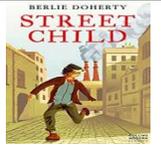
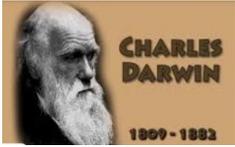
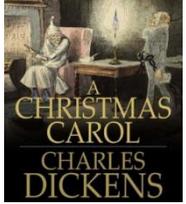
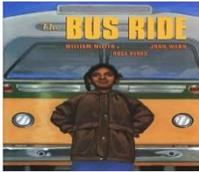
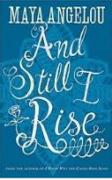
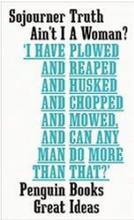
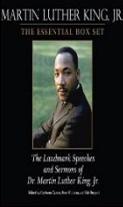
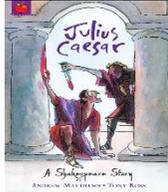
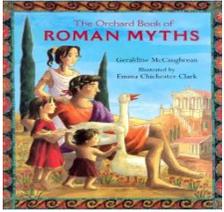
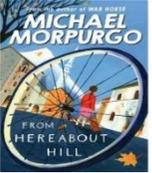
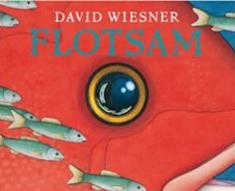
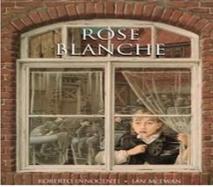


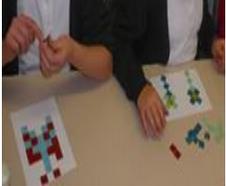
Weetwood Primary School Curriculum Overview 2021 - 2022 - Year 6

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Theme	Victorians in Leeds			America		 The Romans in Britain		
Curriculum Link	(Local) History		Geography		(World) History			
Breadth	What is the legacy of the Victorians in Leeds?		How does the landscape and climate across The USA affect the way people live?		What did the Romans do for Britain?			
Core Text (s)	   		 		    		    	
English	Traditional tale, Setting description, Formal letter, Autobiography, Character description, Historical fiction, advert, Diary, Review/blog,		Report, Diary, Informal letter/email, Discussion, American poetry, Civil Rights poetry		Roman myths, News report (Boudicca), Persuasion (Balanced argument), play script			
Maths	Number – Place Value Up to 10,000,000 Number – Addition, Subtraction, Multiplication and Division Multiply multi-digit number up to 4 digits by a 2-digit	Number – Fractions Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.	Number – Decimals Multiply one-digit numbers with up to 2 decimal places by whole numbers. Use written division methods in cases where the	Measurement – Converting Units Use, read, write and convert between standard units, converting measurements of length, mass, volume and time	Geometry – Properties of Shapes Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any	Investigations Making links across the maths curriculum.		

Weetwood Primary School Curriculum Overview 2021 - 2022 - Year 6

	number using formal method of long multiplication. Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division.	Compare and order fractions, including fractions > 1 Geometry – Position and Direction Describe and translate positions on the full coordinate grid (All four quadrants)	answer has up to 2 decimal places. Number – Percentages Number Use equivalences between simple fractions, including in different contexts. – Algebra Use simple formulae	from a smaller unit, and vice versa, using decimal notation to up to 3dp. Measurement – Perimeter, Area and Volume Use formulae for area and volume of shapes. Calculate the area and volume of shapes. Calculate the area of parallelograms and triangles. Ratio.	triangles, quadrilaterals and regular polygons. Problem Solving Statistics Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter	
Science	Living things and their habitats - Children will describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals give reasons for classifying plants and animals based on specific characteristics.	Evolution and Inheritance Children will recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. They will research the early palaeontologists and naturalists. Children will recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. They will identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Electricity Children will investigate the association between the brightness of bulbs and the cells needed to power them. They will use recognised symbols when representing a simple circuit in a diagram.	Light Children will recognise that light appears to travel in straight lines and study how objects are seen because of reflection of light. They will study Newton's discovery of refraction and use prisms to refract light. They will 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. They will also explain why shadows have the same shape as the objects that cast them; making a shadow puppet theatre to illustrate this.	Animals including Humans (circulatory system) Children will identify and name the main parts of the human circulatory system and describe the functions of the heart. They will study blood vessels and recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. They will describe the ways in which nutrients and water are transported within animals, including humans.	
Writing focus	Information text about animals	Biography of Charles Darwin	Safety leaflet	Diary entry – Isaac Newton's discovery	Diary entry – a day in the life of a diabetic child. Instructions – how the circulatory system works	
Investigative Science – Focus question?	How are they the same? How are they different?	Where do I come from?	How bright is my light?	Can I make a rainbow?	How does my body work?	
DT	Food Victoria sponge cake	Textiles Children will design, make and evaluate a textile piece-using applique to combine different		Food Children will cook using a heat source. They will develop basic cooking skills and design, make and evaluate a healthy meal (American theme)	Food Roman Feast – Children will make a roman meal 	Mechanical systems Children will explore how gears and cams work. They will design, make and evaluate a product incorporating a gear or cam

