



## Brooklands Primary School – Curriculum Information for Parents 2024-25

### Year 6

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Educational Visits:	Chester Zoo (Autumn 1) Bikeability (Autumn 2)		Liverpool Maritime Museum and Ferry		Residential – Plas Menai Outdoor Adventure Day	
Mathematics	Multiples of 1000 and numbers to 10,00,000 Addition and subtraction Multiplication and division Negative numbers <i>Calculating using knowledge of structures</i>	Order of operations Area and perimeter Volume Position and direction Angles <i>Calculating using knowledge of structures</i>	Fractions Decimals and percentages Statistics – pie charts <i>Calculating using knowledge of structures</i>	Ratio and proportion Measure Properties of shape Algebra Solving problems with one or two unknowns <i>Calculating using knowledge of structures</i>	Mean average Revision of previous units from Autumn 1 to Spring 2 Securing arithmetic skills <i>Calculating using knowledge of structures</i>	Statistics Maths projects Consolidation of calculation and structures Problem solving <i>Calculating using knowledge of structures</i>
English	<b>Writing to Entertain – classic poetry (2.5weeks)</b> The children will read a selection classic poetry such as ‘The Kraken’ and ‘The Wreck of the Hesperus’. They will focus on language and symbolism before creating their own poems based on ‘Sea Fever’. <b>Writing to Inform (9 weeks)</b> The children will read the novel ‘Holes’ by Louis Sachar and explore the themes within it. They will develop their knowledge of non-fiction writing by constructing a biography, a non-chronological report, diaries and letters. <b>Writing to Entertain – Narrative (3 weeks)</b> The children will explore the images and short narratives related to the mysteries of Harris Burdick by Chris Van Allsburg, including Captain Tory by Louis Sachar. They will create their own short story based on an image.		<b>Writing to Entertain – Poetry</b> The children will read a variety of narrative poems such as ‘The Highwayman’ and ‘The Listeners’. They will analyse language and structure as well as recording personal responses to the poems. <b>Writing to Entertain - Narrative</b> Through looking at the videos ‘Alma’, ‘Francis’ and ‘Dracula’s Whitby’, the children will explore creating atmosphere and tension in stories. They will begin to read their first longer novel ‘The Haunting of Aveline Jones’ and read extracts from other novels and picture books before writing their own short story using a model. <b>Writing to Persuade</b> Children will explore the features of persuasive texts before writing their own linked to their study of the issues facing aquatic biomes.		<b>Writing to Entertain - narrative</b> Linked to a study of World War 2, the children will read ‘When the Sky Falls’ and ‘Rose Blanche’. They will develop their skills in historical writing, using appropriate vocabulary, settings and characters. <b>Writing to Entertain – poetry on a theme</b> The children will look at poetry linked to the city of Manchester, analysing the work of Tony Walsh (the Manchester Poet) and looking at important song lyrics linked to the city. <b>Writing to discuss</b> Linked to their Cottonopolis topic, the children will explore various questions such as ‘Should children have been evacuated in WW2?’ and ‘Was industrialisation positive for the city of Manchester?’	
Topic (Includes History, Geography, Art and Design Technology)	<b>Amazing Americas</b> The topic will begin with a study of the Americas, finding out about famous landmarks and detailing the human and physical features. The children will develop their map skills by locating cities, regions and countries before focusing on different settlements and		<b>Water, Water, Everywhere</b> The topic will begin with children recapping their knowledge of the water cycle. They will explore the features of rivers, including completing a case study about the River Mersey. They will look at the causes of flooding		<b>Cottonopolis</b> The topic will begin with a history of England and the city of Manchester through time under the Georgian and Victorian rulers before focusing on the role that Manchester played in the industrial revolution. The children will learn about the cotton industry and explore	

