



Year 6 Curriculum Overview 2021-22

Spring 2nd Half Term

	21.02.2022	28.02.2022	07.03.2022	14.03.2022	21.03.2022	28.03.2022
Key Events	Young Leader Training	Young Leader Training	Lancashire Athletics Competition	Red Nose Day	Eden Project	Holy Week
Focus weeks	Maths	Reading Share a story	Geography	PSHE	Art Design Technology	RE
Room of Wonders						
English	Letters from the Lighthouse Emma Carroll			We Are All Born Free Human Rights poetry/persuasive writing	WW2 Non-fiction Text Create a non-fiction piece linked to WW2 Display Booklet to be publish all the information.	
Maths	Number Algebra	Measurement Converting Units		Measurement Perimeter, Area and Volume		Number Ratio
RE	Jesus Who was Jesus?	Jesus Who is Jesus?	Jesus Who did Jesus say he was?		Jesus Was Jesus the Messiah?	
PSHE	Community Valuing diversity		Community Challenging discrimination and stereotypes		Media literacy and digital resilience Evaluating media; sources; sharing.	
Science	Living Things Are living things classified into broad groups?		Living Things Do we group living things according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals?		Living Things Are you able to give reasons for classifying plants and animals based on specific characteristics?	



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Geography	Rivers Why is the water cycle an important process for our planet?	Rivers Is erosion different to deposition?	Rivers What are the different features of a River?	Rivers What causes water pollution? Will water pollution affect our environment?	Rivers How will it affect us on a local and global scale?	Rivers How does the River Nile compare to the River Thames?
History	World War 2 How did people manage to carry on normal life during the war and how do we know?	World War 2 Which pieces of evidence would you select to tell the story of the Home Front? How would you justify your selection if you had only limited space?	World War 2 Why is it so difficult to be sure what life on the Home Front was really like?	World War 2 Do you think the Government censors would allow certain photographs to be shown to the public?	World War 2 What was VE day really like?	
Art & Design	Henry Moore WW2 Tunnel Art Use of various media, charcoal Line Perspective		Megan Coyle Collage Animal- Living Things (Cross curricular link)			
Design Technology	Eden Project Sculptures Create a nature sculpture using our local area, inspired by the sea					
Music	Fresh prince of Bel Air; Charranga Unit					
Computing	iApp Unit 1 iMobile	iApp Unit 1 iExplore	iApp Unit 1 iPlay	iApp Unit 1 iPlan	iApp Unit 1 iDebug	
MFL	Activities					



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PE	<p>Dance- Heroes and Villains Pupils have a developed and well-rehearsed duet that demonstrates a range of choreographic techniques. Empathy - To work together ensuring all pupils are confident and happy to create and improve their duet.</p>	<p>Dance- Heroes and Villains Pupils create a group dance using a range of dynamics, accurately timed. Identify real-life heroes and why they are heroes. Empathy - To understand how heroic characters might feel and work with a group to portray these qualities.</p>	<p>Dance- Heroes and Villains Pupils have a developed and well-rehearsed duet that demonstrates a range of choreographic techniques. Empathy - To work together ensuring all pupils are confident and happy to create and improve their duet.</p>	<p>Dance- Heroes and Villains Pupils have a developed and well-rehearsed duet that demonstrates a range of choreographic techniques. Empathy - To work together ensuring all pupils are confident and happy to create and improve their duet.</p>	<p>Dance- Heroes and Villains Pupils will have made creative decisions on the performance structure and implemented these practically in their performance, working as a full team. Empathy - To work with empathy for all to improve their dance.</p>	<p>Dance- Heroes and Villains Pupils will have performed all their creations in a sequence decided by them. Pupils will have new performance skills and increased confidence. Empathy - To have increased confidence and understanding for what it feels like to perform in front of an audience.</p>
	<p>Striking and Fielding- Rounders To demonstrate bowling underarm with accuracy. To catch a ball when fielding Encouragement - To offer practical solutions to help teammates improve.</p>	<p>Striking and Fielding- Rounders To strike a ball with a bat. To throw a ball overarm when fielding Encouragement - To offer practical solutions to help teammates improve</p>	<p>Striking and Fielding- Rounders To demonstrate a bowl underarm with accuracy. To strike a ball with a bat off a tee. Self- Motivation - To set myself a goal when practising bowling.</p>	<p>Striking and Fielding- Rounders To demonstrate an overarm throw when fielding a ball. To explain where to strike a ball in a game. Decision Making - To make a definite choice of where to strike the ball.</p>	<p>Striking and Fielding- Rounders To demonstrate bowling with accuracy in a game. To strike a ball with a bat. To use tactics in a rounders type game. Evaluation - To refer to the objectives and success criteria.</p>	<p>Striking and Fielding- Rounders To demonstrate bowling underarm with accuracy in a game. To strike a ball with a bat. To use tactics in a rounders game. Evaluation - To identify strengths and areas for improvement.</p>



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