Tillington Manor PRIMARY SCHOOL
Working TOGETHER to achieve the best!

Tillington Manor Long term curriculum overview 2021/2022

Year 6

	Autumn 1 6weeks and 4 days 1 inset	Autumn 2 7 weeks and 1 days 1 inset	Spring 1 7 weeks 1 inset	Spring 2 5 weeks	Summer 1 6 weeks 1 bank hol	Summer 2 7 weeks 2 inset
Topics	**Victorians & 19th Century Stafford**		**WW2**		**Rivers**	
Texts that link	Cogheart – Peter Bunzl	The Highway Man Shakespeare study	Oranges in No Man's Land – Elizabeth Laird Alice in Wonderland	Holes	Floodlands – Marcus Sedgwick	Wolf Brother – Science link
Tillington Wishes		Residential - Standon Bowers Climb a Tree	Theatre – Alice in Wonderland Concert - Young Voices	WW2 day	River - Doxey Marshes	Sex Education Hp World
Parental Engagement	Meet the Teacher	Standon Bowers Assembly	SATS Meeting		Father's Day breakfast	Sports Day End of year show Leavers Assembly
Cultural Capital	National Poetry Day 6-th October (One week English) World Mental Health Day – 10th Oct. 1 PSHE lesson Geography Fieldwork week 18th Oct – DLP lessons. Black History Month- 17th Oct. English 1 week cycle + 1 DLP lesson Harvest – Assembly	Anti-Bullying week 14-18th Nov. 1 PSHE lesson. Remembrance Day 11th Nov Children in Need 18th November Road Safety Day 14-20th November Christmas Parties World Cup – 21st Nov – 18th Dec. Christingle assembly	Chinese New Year – January World Religion Day 16th Jan NSPCC Number Day – 3rd Feb Children's Mental Health Awareness Week 6-12th Feb Safer Internet Day 14th Feb	World Book Day 2rd March Science Week (STEM) March 10-19th March Autism Awareness 2nd April Red Nose Day 15th March	VE Day 8TH May Red Cross First Aid week – 8th May	NSPCC day 10th June Father's day Breakfast National Sport week – June

		w/b 12th Dec				
History	A local History Study (H8) A study over time tracing how several aspects of national history are reflected in the locality (Beyond 1066) • What happened in the 19th century – overview of significant events and the reign of Queen Victoria • What was Stafford like pre 19th century – High House, Courts, St Mary's Church etc.? • How did Stafford change in the 19th century? (Civic buildings, housing, transport developments etc.) • Why did Stafford grow? (Railway à factories/jobs etc.) - How did life change after railways? What advantages were there for the people of Stafford from the railways? • How did people spend their leisure time? (Theatre, church, parks etc.) • How much has changed/stayed the same in Stafford since the 19th century? What are the reasons for change? (establishing different reasons)		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (H9) How have planes changed in the 20th century? • What significant events happened in the 20th century? • What were planes like at the end of WW1? • What were the technological advances made between WW1 and WW2 that allowed planes to develop for the Battle of Britain? • What was the Battle of Britain? How did technology have an impact upon this battle? • Why was the Battle of Britain a significant turning point in WW2? • How were changes reported? How was the battle reported by the different sides? Were the reports accurate? • How has life in Britain changes as a result of the Battle of Britain? • How have planes continued to evolve from the time of the Battle of Britain?		

Geography	• G18 use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies • G17 use the 8 points of a compass, 4- and 6-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 • G12 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 **Local area Development –linked to Victorian Stafford** **<u>Children will learn:</u>** • Where in the world is Stafford? • What makes Stafford, Stafford? • How has Stafford town centre been planned? How has the centre changed in the last 20 years? How do they build new buildings when there is very little town-centre space? • How/why has Stafford changed in the last 10/20 years? (developments away from the centre – new housing/industrial units/MOD etc. to cater for increasing/changing population in Stafford) • What will it be like to live in Stafford in 20 years?		• G15a physical geography, including: rivers and the water cycle • G15b 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 • G16 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • G18 use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies **<u>Children will learn:</u>** • What is a river? How do people use rivers? • What is the water cycle? • What is the journey of a river (features)? • Why are rivers important? Why do we use rivers? How do they affect the location of settlements? • How do people spoil rivers? How can they be protected? • How does flooding affect communities? • Which rivers are famous? Which river is the longest in the world?

