

LCA

Strand	Subject	Aims and Purpose / Intent	Content Summary
English	English	<ul style="list-style-type: none"> <li>• <b>To understand</b> how to adapt writing for different purposes and audiences</li> <li>• <b>To experience</b> reading and learning about texts from a wide range of genres and cultures</li> <li>• <b>To develop</b> pupils' spelling, grammar and punctuation</li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• flashback and times slip stories, and studying autobiography and biography work</li> <li>• studying imagery within poetry and writing imagery poems, along with using this technique in narrative writing</li> <li>• balanced and unbalanced arguments</li> <li>• action stories</li> <li>• journalistic writing</li> <li>• formally and informally including letter writing</li> <li>• revising the main genres of writing covered in Key Stage 2: recounts, explanations, instructions, persuasion/arguments, narratives, poetry and reports</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• a whole class text as well as Guided Reading and comprehension exercises relating to our writing topics and class text.</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• reviewing Year 5 skills, and word endings relating to <i>-ant</i> and <i>-ent</i></li> <li>• reviewing words that use hyphens, suffixes beginning with vowel letters and also scientific vocabulary</li> <li>• studying the 'i before e' rule and learning about homophones</li> <li>• words ending <i>-ous</i> and prefixes '<i>super-</i>', '<i>anti-</i>', '<i>sub-</i>', '<i>re-</i>', '<i>il-</i>' and '<i>im-</i>'</li> <li>• specific patterns in preparation for the SATs including prefixes, suffixes, words spelt <i>ough</i>, words spelt <i>ey/eigh/ei</i>, the different '<i>ch</i>' sounds, silent letters and homophones</li> </ul>

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<b>Technology, Enterprise &amp; Sport</b>	<b>Computing</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> how information technology impacts on every facet of life in Britain</li> <li>• <b>To experience</b> using various software packages to achieve focused outcomes using information technology</li> <li>• <b>To develop</b> an appreciation of the potential and disadvantages of information technology and the skills to use it confidently and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Desk Top Publishing: Publisher</li> <li>• Scratch Game Developers Electronics: Circuit Wizard</li> <li>• Python</li> <li>• Web Design</li> <li>• Hyperlinks in Slides</li> <li>• We are App Planners (ipads, bing, presenting, prezi)</li> <li>• Market Researcher</li> <li>• Excel: Formula</li> <li>• Google Forms, Excel, Survey monkey</li> <li>• Lego Mindstorms</li> </ul>
	<b>DT</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> how to design, construct, evaluate and market an idea</li> <li>• <b>To experience</b> working with a range of a materials and working on a project from inception to completion including the research and marketing of the product as well as compiling the views of others</li> <li>• <b>To develop</b> and understanding of working with textiles, construction, sheet materials and understanding cooking and nutrition</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Design and make a bird table to attract birds into the school garden:</b> pupils decide on the features that make a good bird table which will form the design criteria at the end of the unit. Pupils will design the bird table and label the three key features as well as what tools and materials will be used. They will then build a prototype using strengthened card before giving a 'dragons den' style presentation about their bird table.</li> <li>• <b>Design and make a new character puppet for a Punch and Judy show:</b> pupils research Punch and Judy shows and decide on the key features of a new character. They will design the puppet in two stages (head and body) giving thought, not just to the appearance, but also the materials it will be made from. Pupils will devise an action plan for construction of the puppet. Pupils will then construct the puppet and evaluate it based on the key features discussed earlier.</li> </ul>
	<b>PE &amp; Games</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the skills and techniques needed in a variety of sports including netball, hockey, football, rugby, gymnastics and swimming</li> <li>• <b>To experience</b> working individually, in pairs and as part of a</li> </ul>	<ul style="list-style-type: none"> <li>• Indoor athletics: pupils will be developing their coordination, agility and speed. They will be encouraged to identify areas for improvement and challenge themselves further.</li> <li>• Gymnastics: focus on the topic of matching and mirroring which</li> </ul>

