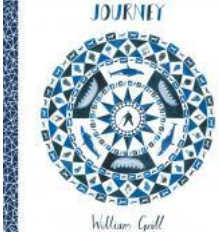
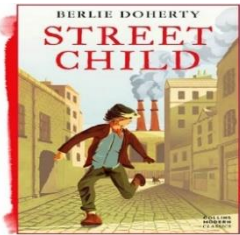

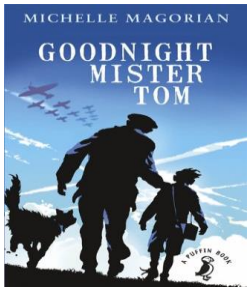
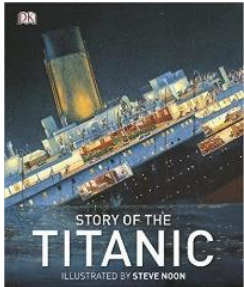
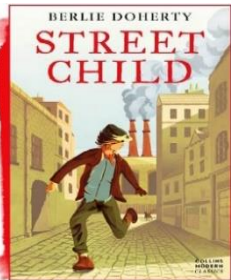
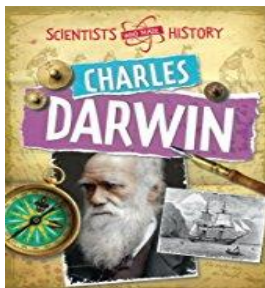
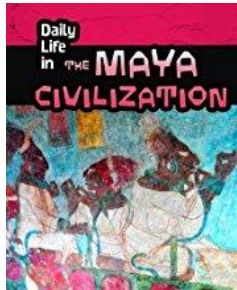
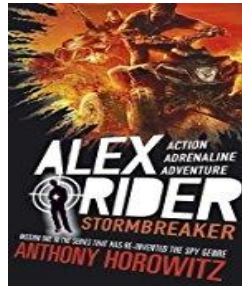


## YEAR 6 CURRICULUM OVERVIEW (LTP) (Class 13 & 14)

	Autumn Term 1 (8 Weeks)	Autumn Term 2 (7 Weeks)	Spring Term 1 (6 Weeks)	Spring Term 2 (5 Weeks)	Summer Term 1 (6 Weeks)	Summer Term 2 (7 Weeks)
Cornerstones Topic Title	A Child's War (WW2)	Frozen Kingdom	Firedamp & Davy Lamps	Darwin's Delights	Hola Mexico	Tomorrow's World
Important Dates	2017 Mock SATs Residential	2018 Mock SATs Christmas	2019 Mock SATs The National Coal Mining Museum	Easter	SATs	Crucial Crew Transition Celebratory Trip
Super Start (Hook)	Evacuee Day	Giant Icebergs	The National Coal Mining Museum	Observing Animals	Mexican Festival	Crucial Crew
Fabulous Finish (Learning Celebration)	Learning Showcase	Build Igloos	Learning Showcase	Learning Showcase	Learning Showcase	Y6 Graduation & Celebratory Trip
English (Power of Reading)	Power of Reading Goodnight Mr Tom  Diaries, Newspaper Reports, Poetry, Explanation.	Power of Reading Shackleton's Journey  Character Description, Letters, Newspaper Reports, Recounts.	Power of Reading Street Child  Poetry, Diaries, Persuasive Letters, Newspaper Report.	Power of Reading The Journey  Persuasive Letter, Emotive Letter, Short Story, Argument.	Power of Reading Journey to the River Sea  Poetry, Diaries, Letters, Narrative Fiction	Cornerstones Tomorrow's World  Email & Blogs, Newspaper Reports, Websites, Narratives, Podcasts.
Cross-Curricular English	<b>Persuasive Writing</b> Consider and evaluate different viewpoints, attending to and building	<b>Chronological Reports</b> Ask relevant questions to extend their	<b>Explanations</b> Give well-structured descriptions, explanations and narratives for		<b>Postcards</b> Make comparisons within and across books.	

