



Name: Mrs Carew, Mrs Parry, Mrs Woolnough, Mrs Reilly

Class: 13/14

Year Group: 6

**Childwall CE Primary School**  
**Curriculum Long Term Plan 2021-2022**

**Year**

Subjects	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Christian Value</b>	Community	Hope	Wisdom	Joy	Peace	Dignity
<b>English</b>	Personification Poetry Biographies War Poetry Descriptive writing	Autobiographies Formal Letters of Complaint Non- Chronological Reports	News Reports Quest and Action Stories Descriptive writing	Balanced Arguments Haikus	Abstract and Imagery Poems Play Scripts Revisit previously taught objectives	Poetry Aloud (drama) Quest story
<b>Maths</b>	Number Calculations	Fractions, decimals and percentages	Ratio and Proportion Algebra	Measurement Geometry	Statistics	Problem Solving Art in Maths
<b>Religious Education</b>	<p><b>Ideas about God</b> Gather pupils' initial ideas about what they think God is like.</p> <p>Look at what many Christians believe the Bible reveals of God's character.</p> <p>How is God's character shown in</p>	<p><b>Advent</b> What is Advent? When is Advent?</p> <p>Why is Advent a time of preparation?</p> <p>What is being prepared for during Advent?</p>	<p><b>Exodus</b> What is a significant event? What makes an event significant?</p> <p>Significant events that will link to future discussions about freedom.</p>	<p><b>Easter and the Eucharist</b> Who was Jesus? Use evidence from the Bible to research this question</p> <p>Who is Jesus? Interview a variety of people: those with faith and no faith. What do they say?</p>	<p><b>People of Faith</b> What is faith? What does it mean for a person to have faith?</p> <p>What does it mean to be a person of faith?</p>	<p><b>Life as a journey and pilgrimage</b></p>



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	<p>prayers and worship songs?</p> <p>What do the names given to Allah mean? How are they important to Muslims?</p> <p>What do Hindus believe about the character of God?</p> <p>What are the similarities in beliefs about God between Christianity, Islam and Hinduism?</p>	<p>What has this unit taught you about what it means to be a Christian? What has this unit taught you about Christian beliefs?</p> <p>Have you learnt anything about yourself from this unit?</p>	<p>Why is it important to remember these events? Would it matter if they were forgotten?</p> <p>Investigate the life of Moses and his significance to the Exodus of the Jewish people. Why is the event still remembered?</p> <p>Learn about the parts of a modern-day Passover celebration. What do the symbols mean? How is this event linked to freedom?</p> <p>Reflect on the significant events linked to freedom mentioned at the beginning of this unit</p>	<p>Who did Jesus say he was? Consider what Jesus said about himself, using evidence from the New Testament</p> <p>Was Jesus the Messiah? Explore this key Christian belief through discussion</p> <p>Why do Christians celebrate the Eucharist? Make the link between Easter and the Last Supper</p> <p>What is the reason for celebrating the Eucharist?</p> <p>The Eucharist service has several names. Explore the different names for this service in different denominations. Share the Eucharist with Y2 children at All Saints Church.</p>	<p>What motivates people of faith? Include people from throughout history right up to the present day</p> <p>How does having faith affect people's lives?</p> <p>In what ways have people of Christian faith built God's kingdom on earth?</p> <p>In what ways do people of Christian faith build God's kingdom on earth today?</p>	
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<b>Science</b>	<b>Animals including Humans</b> <ul style="list-style-type: none"><li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li><li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li><li>Describe the ways in which nutrients and water are transported within animals, including humans</li></ul>	<b>Light and Electricity</b> <ul style="list-style-type: none"><li>Recognise that light appears to travel in straight lines</li><li>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</li><li>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</li><li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li><li>Associate the brightness of a lamp or the volume of a buzzer with the number and</li></ul>	<b>Evolution and Inheritance</b> <ul style="list-style-type: none"><li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li><li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li><li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may</li></ul>	<b>Living Things and Their Habitats</b> <ul style="list-style-type: none"><li>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</li><li>Give reasons for classifying plants and animals based on specific characteristics</li></ul>	<b>Science Week</b>
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		<p>voltage of cells used in the circuit</p> <ul style="list-style-type: none"> <li>• Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position on switches</li> <li>• Use recognised symbols when representing a simple circuit in a diagram</li> </ul>	lead to evolution		
<b>Geography</b>		<p><b>What is it like in the Amazon?</b></p> <p>In this unit, children find out about the Amazon region of South America, considering what it is like to live in the region, as well as how it is being damaged and how it can be protected. The unit builds on previous work the children may have done in Key Stage 1 on rainforests, and</p>	<p><b>Where does all our stuff come from?</b></p> <p>In this unit, the children will find out about the UK's global trade links, investigating where everyday products come from and the journeys they take to our homes. This builds on work children may have done in KS1 looking at the geography of food. The children</p>		<p><b>What will our world look like in the future?</b></p> <p>In this unit, as the children move towards the end of their primary school careers and prepare to move to secondary schools, they will consider the past, present and future of their local area. This unit help them see change as positive and to feel</p>



