefits of whole foods. They plan and make meals as part of a healthy daily menu, and evaluate their completed products.</p>
<p><b>Geography</b></p>	<p>Place and interconnections; Maps</p>	<div style="text-align: center;">  <p><b><u>Frozen Kingdom</u></b></p> </div> <p>Arctic and Antarctic regions; Lines of latitude and longitude; Polar climates; Polar day and night; Polar oceans; Polar landscapes; Climate change; Natural resources; Indigenous people; Tourism. This project teaches children about the characteristics and features of polar regions, including the North and South Poles, and includes a detailed exploration of the environmental factors that shape and influence them.</p>	<div style="text-align: center;">  <p><b><u>MAAFA</u></b></p> </div> <p>[Our Changing World] - Africa – countries, land use, natural resources, location, settlements, population, climate and physical features. This essential skills and knowledge project revises the features of Earth, time zones and lines of latitude and longitude to pinpoint places on a map. Children find out more about map scales, grid references, contour lines and map symbols. They learn about climate change and the importance of global trade. Children analyse data and carry out fieldwork to find out about local road safety. They study patterns of human settlements and carry out an enquiry to describe local settlement patterns.</p>
<p><b>History</b></p>	<div style="text-align: center;">  <p><b><u>Britain at War</u></b></p> </div> <p>First and Second World Wars; Causes; Warring nations; Weaponry, warfare and technology; Key events and battles; Impact on citizens and everyday life; Significant leaders; End of war; Local history study; Remembrance; Post-war Britain. This project teaches children about the causes, events and consequences of the First and Second</p>	<div style="text-align: center;">  <p><b><u>Frozen Kingdom</u></b></p> </div> <p>Polar exploration; Significant people – Robert Falcon Scott; Ernest Shackleton; Significant events – Titanic</p>	<div style="text-align: center;">  <p><b><u>MAAFA</u></b></p> </div> <p>Ancient African kingdoms; Development of the transatlantic slave trade; Britain's role in the slave trade; Human impact; Everyday life on plantations; Rebellion and marronage; Causes and consequences of the abolition of the slave trade and slavery; Colonisation of Africa; Black people in</p>




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	<p>World Wars, the influence of new inventions on warfare, how life in Great Britain was affected and the legacy of the wars in the post-war period.</p>		<p>20th century Britain; Race Relations Act; Equality Act; Significant black Britons; Multiculturalism. This project teaches children about Africa past and present and the development of the slave trade. It also explores Britain's role in the transatlantic slave trade, the causes and consequences of the European colonisation of Africa and the worldwide communities that make up the African diaspora.</p>
<p><b>MFL (Spanish)</b></p>	<p>Phonetics lesson 4 (C) &amp; At School (P) Regular Verbs (P)</p> 	<p>The Weekend (P) World War II, Habitats or Planets (P)</p> 	<p>The Vikings (P) Me In The World (P) Family</p> 
<p><b>Music</b></p>	 <p><b>Happy</b></p> <p>This is a six-week Unit of Work. All the learning in this unit is focused around one song: Happy, a Pop song by Pharrell Williams. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic pop songs.</p>  <p><b>Classroom Jazz 2</b></p> <p>This is a six-week Unit of Work that builds on previous learning. All the learning is focused around two tunes and improvising: Bacharach Anorak and Meet The Blues.</p>	 <p><b>A New Year Carol</b></p> <p>This is a six-week Unit of Work that builds on previous learning. All the learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol. Other learning within the unit gives the opportunity to research Benjamin Britten's life and to listen to many of his other works.</p>  <p><b>You've got a Friend</b></p> <p>All the learning in this unit is focused around one song: You've Got A Friend by Carole King. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p>	 <p><b>Music and Me</b></p> <p>Music and Me is the first in a series of units focusing on inspirational women working in music, and part of Brighter Sound's pioneering gender equality initiative both sides now. Throughout this series, we will explore the concept of 'identity' – the various elements that shape us. In this unit, we start with gender, with reference to social and cultural differences.</p>  <p><b>Reflect, Rewind and Replay</b></p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>

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<p><b>PSHE</b></p>	<p>Healthy Me - How can we keep healthy as we grow?</p>	<p>Changing Me - How can the media influence people?</p>	<p>Being in My Word</p> <p>Prejudice and discrimination</p> <p>Diversity and multiculturalism</p> <p>-</p> <p>What will change as we become more independent?</p>
<p><b>Physical Education</b></p>	<p> Dynamic Balances and Counter Balances</p>	<p> Coordination Ball Skills</p> <p>Agility Reaction and Response</p>	<p> Static Balances</p> <p>Coordination</p>
<p><b>RE Sheffield Agreed Syllabus</b></p>	<p>Unit 34 (Y5) Creation and science, conflicting or complimentary?</p> <p>Unit 35 (Y5) How can following God bring freedom and justice? (Why do some people believe in God and some people not?)</p>	<p>Unit 39 Why do Hindus want to be good?</p> <p>Unit 40 What difference does the resurrection make to Christians? (What do Christians believe Jesus did to 'save' people?)</p>	<p>Unit 41 For Christians, what kind of king in Jesus?</p> <p>Unit 42 Why do some people believe in God and some not? How does faith help people when life gets hard? (THEMATIC)</p>