		<p>team</p> <ul style="list-style-type: none"> <li>• <b>To develop</b> resilience, teamwork skills, good sportsmanship and appreciation for the dedication required to win.</li> </ul>	<p>involves a lot of partner work. The pupils will practise a combination of balances, rolls and jumps and will develop matching and contrasting sequences with a partner. They will also focus on counter balance and counter tension, which involves a lot of partner work. The pupils work together to explore and demonstrate different balances where they rely on their partner for support.</p> <ul style="list-style-type: none"> <li>• Athletics: pupils will participate in a variety of events which include sprinting, jumping and throwing activities. They will compete competitively and aim to improve their techniques in order to achieve their personal best.</li> <li>• Cross country</li> <li>• Games: pupils will focus on team work and develop their decision making in competitive situation; the girls will be learning hockey, netball and rounders, while the boys will be developing their knowledge of rugby and cricket. There will be opportunities for competitive fixtures against other schools.</li> </ul>
<p>Science</p>	<p>Science</p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> more about the scientific processes and to ensure pupils have a better understanding of both the world around them now as well as the scientists who have impacted upon our way of living today</li> <li>• <b>To experience</b> practical science and have the opportunity to answer their own scientific questions</li> <li>• <b>To develop</b> pupils' investigative and scientific skills</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Classifying Critters:</b> pupils will revisit the two main animal kingdoms and will identify similarities and differences between the. They will begin to explore and classify the kingdoms not yet encountered, such as fungi and microbes.</li> <li>• <b>Staying alive:</b> this topic considers life processes that are internal to the body, such as the circulatory system, parts of the digestive system and how they transport fluids around the body. The impact of lifestyle on bodies, particularly of humans, is also considered. Scientists are continually finding out what is good and bad for us, and their ideas do change as more research is carried out.</li> <li>• <b>We're evolving:</b> this topic is intended to look at how living things produce offspring that are similar in appearance, but</li> </ul>

			<p>identical to themselves, whether they are plants or animals. They should also consider how animals change over time as they adapt to their surroundings and this leads to longer term changes. Evidence of changes over long periods of time will be built on the Year 3 topic of rocks and looking at fossils.</p> <ul style="list-style-type: none"> <li>• <b>Let it shine:</b> the topic introduces the concept of light travelling in straight lines. It starts by looking at beams of light and how light travels to enable pupils to understand how we see things. This understanding is then applied to the production of shadows and starts to look at how light is reflected. The topic then takes the learning into the realm of coloured light and rainbows, using scientific skills to raise and answer questions. It builds on the work carried out in Year 3 on light, shadows and reflection.</li> <li>• <b>Electrifying:</b> this topic builds on the Year 4 work on electricity, taking it into the scientific use of symbols for components in a circuit as well as considering the effect in more detail of changing components in a circuit. The pupils have the opportunity to apply their learning by creating an electronic game.</li> <li>• <b>We are dinosaur hunters:</b> pupils will have a chance to study, research and present information, based on their own questions about dinosaurs. They are often fascinated by the period that dinosaurs lived and there are many programmes and films made that will have provoked more curiosity, such as the 'Ice Age' series and the 'Land Before Time' series. The entire topic is focused on developing pupils' scientific enquiry skills.</li> </ul>
Expressive Arts	<b>Art</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the impact of Art and Artists on our lives and the world around us</li> <li>• <b>To experience</b> and learn more about a range of Artists, which will then enable the pupils to develop their own ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Antoni Gaudi – nature inspired artwork</li> <li>• Antoni Gaudi – bell towers and chimney pots</li> </ul>

