

Crumpsall Lane Y6 Curriculum Overview 2023-2024

ENGLISH			MATHS		
Reading <ul style="list-style-type: none"> - Read a broad range of genres. - Recommend books to others. - Make comparisons within and across books. - Support inference about characters, events and settings with evidence from the text. - Identify how language and structure contribute to meaning. - Discuss the author's use of language. - Provide well thought justifications for views. 	Writing <ul style="list-style-type: none"> - Apply knowledge of how words can be changed and where words come from when spelling. - Further develop character and setting in narrative. - Select grammar and vocabulary for effect. - Ensure grammatical consistency throughout. 	Grammar and Punctuation <ul style="list-style-type: none"> - Use the passive voice for purpose in own writing. - Use a full range of punctuation with accuracy. - Use the language of subject and object when discussing sentence structure. 	Number and Calculation <ul style="list-style-type: none"> - Secure place value and rounding to 10,000,000 including negative numbers. - Secure all written methods, including long division. - Identify factors, multiples and prime numbers. 	Geometry and Measures <ul style="list-style-type: none"> - Confidently use a range of measures and conversions. - Calculate area of triangles/parallelograms. - Use area and volume formulas. - Classify shapes by properties. - Know and use angle rules. - Translate and reflect shapes, using all four quadrants. 	Fractions, Decimals and Percentages <ul style="list-style-type: none"> - Compare and simplify fractions. - Use equivalents to add fractions. - Multiply simple fractions. - Divide fractions by whole numbers. - Solve problems using decimals and percentages. - Use written division up to 2dp. - Introduce ratio and proportion.
			Algebra <ul style="list-style-type: none"> - Introduce simple use of unknowns, represented by a letter. 		Data <ul style="list-style-type: none"> - Use pie charts. - Calculate mean averages.
SCIENCE					
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. 	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. 	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. 	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. 	

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6	Programming – micro:bits	Computer Science - Networks	Data – Pizza Party - Spreadsheets
COMPUTING	<p>Learning objectives: Can I design, write and debug a program to control a physical system? Can I use various forms of output including LEDs and a speaker? Can I use variables within my program? Can I use selection to control the flow of my program?</p>	<p>Learning objectives: Do I understand what HTML is and recognize HTML tags? Do I know a range of HTML tags and remix a web page? Can I create a webpage using HTML?</p>	<p>Learning objectives: Do I understand how spreadsheets can help me to solve problems, and am I familiar with the spreadsheet modelling cycle? Can I collect and enter data values into a spreadsheet, and predict what a change to a spreadsheet will do?</p>
	Information Technology – TinkerCAD and 3D Printer	Digital Literacy / E-Safety	Basic Skills
	<p>Learning objectives: Can I tinker with a CAD package to explore what it can do? Can I use solid basic shapes to construct a 3D object? Can I use 3D 'holes' to create cuts in my 3D object? Can I alter the size of objects? Can I export and prepare my object for 3D printing?</p>	<p>Learning objectives: Can I identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online? Can I describe how things shared privately online can have unintended consequences for others. e.g., screen-grabs? Can I explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity? Can I describe how to capture bullying content as evidence (e.g. screengrab, URL, profile) to share with others who can help me? Can I describe the difference between online misinformation and dis-information? Can I describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g., scams, phishing)?</p>	<p>Learning objectives: Recap basic skills if any children have not achieved skills in Y1-4.</p>

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Design and Technology							
Year	Unit	1	2	3	4	5	6
6	Bomb Shelters	Can I research the function, purpose and user of bomb shelters?	Can I analyse the benefits and downsides of Anderson shelters?	Can I collaborate with a group to create success criteria?	Can I design a bomb shelter according to success criteria?	Can I create a bomb shelter?	Can I evaluate a finished product?
	Funky Furnishings	Can I research existing cushions with cushion covers?	Can I compare and contrast different ways to join fabric using sewing skills? (hidden or visible stitching)	Can I analyse different ways to decorate fabric using sewing skills? (beads, buttons, ribbons)	Can I design a cushion cover?	Can I create a cushion cover?	Can I evaluate a finished product?

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Geography						
Year	Unit	1	2	3	4	5
6	UK Geography 1	Can I name and locate the counties in which the 4 capital cities of the United Kingdom and 6 more cities are located?	Can I locate and name the counties that the following rivers run through: River Thames, Water of Leith, River Taff, River Lagan, River Irwell?	Can I describe tourism in Londonderry and Aberdeen?		
	UK Geography 2	Can I locate and name the highest mountains in England, Scotland, Wales and Northern Ireland and the counties they are within?	Can I use a six-figure grid reference on an Ordnance Survey map?	Can I locate and name hills in the following counties: North Yorkshire, Vale of Glamorgan, South Ayrshire and Down?	Can I use the eight points of a compass to describe the relative positions of the ten counties studied?	
	Unit	1	2	3	4	5
	Weather and Climate	Can I make careful weather-related measurements and interpret the data?	Can I analyse aerial photos, plans and graphs to describe what a locality (Manchester and Miami) might be like?	Can I use the eight points of a compass to describe the location of places in relation to each other?	Can I understand time zones in different places of the world?	Can I communicate weather information about the local area?
		6	7	8	9	10
	Can I compare the weather experienced in Manchester and Miami and explain any reasons for these differences?	Can I analyse the main features of the temperate climate zone?	Can I analyse the main features of a polar climate zone?	Can I compare the types of settlements found in a polar zone and settlements found in a temperate zone?	Can I research the impact of climate change on the natural environment, particularly rising water levels?	