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			the unit of work on North America, earlier in this series.	will also map the journeys taken by items, and research the pros and cons of buying local or imported goods.		optimistic about the changes that lie ahead.
<b>History</b>	<b>World War 2</b> The children will look at the causes of WW2 and the impact it has had on our modern day life. We will also look at the effect on our local area.			<b>Ancient Greece</b> As Historians, the children will be studying Ancient Greece. We will learn about many of the different Greek Gods and the beliefs the Ancient Greeks had around these. We will research Greece and find out about how Ancient Greece has had an influence on Modern Greece	<b>The Ancient Maya</b> The children will recognise some similarities and differences between the Maya civilisation and other societies; ask and answer questions about the Maya civilisation by using sources of information.	
<b>Design and Technology</b>	<b>Game development</b> <b>Design</b> <ul style="list-style-type: none"> <li>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</li> </ul>		<b>Cross stitch</b>		<b>Wall hanging</b> <b>Design</b> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose,</li> </ul>	



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	<ul style="list-style-type: none"><li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li></ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"><li>• investigate and analyse a range of existing products</li><li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li></ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"><li>• apply their understanding of computing to program, monitor and control their products</li></ul>		<p>aimed at particular individuals or groups</p> <ul style="list-style-type: none"><li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li></ul> <p><b>Make</b></p> <ul style="list-style-type: none"><li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li><li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li></ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"><li>• investigate and analyse a range of existing products</li><li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li></ul>
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<b>Art and Design</b>	<b>Art and Design Skills</b>	<b>Make My Voice Heard</b>	<b>Photography</b>	<b>Still Life</b>	<b>Central and South America</b>	<b>North America</b>
	<ul style="list-style-type: none"> <li>Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.</li> <li>Select and mix more complex colours to depict thoughts and feelings</li> <li>Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.</li> </ul>	<ul style="list-style-type: none"> <li>Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.</li> <li>Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and</li> </ul>	<ul style="list-style-type: none"> <li>Study the works of Hannah Hoch, Peter Kennard, Jerry Uelsmann</li> <li>Use the language of art with greater sophistication when discussing own and others art.</li> <li>Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life</li> </ul>	<ul style="list-style-type: none"> <li>Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.</li> <li>Make personal investigations and record observations in sketchbooks</li> <li>Study the works of Paul Cezanne, Jaromir Funke, Ben Nicholson</li> </ul>	<p>Sculpt clay. • Make a dream catcher. • Draw in colour. • Make a collage. • Ink a collagraph evenly. • Print my collagraph onto the collage. • Paint symbols • Talk about the artist Frida Khalo. • Talk about the artist Joaquin Torres Garcia. • Talk about the artist Leonora Carrington. • Talk about the artist Diego Rivera. • Talk about the artist Beatriz Milhazes. • Talk about the artist Carlos Paez Vilaro. • Make a patterned drum.</p>	<p>Finish a drawing. • Paint an abstract picture. • Build a toy house. • Use a sketchbook. • Make a 'reading' picture • Tell about the artist John Singer Sargent. • Tell about the photographer Ansel Adams. • Tell about the artist Helen Frankenthaler. • Tell about the architect Frank Lloyd Wright. • Tell about the artist Jean-Michel Basquiat. • Tell about the artist Mary Cassatt. • Make a landscape collage</p>