Science	**Evolution and Inheritance** • 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. **Animals including Humans** • 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.	**Light** • 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	**Living things and their habitats** • 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. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution **Electricity** 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.

Art	LS Lowry and William Morris Victorian Artwork • Can I sketch a picture from the industrial revolution? Sketch a steam train. Display images associated with the industrial revolution. Children to sketch and draw on page filling it with 'modern' thoughts for the period. • Can I research the artist LS Lowry? Display work by Lowry. What do you think inspired him? Discuss his work. Create sketch page to show. • Can I use collage to create still life composition? Display some images of Victorian still life. Explain what is meant by Victorian still life. Use collage of different pictures cut out and glued together to make a still-life composition. (Compare with Lowry's artwork) • Can I sketch a still-life? Use the compositions created before. Sketch still life adding shading where necessary. Could add colour using pastels/paints/pencils. • Can I draw using a Dickensian style? Share the images of the Dickensian illustration. Explore the line, shapes and shadows. Use drawing tools, pencils and charcoal first experiment with technique then move on to draw a building in Dickensian style. • Can I create a William Morris pattern? Design and create a William Morris with a repeated pattern. Discuss the purpose. Create a sketchbook page.	Evolution • Can I explore mark-making? Gather together paints/pastels/pencils and mark make in your sketchbook. What materials do you like using? Which materials do you find difficult to use? What techniques do you prefer? What is your artistic style? • Can I explore my own ideas around a creative theme? Consider the title 'Inheritance and Evolution'. If you were to draw a monkey. How would you draw it? What materials would you use? What techniques would you use? Find photos and pictures that inspire you. Create multiple sketchbook pages to explore your ideas. • Can I apply my knowledge and understanding of art to produce a final piece? Which of your ideas do you want to take forward? What bits do you like? How big is your final piece going to be? What style are you doing to use? What materials/tools do you need? • Can I create a unique final piece? Use your ideas to create your final piece of art work. These will be displayed in an art gallery/show at the end of the year to show the journey of pupils in art.	Can I evaluate my work and the work of others? Have a mini-art show in the classroom. What do you like about other people's work and what improvements might you suggest? How does the art work make you feel? Explore 2D and 3D techniques to create a river scene. • Can I research and collect together my ideas? Research River art and create a digital collage of images associated with 'Rivers' Walk to Doxey Marshes and do some sketches of the river. • Can I explore the shape? Using charcoal draw river shapes from an aerial view. Observe the way the river bends and carves out the land. Use stepping stones and the stones around the edges. • Can I explore techniques? Sketch out a river shape and create a design inspire by the flow of water. Fill with pattern. • Can I explore techniques? Begin to use water colour to explore colour of river, blending colours and shaping. • Can I explore techniques? Bring these techniques together and create a collage of a river using a range of materials. • Can I use 3D techniques to create a set design? Build a river scene for a design of a set by layering up cardboard and polystrene. 

DT	**DT: Shelters – Standon Bowers** • Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches? • Can you use finishing and decorative techniques suitable for the product they are designing and making? • Do you understand how to strengthen, stiffen and reinforce 3-D frameworks? In Year 6, Children will: Year 6 chn will: • Follow and refine their plans. • Justify their plans in a convincing way. • Assemble components with precision and adapt the way they work in response to situations that arise • Evaluate their product against a clear criterion, which they have devised	**Combining Different Fabric Shapes** *E.g tablet case; mobile phone carrier; shopping bag; insulating bag; hat/cap; garden tool belt; slippers; sandals; fabric advent calendar; fabric door stop* •Can you Produce detailed lists of equipment and fabrics relevant to their tasks? • Can you investigate and analyse textile products linked to their final product? Do you know that a 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics? **Link to Alice in Wonderland** In Year 6, Children will: Year 6 chn will: • Follow and refine their plans. • Justify their plans in a convincing way. • Assemble components with precision and adapt the way they work in response to situations that arise • Evaluate their product against a clear criterion, which they have devised	**More Complex Switches and Circuits** **Choose from:** *vehicle alarm; security lighting system; alarm for valuable artefact; automatic nightlight; electrical board game; alarm for school shed* • Can you competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product? • Can you create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment? • Can you apply their understanding of computing to program, monitor and control their products? **Link to Science Chn in yr 6 will:** • Use market research to inform their plans and ideas. • Follow and refine their plans. • Justify their plans in a convincing way. • Assemble components with precision and adapt the way they work in response to situations that arise • Work within a budget. • * test and evaluate their products against criteria they have devised
RE	What is the best way for a Muslim to show commitment to God? **Religion: Islam** How significant is it that Mary was Jesus' mother? **Religion: Christianity**	Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? **Religion: Christianity** Key Question: Is anything ever eternal? **Religion: Christianity**	Is Christianity still a strong religion 2000 years after Jesus was on Earth? **Religion: Christianity** Does belief in Akhirah (life after death) help Muslims lead good lives? **Religion: Islam**