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History									
Year	Unit	1	2	3	4	5	6	7	8
6	World War 2 <i>What was the impact of the war on women and children?</i>	Can I place specific events on a timeline chronologically ?	Can I analyse the causes of World War 2 and compare them to other invasions?	Can I explore the life of a significant person and compare it to the lives of other significant people?	Can I explore the life of a significant person and compare it to the lives of other significant people?	Can I analyse and evaluate propaganda sources and their purpose?	Can I analyse and evaluate a significant event from WW2?	Can I analyse what life was like for evacuated children and their mothers?	Can I analyse and evaluate how life changed for Jewish women and children during WW2?
	Ancient Greece	Can I show where a period in history fits on a timeline by decade?	Can I compare life in two different places?	Can I compare governments in ancient and modern times?	Can I research the systems of government used in different civilisations and compare them?	Can I research significant events in history and communicate what this tells us about power?	Can I research a significant person in history?	Can I analyse and evaluate two different descriptions of a person and say how the author may be giving a specific viewpoint?	Can I communicate my views about power in the ancient world?
	Early Islamic Civilisation								
Music									
6	Performance and Composition <i>Our community</i>			Performance and Composition <i>Celebration</i>			Performance <i>Manchester Arts Education Initiative (MAEI)</i>		
Modern Foreign Languages (MFL)									
6	Sports and Hobbies Language Primary Focus: Names of sports, likes/dislikes, verb 'to play', adjectives in simple sentences, favourites			Café Culture and Restaurants Language Primary Focus: Typical French café food, likes/dislikes, ordering food, traditional breakfast, menu					

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Physical Education (PE)							
6		1	2	3	4	5	6
	Dance/Gym	Swimming	Swimming	Yoga	Gymnastics Flight	Dance Haka	OAA
	Games	Football	Hockey	Dodgeball	Tennis	Cricket	Athletics

Religious Education (RE)							
Year	Unit	1 Engagement	2 Investigation	3 Investigation	4 Investigation	5 Evaluation	6 Optional
6	Peace Mala	Can I recall knowledge of the five main world faiths?	Can I explore what Peace Mala is?	Can I explore tolerance?	Can I research different beliefs? (Buddhist, Taoist and ISKCON) How can Brahman be everywhere and in everything?	Can I explore and present my findings around any religion?	Can I recall knowledge of the five main world faiths?
	Christianity: Christmas	Can I explain why people are chosen for important things?	Can I explain why Mary was chosen to be Jesus' mum?	Can I identify the qualities needed to be a good parent?	Can I show understanding of incarnation?	How significant is it that Mary was Jesus' mother?	Can I explain why people are chosen for important things?
	Islam: Beliefs and moral values	Can I explore motives for peoples' actions?	Can I explore what Muslims consider to be wrong?	Can I explore different interpretations of Jihad?	Can I explore the meaning of stereotype?	Can I rank beliefs and behaviours in order?	Can I explore motives for peoples' actions?
	Christianity: Easter	Can I identify who has influenced me	Can I identify the importance of	Can I investigate the role of charities	Can I identify the role of Christian	Can I give reasons for why Christianity	Can I identify who has influenced me

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		in my life?	festivals and symbols in Christianity?	in Christianity?	buildings today?	is strong or not?	in my life?
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PSHE					
Year	Unit	1	2	3	4
6	Mental and Emotional Health	How can I challenge negative thoughts and feelings?	What is stereotyping?	How can the internet positively and negatively affect our mental health?	
	Living in the Wider World	RIGHTS & RESPONSIBILITIES Why is it important to be critical of the media online and offline?	MONEY How do people manage money?	CAREERS What do I want to be?	
	Healthy Lifestyles	How is my mental and physical wellbeing connected?	How do I keep physically healthy?	Can I plan and prepare a healthy meal?	
	Keeping Safe	How do drugs affect the mind and body?	How do I manage peer pressure?	What are basic emergency first aid skills?	What are the risks out an about in my local area?
	Relationship and Sex Education (RSE)	What changes happen in my life?	What happens in a loving relationship (including marriage) and what is forced marriage?	How is a baby made?	What are the physical and emotional changes of puberty?
	Additional linked to specific local context	'The Streets Don't Love You' Gang Awareness Workshop Show Racism the Red Card Workshop Child Criminal Exploitation Workshop Kids who Vape assembly pack (FYI Investigates, Sky Kids) Crucial Crew Patrick O'Malley patrick@childsafetymedia.co.uk			

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Art & Design								
Year	Unit	Compare	Gather ideas	Develop techniques	Experiment	Plan	Create	
6	Drawing and Painting <i>Street Art</i>	Can I compare the work of artists? <i>Banksy</i> <i>Unknown street artists</i>	Can I gather ideas to inspire my artwork using online images and the local area? <i>Trip to Northern Quarter</i>	Can I develop techniques to use in my artwork to improve my artwork? <i>Making stencils</i> <i>Using stencils</i>	Can I experiment with artistic techniques to improve my artwork? <i>Making stencils</i> <i>Using stencils</i>	Can I plan my final piece of artwork using what I have learned to inspire my choices?	Can I create my final piece, using my plan to guide me? <i>Street Art stencil using paint, felt tip or pencil and including a person, animal and/or message</i>	
		Can I evaluate my artwork and the artwork of others?						
Year	Unit	1	2	3	4	5	6	7
6	Sculpting and Printing <i>Ancient Greece and Rome</i>	Can I research the historical and cultural development of mosaics?	Can I experiment with ideas for different border patterns to use for a large Roman mosaic?	Can I experiment with the technique of printing individual squares?	Can I design the central image of my Roman mosaic?	Can I experiment with materials to create a 3D mosaic? <i>(Clay, plasticine, salt dough).</i>	Can I create a 3D mosaic? <i>(Clay, plasticine or salt dough).</i>	Can I evaluate my artwork and the artwork of others?