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



	<p>on the contributions of others.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Select appropriate grammar and vocabulary, understanding how much choices can change and enhance meaning.</p> <p>Assess the effectiveness of their own and others' writing.</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>understanding and knowledge.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Use further organisational and presentational devices to structure text and to guide the reader.</p>	<p>different purposes, including for expressing feelings.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>		<p>Predict what might happen from details stated and implied.</p> <p>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Assess the effectiveness of their own and others' writing.</p> <p>Write legibly, fluently and with increasing speed choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p>	
Book Study	<p><b>Fiction</b> Goodnight Mister Tom - Michelle Magorian</p> 	<p><b>Non-Fiction</b> The Story of the Titanic (DK History)</p> 	<p><b>Fiction</b> Street Child - Berlie Doherty</p> 	<p><b>Non-Fiction</b> Charles Darwin (Scientists Who Made History) - Cath Senker</p> 	<p><b>Non-Fiction</b> The Maya Civilization - Nick Hunter</p> 	<p><b>Fiction</b> Stormbreaker (Alex Rider) - Anthony Horowitz</p> 

## YEAR 6 CURRICULUM OVERVIEW (LTP) (Class 13 & 14)



Charnock Hall Primary Academy  
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Other Reading Comprehension Materials	<b>Air Raids</b> – Non-chronological report by Brenda Williams.	<b>Waste Warriors</b> – Persuasive Text by Maxine Petrie.  <b>Edible Cutlery</b> - News Article from <a href="http://www.dogonews.com">www.dogonews.com</a>	<b>Working in the Warehouse</b> – Autobiography by Charles Dickens.			<b>Lasers</b> – Explanation Text from The Encyclopaedia of Science.  <b>Cyber-Bullying</b> - News Article from The Daily Mail.  <b>Talking Through Time</b> - The history of different methods of communication.
Handwriting	Covered daily during small intervals.	Covered daily during small intervals.	Covered daily during small intervals.	Covered daily during small intervals.	Covered daily during small intervals.	Covered daily during small intervals.
Mathematics (Power Maths)	Unit 1 – Place Value within 10,000,000 Unit 2 – Four Operations Unit 3 – Four Operations Unit 4 – Fractions Unit 5 – Fractions Unit 6 – Geometry – Position & Direction		Unit 7 – Decimals Unit 8 – Percentages Unit 9 – Algebra Unit 10 – Measure – Imperial & Metric Measures Unit 11 – Measure – Perimeter, Area & Volume		Unit 12 – Ratio & Proportion Unit 13 – Geometry – Properties of Shapes Unit 14 – Problem Solving Unit 15 – Statistics	
Cross-Curricular Maths		Use negative numbers in context, and calculate intervals across zero.				
Science		<b>History of Animals in the Polar Regions</b> 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.  Identify how animals and plants are adapted to suit their environment in different ways and that		<b>Evolution &amp; Inheritance</b> Recognise that living things have changed overtime 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.	<b>Light &amp; Shadows</b> Use the idea that light travels in straight lines to explain why shadows are the same shape of the objects that cast them.	<b>Light/Electricity</b> 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 positions of switches.

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



		<p>adaption may lead to evolution.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p>		<p>Identify how animals and plants are adapted to suit their environment in different ways and that adaption may lead to evolution.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Plan different types of scientific enquiries to answer questions including recognizing and controlling variables where necessary.</p> <p>Use test results to make predications to set up further comparative and fair tests.</p> <p>Report and present findings from enquiries, including conclusions, cause or relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>		<p>Use recognized symbols when representing a simple circuit in a diagram</p> <p>Recognise that light appears to travel in straight lines.</p> <p>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.</p> <p>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.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p>
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**YEAR 6 CURRICULUM OVERVIEW (LTP) (Class 13 & 14)**



				<p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>		
Art		<p><b>Inuit Art, Northern Light Paintings and Winter Photography.</b> Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p><b>Pitmen Painters</b> Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Find out about great artists, architects and designers in history.</p>	<p><b>Observational Drawings</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p><b>Day of the Dead – Coco Disney</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p><b>Logo Design</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>
Computing	<p><b>Research the Battle of Britain.</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,</p>	<p><b>Digital Scrapbooks and Presentations of Arctic Phenomena.</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,</p>		<p><b>Explore the Galapagos Islands and Describe the Evolution of Humans</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,</p>	<p><b>Maya Writing System Research</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p><b>Safe Online Research, Networks, Algorithms, Downloading Music and Website Design</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,</p>

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



	<p>evaluating and presenting data and information.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p>evaluating and presenting data and information.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>		<p>evaluating and presenting data and information.</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p>evaluating and presenting data and information.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors</p>
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**YEAR 6 CURRICULUM OVERVIEW (LTP) (Class 13 & 14)**