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		and techniques <ul style="list-style-type: none"> <li>• <b>To develop</b> the skills required to work with a range of media</li> </ul>	
	<b>Music</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> how music is composed, developed and interpreted.</li> <li>• <b>To experience</b> a wide range of musical genres from different cultures, traditions, times and experiences.</li> <li>• <b>To develop</b> creativity and expression through musical performance, composition and interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced keyboard skills and chords</li> <li>• Composing a Christmas carol</li> <li>• The Blues</li> <li>• Pop music</li> <li>• Film music and Logic Pro – Music Tech</li> </ul>
<b>Maths</b>	<b>Maths</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> how important mathematics is within the world around us</li> <li>• <b>To experience</b> a concrete, pictorial and abstract approach to Mathematics</li> <li>• <b>To develop</b> a deeper understanding of the topics covered so children are more equipped and have a better understanding when tackling more complex problems</li> </ul>	<ul style="list-style-type: none"> <li>• integers and decimals</li> <li>• multiplication and division (including long division / multiplication)</li> <li>• calculation problems</li> <li>• fractions</li> <li>• decimals and percentages</li> <li>• calculating with fractions</li> <li>• missing angles and lengths</li> <li>• coordinates and shape</li> <li>• decimals and measures</li> <li>• converting</li> <li>• percentages and statistics</li> <li>• proportion problems</li> <li>• algebra</li> <li>• ratio problems</li> <li>• SATs practice</li> </ul>
<b>Languages</b>	<b>Spanish</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> that the acquisition of a foreign language promotes important language learning skills and enables pupils to gain an invaluable insight into other countries and their cultures. From an early age, pupils develop the confidence to use languages other than their own and learn to embrace and accept cultural differences</li> </ul>	<p>Language learning includes the four skill areas: listening, speaking, reading and writing. Lessons aim to enable pupils to understand and communicate ideas, facts and feelings in speech and writing.</p> <p>The topics studied are:</p> <ul style="list-style-type: none"> <li>• Mi Ciudad</li> </ul>

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		<ul style="list-style-type: none"> <li>• <b>To experience</b> an international dimension within the curriculum. Practical communication with the country studied enables pupils to practise language skills through visits to Spain and penpal links</li> <li>• <b>To develop</b> linguistic competence at an early stage. Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for young learners, particularly in the early stage of their development.</li> </ul>	<ul style="list-style-type: none"> <li>• Barcelona;</li> <li>• Conversaciones/Situaciones</li> <li>• Fiestas</li> </ul> <p>In Year 6, pupils have the opportunity to either visit Barcelona or host Spanish pupils visiting Liverpool. They also develop Spanish links through penpals and skype.</p>
<b>Humanities</b>	<b>Geography</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the World around us</li> <li>• <b>To experience</b> other cultures</li> <li>• <b>To develop</b> geographical skills</li> </ul>	<ul style="list-style-type: none"> <li>• <b>‘Where does all our stuff come from?’:</b> pupils learn about the UK’s global trade links, investigating where everyday products come from and the journeys they take to our homes.</li> <li>• <b>‘Are we damaging our world?’:</b> allows pupils to consider if we are damaging our world and how we can protect it.</li> <li>• <b>‘How will our world look in the future?’:</b> pupils consider the past, present and future of their local area. They will be looking at physical and human features of their neighbourhood working with maps and taking part in fieldwork studies to gain a better understanding of their surroundings.</li> </ul>
	<b>History</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> that History is the search for evidence and the process of enquiry</li> <li>• <b>To experience</b> primary and secondary sources and be able to evaluate them</li> <li>• <b>To develop</b> the ability to imagine what life might have been like in the past and fill in the gaps left by the evidence</li> </ul>	<ul style="list-style-type: none"> <li>• <b>WW2:</b> pupils explore what life was like for children, with particular reference to evacuees, why they were evacuated and what their differing experiences were.</li> <li>• <b>Victorians:</b> pupils then move on to studying the Victorian era, looking at how life changed as people moved from the countryside to the cities. They are given opportunities to evaluate a range of primary and secondary sources, looking in particular at how children were treated in the workplace and the difference in life for rich and poor people: education, clothes, food and crime and punishment. They also study famous</li> </ul>