PSHE	Being me in my world Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing me
Music	**KS2 – Entrust Music Service** **Children in Year 6 Will:** **(Skills Development)** • Play with a well-established instrumental technique to produce a consistent sound using more complex techniques • Play as part of a class ensemble with confidence and a secure pulse • Learn new pieces by using standard staff notation • Follow a variety of conductors including other teachers and pupils to play together as a group • Perform pieces with two or three parts with confidence and accuracy to create a layered piece • Compose and layer simple ostinati to create an accompaniment for a song • Improvise more than 1 bar of music with confidence • Use aural skills to match sound and notation patterns • Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience. • Recognise changes in metre aurally and through movement • Make constructive comments on own and others' music to develop compositions and performances discussing some of the interrelated dimensions of music • Listen to a variety of music from different periods, countries, cultures and genres **(Instrument Specific Skills)** • Perform a short piece demonstrating good left-hand fretting technique, showing a relaxed approach without tension • Use fingers with more confidence using one finger per fret across the top three strings • Produce a consistently good sound when fingering/using a plectrum/strumming and a variety of long and short notes and varying dynamics • Play simple chord changes using the top three strings • Read simple rhythmic and melodic notation including chords and TAB to perform pieces • Perform a variety of pieces from memory • Copy back more complex phrases and identify the note lengths used by name • Lead call and response exercises using pitch and rhythm • Use the instrument to create short phrases and pieces • Identify ways to improve technical aspects of performance • Perform to an audience to celebrate achievements		

PE Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	**In:** **Football, Basketball, Cricket, Dodgeball, Tag Rugby, Rounders, Handball, Volleyball & Quidditch** In Year 6, Children will: • Hit a bowled ball over longer distances. • Use good hand-eye coordination to be able to direct a ball when striking or hitting. • Understand how to serve in order to start a game. • Throw and catch accurately and successfully under pressure in a game • Show confidence in using ball skills in various ways in a game situation, and link these together effectively • Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. • Keep and win back possession of the ball effectively and in a variety of ways in a team game. • Demonstrate a good awareness of space • Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring • Follow and create complicated rules to play a game successfully. • Communicate plans to others during a game. • Lead others during a game.

PE

Autumn 1
Autumn 2

In:
Gymnastics & Fitness Circuits

In Year 6, Children will:

- Understand the importance of warming up and cooling down.
- Carry out warm-ups and cool-downs safely and effectively.
- Understand why exercise is good for health, fitness and wellbeing.
- Know ways they can become healthier.
- Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.
- Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.
- Confidently use equipment to vault and incorporate this into sequences.
- Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances

Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight half turn Straight full turn Cat leap Cal leap half turn Cat leap full turn Split leap Stag leap	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault
Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot	1, 2, 3 and 4- point balances Balances on apparatus Full body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support

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<td>Computing</td>
<td><u>Autumn 1 - Communication and collaboration</u>

• Exploring how data is transferred by working collaboratively online.

<u>Autumn 2 - Webpage creation</u>

• Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.</td>
<td><u>Spring 1 - Variables in games</u>

• Exploring variables when designing and coding a game.

<u>Spring 2 - Introduction to spreadsheets</u>

• Answering questions by using spreadsheets to organise and calculate data.</td>
<td><u>Summer 1 - 3D modelling</u>

• Planning, developing, and evaluating 3D computer models of physical objects.

<u>Summer 2 - Sensing movement</u>

• Designing and coding a project that captures inputs from a physical device.</td>
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<td colspan="3"><u>Throughout the Year, Year 6 Children's curriculum coverage will contain:</u>

• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

• 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

• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

• 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

• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</td>
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