



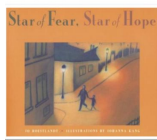

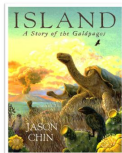


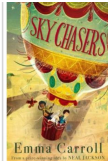













# Year Six Curriculum

	<div>Connector 1 Power</div> <div></div>	<div>Connector 2 The Island</div> <div></div>	<div>Connector 3 Adrift</div> <div></div>	<div>Connector 4 Think Global. Act Local</div> <div></div>
English	<div></div> <div></div>	<div></div>	<div></div>	<div></div> <div></div>
Maths	<div></div> <div>See Maths No Problem Overviews</div>			
RE	<div></div> <div>See The Way the Truth the Life Overviews</div>			
Science	<div><u>Light</u> Recognising that light travels in straight lines. Explaining that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Explaining why shadows have the same shape as the objects that cast them.</div>	<div><u>Electricity</u> Associating the brightness of a lamp or the volume of a buzzer with the number and voltage of cells in the circuit. Comparing and giving reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Using recognised symbols when representing a simple circuit in a diagram.</div>	<div><u>Animals including humans</u> Identifying and naming the parts of the circulatory system and describing the functions of the heart, blood vessels and blood. Recognising the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Knowing the ways in which nutrients and water are transported within animals, including humans.</div>	<div><u>Living Things and their habitats</u> Describing how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Giving reasons for classifying plants and animals based on specific characteristics.</div>

		<u>Evolution and Inheritance</u> Recognising that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Knowing that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identifying how animals and plants are suited to their environment in different ways and that adaptation may lead to evolution.		
History	<u>History of the Uk beyond 1066 - World War 1</u> Creating accurate timelines of key events, causes and consequences, how lives changed. Exploring how the war fits into the wider story of British History. Knowing how all sections of society were affected by WW1 and understand how change, cause and consequence impacted on life and identity.		<u>Local History Study</u> Using a timeline to gain knowledge of Liverpool, understanding the connections between local, regional, national and international history. Understanding the process of change, diversity of societies and relationships between different groups. Devising an enquiry, selecting, interpreting and evaluating sources of information (checking for bias) and use this to better understand the past.	
Geography		<u>Continents</u> Studying the continent of South America. Locating it's key countries and environmental regions. Describing and understanding key aspects of human geography across the continent and interpreting and using geographical resources to describe its key physical and human characteristics.		<u>UK</u> Knowing where counties & cities relevant to the war are and how coastal regions change over time. Studying coastal erosion across the UK.
Music	Unit: Happy Style: Pop/Motown  Unit: Classroom Jazz 2 Style: Jazz, Latin, Blues	Unit: Benjamin Britten - A New Year Carol Style: Benjamin Britten (Western Classical Music), Gospel, Bhangra.	Unit: You've Got A Friend Style: The Music of Carole King	Unit: Reflect, Rewind and Replay Style: Western Classical Music

<b>Art</b>	<p><u>Digital Art</u> Buildings of Liverpool Possible comparison between art from WW1 /2 and modern wars</p> <p><u>Artists</u> - Mike Winkelmann Laura Knight</p> <p><u>Colour Focus</u> Mood / message with choice of colours</p> 	<p><u>Collage</u> Landscape collage based on Liverpool skyline</p> <p><u>Artists</u> - Severija Incirauskaite-Kriauneviciene</p> <p><u>Colour Focus</u> Metallics, monochrome, neutrals.</p> 	<p><u>Drawing</u> Human eye</p> <p><u>Artists</u> - Margaret Keane Escher</p> <p><u>Colour Focus</u> Name tints and shades of tertiaries</p> <p>Create new names to describe colours</p> 	<p><u>Mixed Media</u> - using skills taught throughout the year</p>
<b>DT</b>	<p><u>Textiles</u> Fashion and Textiles Identifying the materials used in the manufacture of some items made using textiles. Knowing what pattern pieces are and how they are used in product design. Threading a needle and tie threads to ensure seams do not unravel. Pinning, sewing and stitching materials together to create a product.</p>		<p><u>Mechanisms</u> Chinese Inventions Investigating gears and cranks which make machines move in different ways. Developing a specification for their design and creating a design prototype. Choosing materials to use based on suitability of their properties and aesthetic qualities.</p>	<p><u>Structures</u> Homes Investigating how materials and components are used and joined. Identifying which parts support and strengthen structure and knowing some techniques for strengthening and reinforcing materials. Conducting investigations to test fabrics suitability for given</p>
<b>Computing</b>	 <p><b>Computer science (Unplugged)</b></p>	 <p><b>Computer science (Coding)</b></p>	 <p><b>Information Technology</b></p>	 <p><b>Digital literacy / eSafety</b></p>
<b>PE</b>	<p>A1: Invasion games- Tag Rugby Indoor Athletics A2: Net Games- Badminton Dance Sp1: Invasion games- handball Tri Golf Sp2: OAA Gymnastics Su 1: Fielding Games- Cricket Athletics Su 2: Tennis Athletics</p> 			

## Spanish

A1: Everyday life- time  
A2: Where I Live, Where you Live  
Sp1: Playing and Enjoying Sport  
Sp2: This is Me, Hobbies and Fun  
Su 1: Cafe Culture and Restaurants  
Su 2: Performance Time