						<p>in algorithms and programs.</p> <p>Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behavior; identify a range of ways to report concerns about content and contact.</p>
DT	<p><b>Anderson Shelters and Simple Toys</b> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	<p><b>Building Igloos</b> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p>			<p><b>Food and Instruments of Mexico</b> Understand and apply the principles of a healthy and varied diet</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Prepare and cook a variety of predominantly savory dishes using a range of cooking techniques.</p>	<p><b>Researching Key Individuals and Product Design</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Investigate and analyse a range of existing products.</p>

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



						<p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Apply their understanding of computing to program, monitor and control their products.</p>
Geography	<p><b>Human geography: Cities of the UK.</b> 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.</p> <p>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.</p>	<p><b>Features of the polar regions.</b> 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.</p> <p>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.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the</p>	<p><b>Natural resources; Sketch maps; Energy; Local history study.</b> 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.</p>	<p><b>Using maps: Geographical similarities and differences; Islands of the World.</b> 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.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><b>Using maps: Human and physical geography of Mexico.</b> 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.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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</p>	



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



		<p>Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>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</p>			<p>characteristics, countries, and major cities.</p>	
History	<p><b>World War 2</b> Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p><b>Emigration &amp; Exploration 1900s</b> Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p><b>The Industrial Revolution &amp; Coal Mining</b> Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p><b>Significant Individuals - Charles Darwin</b> Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p><b>Mayan Civilization</b> Learn about a non-European society that provides contrasts with British history.</p>	<p><b>History of Computing</b> Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>
Languages	<p><b>Spanish Verbs &amp; Grammar</b></p>	<p><b>Spanish At School</b></p>	<p><b>Spanish The Weekend</b></p>	<p><b>Spanish Me In The World</b></p>	<p><b>Spanish Healthy Lifestyles</b></p>	<p><b>Spanish Habitats</b></p>
Music	<p><b>Wartime Sounds and Popular Songs</b> Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy,</p>	<p><b>Soundscapes</b> Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p>			<p><b>Mexican Music &amp; Notation</b> Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	

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



	fluency, control and expression.					
PE	<b>War Time Games</b> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.	<b>OAA</b> Take part in outdoor and adventurous activity challenges both individually and within a team.	<b>Games</b> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.	<b>Gymnastics</b> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	<b>Dance</b> Perform dances using a range of movement patterns.	<b>Athletics</b> Use running, jumping, throwing and catching in isolation and in combination.
PSHE (Jigsaw)	<b>Being Me in My World</b>	<b>Celebrating Difference</b>	<b>Dreams &amp; Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
PSHE (Cornerstones)	<b>Emphasising with people in different times</b> Reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.  Know what democracy is, and about the basic institutions that support it locally and nationally.  Think about the lives of people living in other places and times, and people with different values and customs.	<b>Care of the Environment</b> Reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.  Talk and write about their opinions, and explain their views, on issues that affect themselves and society.	<b>Health &amp; Safety</b> Know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.  Research, discuss and debate topical issues, problems and events.			<b>Jobs of the Future</b> Talk and write about their opinions, and explain their views, on issues that affect themselves and society.  Learn about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.
RE (Discovery RE)	<b>Islam - Beliefs and Practices</b> What is the best way for a Muslim to show commitment to God?	<b>Christianity - Christmas</b> How significant is it that Mary was Jesus' mother?	<b>Christianity - Beliefs and Meaning</b> Is anything ever eternal?	<b>Christianity - Easter</b> Is Christianity still a strong religion 2000 years after Jesus was on Earth?	<b>Islam - Beliefs and Moral Views</b> Does belief in Akhirah (life after death) help Muslims lead good lives?	

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



		Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?				
SMSC			<p>Understand and appreciate the wide range of cultural influences that have shaped their heritage and those of others.</p> <p>Participate in and respond positively to artistic, musical, sporting and cultural opportunities.</p> <p>Recognise the difference between right and wrong and readily apply this understanding in their lives.</p> <p>Investigate and offer reasoned views about moral and ethical issues and understand and appreciate the viewpoints of others on these issues.</p> <p>Know that the rule of law protects the rights of individual citizens and is essential for their well-being and safety.</p> <p>Sense enjoyment and fascination when learning</p>			

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



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			<p>about themselves, others and the world around them.</p> <p>Use imagination and creativity in their learning.</p> <p>Reflect willingly on their experiences.</p>			
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