	<p>land use (urban, rural, industrial and agricultural). The children will then move onto finding out about the history of the Americas including the Mayans, how they were discovered and early settlers from the Mayflower. They will also learn about and compare the features of a regions of North and South America before exploring where and when earthquakes occur and their impact.</p> <p>In DT, the children will design and make a healthy Mexican feast, including making guacamole and salsa.</p> <p>In Art, the children will look at portraits with a focus on Frida Kahlo and surrealism. They will also have the opportunity to learn about printing linked to the Mexican celebration of the Day of the Dead.</p>		<p>as well as completing fieldwork linked to rivers and rainfall.</p> <p>As the topic progresses, children will investigate aquatic biomes such as coral reefs and discover the problems of over-fishing, tourism and diving.</p> <p>In Art, the children will link to their work on coral reefs and use a variety of textiles to make sea creatures.</p> <p>In history, the children will learn about the sinking of the Titanic. They will use primary and secondary sources to find out what life was like on board as well as explore different accounts linked to the sinking.</p> <p>In DT, the children will be given the opportunity to complete an enterprise project, researching, designing and making a product to sell.</p>		<p>Manchester and its industrial development through the building of the Bridgewater Canal. The children will then track the history of Manchester through its role in women’s suffrage (including work on key figures such as Millicent Fawcett, Emeline Pankhurst and Emily Davison) to the Battle of Britain where they will find out all about the Blitz and the blackout.</p> <p>In art, the children will explore collage and mixed media linked to the theme of Manchester (industrial/blitz collage). Using their drawing skills, they will also explore the different ways artists including Henry Moore represented the Blitz and will find out how the Blitz affected people who lived in their area.</p>	
Computing	<p><b>Computing Systems and Networks – Communication</b></p> <p>In this unit learners explore how data is transferred over the internet.</p>	<p><b>Creating Media – webpage creation</b></p> <p>This unit introduces learners to the creation of websites for a chosen purpose.</p>	<p><b>Programming - Variables in games</b></p> <p>This unit explores the concept of variables in programming through games in Scratch.</p>	<p><b>Data and information - spreadsheets</b></p> <p>This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set.</p>	<p><b>Creating Media – 3D modelling</b></p> <p>The children will develop their knowledge and understanding of using a computer to produce 3D models.</p>	<p><b>Programming – sensing</b></p> <p>The unit begins with a simple program for pupils to build in and test within the new programming environment, before transferring it to their micro: bit.</p>
Science	<p><b>Evolution and Inheritance</b></p> <p>The children will learn how living things have changed over time and how animals and plants are adapted to suit their environment. They will study inheritance linked to physical traits in humans and animals. The children will also study the scientist Charles Darwin, as well as completing investigations linked to the theme of adaptation and evolution.</p> <p><b>Living things and their habitats</b></p> <p>Children will learn how living things are classified into broad groups according to characteristics, including micro – organisms, plants and animals.</p>		<p><b>Animals including humans</b></p> <p>The children will learn how the human body works, including the heart, the lungs and other organs. They will learn about the ways in which they can stay healthy, as well as examining the impact of smoking, alcohol and drugs on health.</p> <p><b>Light</b></p> <p>Children will investigate light, how it travels and reflects. They will be introduced to the idea of refraction and use a prism.</p>		<p><b>Electricity</b></p> <p>Children construct circuits and investigate resistance, bulbs and switches. The children will link this to their work in DT, where they will use electrical circuits to make a product.</p>	

R.E.	Is it better to express your beliefs in art and architecture or charity and generosity?		What difference does it make to believe in ahimsa, grace or Ummah?		What can be done to reduce racism? Can religion help?		What do religions say when life gets hard?	
P.E.	Outdoor – Lacrosse Indoor - Dodgeball	Outdoor – Tri Golf Indoor – OAA	Outdoor – Hockey Indoor – Gymnastics	Outdoor – Handball Indoor – Health Related Fitness	Outdoor – Athletics Indoor – Dance	Outdoor – Cricket Indoor – Tennis		
PSHE	<p><b>Rules, Rights and Responsibilities:</b> Children will learn that human rights are there to protect everyone and explore how the media present information.</p> <p><b>Me and my Community:</b> Children will explore the range of national, regional, religious and ethnic identities in the UK.</p> <p><b>Being Safe (including online safety):</b> Children will explore strategies for keeping physically and emotionally safe such as: road safety (including cycle safety), safety in the environment (including rail, safety), fire safety and safety online (including social media, the responsible use of ICT and mobile phones).</p> <p><b>Caring friendships:</b> Children will explore what a healthy friendship should look like, linking this to their own experiences.</p>		<p><b>Healthy lifestyle:</b> Children will research, discuss and debate topical issues, problems and events concerning health and wellbeing.</p> <p><b>Respectful Relationships:</b> Children will explore how their actions affect themselves and others, including recognising that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability.</p> <p><b>Money:</b> Children will explore enterprise and the skills that make someone ‘enterprising’. They will consider how resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p>			<p><b>Families and people who care for me:</b> Children will explore how families can be different from that of my own and understand that they are also characterised by love, care and commitment, including with or without marriage or civil partnership.</p> <p><b>Mental Wellbeing:</b> Children will reflect on and celebrate their achievements, identify my strengths, areas for improvement and set high aspirations and goals. They will discuss what positively and negatively affects both my own and other’s mental and emotional health, including recognising how images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p><b>Online relationships:</b> Children will consider online friendships and sources of information, including awareness of the risks associated with people they have never met. They will explore how to respond safely to an individual they may encounter in all contexts (including online) who they do not know.</p>		
MFL	Everyday Life	Where I live	Playing and Enjoying Sport	This is Me - hobbies and fun		Eating Out - Café Culture		French Celebrations and Events
MUSIC	<p><b>Wider Opportunities</b> Children work with a specialist teacher from Trafford Music Services to learn call and response chants as well as receiving guitar tuition and learning to play simple tunes.</p>		We’ve got Rhythm – rhythmic devices an structure		Music effects and Mood		Celebrating Songs	