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		chiaroscuro techniques.				
<b>Wellbeing PSHE/SMSC</b>	<b>Health and wellbeing</b> <ul style="list-style-type: none"> <li>Analyse the positive and negative influences on choices related to health</li> <li>Identify choices that they can make about their health that they couldn't have made before</li> <li>Recognise that responsibility for their choices lies with them</li> <li>Identify positive role models of healthy lifestyles in the media and explain why they think they are positive</li> <li>Describe the influence of media advertising/celebrity culture on health and lifestyle choices</li> <li>Explain how healthy eating, physical activity, rest and relaxation can support all aspects of wellbeing</li> </ul> <p>Describe the long term consequences of informed choices on their body and mind</p>		<b>Relationships</b> <ul style="list-style-type: none"> <li>Discuss the range of feelings we may experience and how our feelings might be changing as we get older</li> <li>Discuss how feelings often change over time and are not fixed</li> <li>Explain the benefits (to self and others) of recognising/responding appropriately to our own and others' feelings</li> <li>Empathise with others who are experiencing difficult or challenging feelings</li> <li>Describe or demonstrate ways of managing difficult or challenging feelings</li> </ul>		<b>The wider world</b> <ul style="list-style-type: none"> <li>Research topical issues that concern health and wellbeing, e.g. stress*</li> <li>Summarise their findings, including identifying the problems arising from the issue</li> <li>Generate ideas for how this issue and the related problems may be addressed</li> </ul> <p>Prepare presentations for relevant professionals (e.g. health professionals, head teacher) on how their recommendations could be carried out to improve health and wellbeing</p>	
<b>Computing</b>	<b>Blogs and Coding</b>		<b>Text adventures</b>	<b>Networks</b>	<b>Excel</b>	<b>Quizzers</b>
<b>Music</b>	Singing through Signs	<b>Christmas</b>	<b>TBC Depending on Covid-19 restrictions</b>			





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PE	Games	Lacrosse or Football	Young Leaders	Orienteering/ Survival	Athletics	Gymnastics
<b>French</b>	<p><b>Self, Family &amp; Friends</b></p> <ul style="list-style-type: none"> <li>Listen and show understanding of more complex sentences containing familiar words/phrases and work out the gist (with unfamiliar words).</li> <li>Pick out specific vocabulary/phrases.</li> <li>Write a complex sentence manipulating familiar language to describe people, places, things and actions; maybe using a dictionary</li> <li>Be <b>confident</b> and <b>articulate</b> when expressing themselves in the foreign language.</li> </ul>	<p><b>School Life</b></p> <ul style="list-style-type: none"> <li>Manipulate language using a language scaffold to present their own ideas and information in more complex sentences</li> <li>Adapt taught phrases to create new sentences with understandable accuracy</li> <li>Use a bi-lingual dictionary to find the meaning of words in a written text and understand their meaning in its context</li> </ul>	<p><b>The World Around Us</b></p> <ul style="list-style-type: none"> <li>Demonstrate the knowledge and use of grammar in written sentences:</li> <li>gender of nouns, definite and indefinite articles (and its omittance for jobs), plural of nouns, 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person pronouns with regular and high frequency verbs in the present tense, state the position of most adjectives</li> <li>Show a desire to learn about other cultures and to communicate with people from another country (eg; a pen pal) in order to forge connection and <b>friendship</b> based upon mutual <b>respect</b> and understanding.</li> </ul>	<p><b>Animals and Home Environments</b></p> <ul style="list-style-type: none"> <li>Predict the pronunciation of unfamiliar words, with increasing accuracy, in a series of sentences</li> <li>Manipulate language to create and say sentence of own choice using familiar language</li> <li>Write a series of extended sentences</li> </ul>	<p><b>Leisure (Hobbies)</b></p> <ul style="list-style-type: none"> <li>Be <b>aspirational</b> about opportunities their language knowledge and skills could lead to in the future.</li> <li>State the differences and similarities with English</li> <li>Write a complex sentence manipulating familiar language to describe people, places, things and actions; maybe using a dictionary</li> <li>Engage in a short conversation using familiar questions and express opinions. Ask for clarification and help.</li> </ul>	<p><b>Summer (Café)</b></p> <ul style="list-style-type: none"> <li>Predict the pronunciation of unfamiliar words, with increasing accuracy, in a series of sentences</li> <li>Demonstrate the knowledge and use of grammar in written sentences: gender of nouns, definite and indefinite articles (and its omittance for jobs), plural of nouns, 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person pronouns with regular and high frequency verbs in the present tense</li> </ul>
<b>Themed Days and Weeks</b>	Jeans for genes Black history week	Remembrance	Art curriculum day	Word book day Pi day	St George's Day	Refugee week



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	Mental Health Awareness day Bikeright	Anti-bullying week Safer internet day Christmas outfit day Children in need	Internet safety week Storytelling week	Comic relief		Curriculum enrichment week Money sense Olympics DT week
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