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			Victorians for biographical purposes.  <ul style="list-style-type: none"> <li>• <b>John Lennon:</b> in the summer term, pupils research John Lennon as part of a local history project, learning biographical details about his life alongside understanding how and why the Beatles became so popular.</li> </ul>
	<b>RS</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> more about a variety of religions including Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism</li> <li>• <b>To experience</b> and enhance children’s critical thinking and reflection</li> <li>• <b>To develop</b> their spirituality and equip children for a world of diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Life as a journey</li> <li>• Other faiths – Pilgrimages</li> <li>• Christmas – advent</li> <li>• Eucharist</li> <li>• Other faiths – Passover</li> <li>• Easter – who was Jesus?</li> <li>• Ascension &amp; Pentecost</li> <li>• Ideas about God</li> <li>• Prayer</li> </ul>

LC+

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Games & Competitions	<ul style="list-style-type: none"> <li>• <b>To understand</b> how teamwork and competition in a variety of settings and fields develops character and skills and how competitions can lead to improvement and excellence.</li> <li>• <b>To experience</b> competing individually and as a team and winning and losing gracefully.</li> <li>• <b>To develop</b> resilience, teamwork skills, good sportsmanship and appreciation for the dedication required to win.</li> </ul>	<ul style="list-style-type: none"> <li>• Through PE lessons – competitive sports (Netball, hockey, rugby, football, tennis, rounders, cricket, athletics)</li> <li>• Through interhouse sporting competitions</li> <li>• Sports’ Day</li> <li>• House Pancake race</li> <li>• Fixtures with other schools</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>To understand</b> how creativity and the arts enrich their lives</li> </ul>	<u>Art</u>

<p><b>Artistic Expression</b></p>	<p>and our works.</p> <ul style="list-style-type: none"> <li>• <b>To experience</b> a variety of creative and artistic expression both as a participant and audience.</li> <li>• <b>To develop</b> the confidence and skills to create and engage in creative expression both individually and as a part of a group.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in the Art Competition as part of House Events (October)</li> <li>• Eyeline Art available afterschool</li> <li>• Activity session – Comic drawing, Arts &amp; crafts</li> </ul> <p><u>Music</u></p> <ul style="list-style-type: none"> <li>• <b>Weekly whole school singing and worship</b></li> <li>• Opportunity to learn an instrument</li> <li>• Guitar Group</li> <li>• Choir open to all Prep School</li> <li>• College Orchestra open to all who play a musical instrument</li> <li>• Performances during Founders Day, Christingles, Carol Concert, Harvest Festival, Music Festival, Speech Day, The Springtime Soiree in the Palm House</li> <li>• Participation in the school musical.</li> <li>• Informal Concerts</li> <li>• Music Prefects</li> <li>• Head and Deputy Head Chorister roles</li> <li>• Advance Keyboard skills</li> <li>• Transition and KS3 curriculum content</li> <li>• <b>Annual International Music Tour open to members of the Choir and Orchestra</b></li> </ul> <p><u>Drama</u></p> <ul style="list-style-type: none"> <li>• Drama afterschool</li> <li>• Embeded in English lessons</li> <li>• School Play (all pupils can audition)</li> <li>• Performances during Christingle, Harvest etc</li> <li>• English Speaking Board (Summer term exams)</li> </ul>
<p><b>Spiritual Formation</b></p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> more about their own spiritual tradition and that of others, to understand the spiritual roots of the College and its founders.</li> <li>• <b>To experience</b> Christian worship, in line with the founding</li> </ul>	<ul style="list-style-type: none"> <li>• Chapel – once per week</li> <li>• Founders Day service in Cathedral</li> <li>• Workshops on different faiths</li> </ul>

