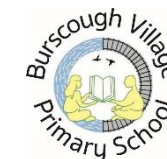




Burscough Village Primary School  
**Year 6**  
**Summer Curriculum Overview**



	<b>Summer 1</b>	<b>Summer 2</b>
<b>Maths</b>	<u><b>Revision &amp; Preparation for KS3 Maths</b></u> <ul style="list-style-type: none"> <li>▪ Covering all aspects of the KS2 maths curriculum to ensure pupils are secure in all elements and techniques for assessment.</li> </ul>	<u><b>Preparation for KS3 Maths</b></u> <ul style="list-style-type: none"> <li>▪ Ensure all KS2 objectives are secure and covered ready for transition to KS3 curriculum.</li> </ul>
<b>English</b>	<u><b>Last Push Pack – Wonder (Poetry, autobiography, narrative, debate)</b></u> <ul style="list-style-type: none"> <li>▪ This unit is designed to generate a range of independent writing outcomes including: biography, poetry, diary entries and narratives from different characters' perspectives.</li> </ul>	
<b>Science</b>	<u><b>Evolution and Inheritance</b></u> <ul style="list-style-type: none"> <li>▪ Recognise living things change over time and fossils provide information.</li> <li>▪ Recognise that living things produce offspring of the same kind.</li> <li>▪ Identify how animals and plants are adapted to suit their environment.</li> </ul>	<u><b>Living Things and Classification</b></u> <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.</li> <li>▪ Give reasons for classifying plants and animals based on specific characteristic.</li> </ul>
<b>PSHE</b>	<u><b>What will change as we become more independent? How do friendships change as we grow?</b></u> <ul style="list-style-type: none"> <li>▪ To understand that people have different kinds of relationships in their lives.</li> <li>▪ To know that adults can choose to be part of a committed relationship or not, including marriage or civil partnership.</li> <li>▪ To understand how puberty relates to growing from childhood to adulthood.</li> <li>▪ To know about the reproductive organs and process - how babies are conceived and born and how they need to be cared for.</li> <li>▪ To understand how growing up and becoming more independent comes with increased opportunities and responsibilities and changes to friendships.</li> <li>▪ To know how to manage change, including moving to secondary school.</li> </ul>	
<b>History</b>	<u><b>When was the Golden Age of Islamic history?</b></u> <ul style="list-style-type: none"> <li>▪ Describe why the period was called the golden age?</li> <li>▪ Explain how the Early Islamic Civilisation impacted health today.</li> <li>▪ Understand why the golden age came to an end.</li> <li>▪ Evaluate how the Early Islamic Civilisation impacted the world.</li> </ul>	
<b>Geography</b>		
<b>RE</b>	<u><b>Buddhism – Is life like a journey?</b></u> <ul style="list-style-type: none"> <li>▪ Understand &amp; talk about the four noble truths.</li> <li>▪ Understand &amp; explain the beliefs within the story of Prince Siddhartha.</li> <li>▪ Describe &amp; explain what is involved in the Eight Fold Path.</li> <li>▪ Explain the importance of meditation in Buddhism.</li> </ul>	<u><b>Christianity - If life is like a journey, what's the destination?</b></u> <ul style="list-style-type: none"> <li>▪ Explain how a Christian believes about death, resurrection, salvation, life after death might affect their lives and behaviour.</li> <li>▪ Explore confession, repentance, atonement &amp; reconciliation.</li> <li>▪ Analyse Christian teachings about the importance of forgiveness.</li> </ul>
<b>PE</b>	<u><b>Striking &amp; Fielding</b></u> <ul style="list-style-type: none"> <li>▪ Develop sending and striking a ball.</li> <li>▪ Apply basic principles of striking and fielding in a game.</li> <li>▪ Evaluate and recognise their own success.</li> </ul>	<u><b>Athletics</b></u> <ul style="list-style-type: none"> <li>▪ Develop, explore &amp; evaluate running, throwing and jumping skills in isolation.</li> <li>▪ Compare their performances showing improvement in personal best.</li> </ul> <u><b>Swimming</b></u> <ul style="list-style-type: none"> <li>▪ Develop technique of front crawl, backstroke and breaststroke.</li> <li>▪ Compare their performances showing improvement in personal best.</li> </ul>

<b>Art</b>		<p><b><u>Installation Art – Brave Colour</u></b></p> <ul style="list-style-type: none"> <li>▪ To explore the work of installation artists who use colour, light and form to create immersive environments. To imagine what it might be like to be in those environments, and to share their thoughts with others.</li> <li>▪ To respond to a stimulus, research the area, and make a creative response.</li> <li>▪ To create a 3d model or 2d artwork which shares their vision with others.</li> <li>▪ To use a sketchbook to focus their exploration of colour.</li> <li>▪ To take photos of their artwork, thinking about focus, lighting &amp; composition.</li> <li>▪ To present their ideas and vision to others.</li> </ul>
<b>Computing</b>	<p><b><u>Spreadsheet</u></b></p> <ul style="list-style-type: none"> <li>▪ To use formulae for percentages, averages, max &amp; min in spreadsheets.</li> <li>▪ To create a range of graphs using Excel.</li> <li>▪ To apply spreadsheets skills to solve problems.</li> </ul>	
<b>DT</b>		<p><b><u>Food</u></b></p> <ul style="list-style-type: none"> <li>▪ Explore how seasons may affect the food available &amp; how food is processed.</li> <li>▪ Recipes can be adapted to change the appearance, taste, texture and aroma.</li> <li>▪ Different food &amp; drink contain different – nutrients, water &amp; fibre.</li> <li>▪ Prepare &amp; cook a variety of savoury dishes with a range of cooking techniques.</li> </ul>
<b>Music</b>	<p><b><u>Using Chords and Structure</u></b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate and use musical language</li> <li>▪ Demonstrate musical style &amp; understand the culture &amp; history of music.</li> <li>▪ Create a four, eight or twelve bar melody (composition tasks)</li> <li>▪ Follow an instrumental part by ear or notation, when playing glockenspiels.</li> <li>▪ Make an informed decision as to which notes and expression to use</li> <li>▪ Demonstrate, with confidence, an awareness of pulse/beat.</li> </ul>	<p><b><u>Respecting Each Other Through Composition</u></b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate and use musical language</li> <li>▪ Demonstrate musical style &amp; understand the culture &amp; history of music.</li> <li>▪ Create a four, eight or twelve bar melody (composition tasks)</li> <li>▪ Follow an instrumental part by ear or notation, when playing glockenspiels.</li> <li>▪ Make an informed decision as to which notes and expression to use</li> <li>▪ Demonstrate, with confidence, an awareness of pulse/beat.</li> </ul>
<b>Spanish</b>	<p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>▪ Conjugation of irregular verbs: conjugate high frequency irregular verbs: tener, ir, ser, estar</li> <li>▪ Verbs/ Future and Past: compose sentences in the future and past using Voy a and Tení</li> </ul>	