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	<p>aims of the College.</p> <ul style="list-style-type: none"> <li>• <b>To develop</b> as critical thinkers as they reflect on their place in the world, philosophical questions of human existence, and Christian answers to those questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Assemblies with well-known hymns</li> </ul>
<p>PSHE</p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the critical opportunities and challenges which will keep them safe and healthy and prepare them for fulfilling lives.</li> <li>• <b>To experience</b> interactions, meetings, discussions, and events which will prepare them to identify and manage opportunities and challenges that lead to healthy, safe and fulfilling lives.</li> <li>• <b>To develop</b> skills to author their own lives as citizens and members of a community and to make good decisions about their safety, mental and physical health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Being Me in My World:</b> my year ahead, being a global citizen, the learning charter, our learning charter, owning our learning charter</li> <li>• <b>Celebrating difference:</b> am I normal?, understanding disability, power struggles, why bully?, celebrating difference</li> <li>• <b>Dreams and Goals:</b> personal learning goals, steps to success, my dream for the world, helping to make a difference, recognising our achievements</li> <li>• <b>Healthy Me:</b> food, drugs, alcohol, emergency aid, emotional and mental health, managing stress</li> <li>• <b>Relationships:</b> my relationship web, love and loss, power and control, being safe with technology</li> <li>• <b>Changing Me:</b> my self-image, puberty, sex &amp; relationships education (split into gender groups), babies –conception to birth, attraction, transition to middle school</li> </ul>
<p>Careers &amp; STEM</p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the world of work and the skills needed to succeed in it and the way in which entrepreneurs generate wealth and opportunities.</li> <li>• <b>To understand</b> their own aptitudes and interests and how they can be developed and how they might be used in the world of work and the specific contribution STEM makes to our society and its economic flourishing.</li> <li>• <b>To experience</b> individual and independent careers advice and guidance and self-assessment and reflection about aptitude and interests.</li> <li>• <b>To experience</b> interactions with a wide variety of people and</li> </ul>	<ul style="list-style-type: none"> <li>• STEM taster day</li> <li>• Enterprise Saturday workshop</li> <li>• Palaeontology careers discussed</li> <li>• Exceptional Scientist Masterclasses</li> <li>• Merseyside Police talk</li> <li>• Business Enterprise Day</li> </ul>

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	<p>institutions form the world of work and making a clear plan which relates current efforts in school to possible future outcomes.</p> <ul style="list-style-type: none"> <li>• <b>To develop</b> ambitions and high expectations for their future, a positive attitude to the relevance of their current studies and a range of career management, enterprise and employability skills.</li> </ul>	
<p>Charity &amp; Service</p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> servant leadership and the moral imperative to serve and share.</li> <li>• <b>To experience</b> serving others in settings in and outside the school and promoting a better and more just society through service and charity.</li> <li>• <b>To experience</b> sharing what we have and what we can do with those who are in need.</li> <li>• <b>To develop</b> an attitude of gratitude and a commitment to service and charity.</li> </ul>	<ul style="list-style-type: none"> <li>• Our older pupils get the opportunity to serve and show responsibility to younger children being Prefects, House Captains, librarians</li> <li>• Opportunities to raise money to benefit pupils eg fund raising for new library chairs</li> <li>• (In 2018 one Y6 became Junior Lord Major for the Year)</li> <li>• Opportunity to collect for local food banks at Harvest time.</li> <li>• Fund raising for charity at Christingle</li> <li>• Charity Week – all children get the opportunity to sell cakes, hold stalls, competitions to raise money for a chosen charity each year.</li> <li>• Pupils are voted onto the school council (2 per year group) and share the views of the year group based on different topics/themes</li> </ul>
<p>Leadership Education</p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> what leadership is and what it requires and how leaders develop.</li> <li>• <b>To experience</b> challenges and activities which require leadership and in which they build resilience and accept responsibility for themselves and for others.</li> <li>• <b>To develop</b> resilience and the confidence and skills to lead effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to lead as Prefects, Head boy and girl, librarians, House Captains</li> <li>• 1 day Business enterprise course from ‘First steps in leadership’ delivered by S Harper</li> <li>• Voted and leading as part of the school council</li> <li>• Positions of responsibility in class eg Computer monitor</li> </ul>