Weetwood Primary School Curriculum Overview 2021 - 2022 - Year 6

		<p>fabric shapes.</p> 			<p><u>Structures</u></p> <p>Children will make a cardboard replica of an aqueduct.</p> 	<p>system to make movement.</p> 
Art	<p><u>Class Art Linked to Topic:</u></p> <p>Children will create Pencil sketches of Local Victorian landmarks.</p> 	<p><u>Painting</u></p> <p>Children will explore watercolour paints and pencils. They will create a landscape using watercolours and acrylic paint incorporating brush techniques learnt previously.</p>  <p>Children will draw the animals which inhabit The Galapagos Islands</p> 	<p><u>Class Art linked to Topic</u></p> <p>American Artists project: Children will create artwork in the style of: John Singer Sargeant; Ansel Adams; Helen Frankenthaler; Frank Lloyd Wright; Jean-Michel Basquiat; Mary Cassatt.</p> <p>American Friendship Stars</p> 	<p><u>Sculpture</u></p> <p>The children will learn about figurative and abstract sculpture. They will use materials such as clay and mod roc to create their artwork.</p> 		<p><u>Collage</u></p> <p>Children will use ceramic mosaic materials to create their artwork. They will also explore other collage techniques.</p> 

Weetwood Primary School Curriculum Overview 2021 - 2022 - Year 6

History	<p><u>Victorians</u></p> <p>The pupils will learn: Who were they? When did Victoria rule? What was life like in Leeds in the Victorian times? Victorian pupils, Victorian jobs and child labour, the railway and growth of towns, the reform act, population boom, leisure time, Victorian schools. Who were prominent Victorians? What does the city of Leeds owe to the Victorians? What is our school's Victorian history?</p>		<p><u>The Roman Empire</u></p> <p>Pupils will learn:</p> <p>Who were the Romans? Where and when did they live? What is the story of the founding of Rome? How was the Roman army organised? Who was Julius Caesar? When did the Romans conquer Britain? Who was Boudicca and what is the story of her rebellion against the Romans? How did trade routes work across the empire and what goods were traded? What do we owe the Romans and what evidence is there of their dominance of Europe?</p> <p>Chronology: pupils produce a timeline of British history to show when the Romans ruled in Europe and Britain. Pupils will use relevant dates and terms including BC/Ad and BCE/CE.</p> <p>Historical knowledge and understanding: beliefs, behaviours and key characters of the Roman Empire will be taught. For example, the legend of Romulus and Remus and Gods and Goddesses, the life of Julius Caesar. Pupils will explore why the Romans conquered other people.</p> <p>Interpretations of history: looking at artefacts from the Roman army and using these to draw conclusions about what life as a legionary would be like. Close analysis of the rebellion of Boudicca and looking at evidence to find out the details of the revolt. Identify these as primary or secondary evidence.</p> <p>Historical enquiry: pupils will understand the difference between primary and secondary evidence. From sources of evidence pupils research Boudicca's revolt.</p> <p>Organisation and communication: pupils write an advert for the Roman army including essential requirements and length of service. Pupils write a balanced argument detailing the defeat at the hands of the Romans and her subsequent death. This should be a structured and organised account and include the impact that Roman rule has had on the Iceni people.</p>
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Weetwood Primary School Curriculum Overview 2021 - 2022 - Year 6

Writing focus:	Narrative set in the past – setting description, narrative (1 st person – Street Child 3 rd person – A Christmas Carol), letter writing. Book review.			News report – Boudicca’s revolt Julius Caesar – balanced argument – ‘Should Caesar be killed?’		
Geography			<p>America</p> <p>Pupils will learn:</p> <p>Where is the U.S.A? Pupils will explore the geography of the USA labelling key physical features on a map. What different physical landscapes are there in the USA? Where is the Grand Canyon and how was it formed? Where are all the people? How is the population distributed and why? How diverse is the climate and what challenges does this present? Where is the Mississippi river and how do its floods affect the people? How do others cope with drought? What are American farms like and what foods do they produce? What challenges do farmers face? What type of settlement is New York? How has it changed over time?</p>			
Writing focus			<p>Leaflet – Tourist information ‘Visit New York’ Autobiography – Katherine Johnson Poetry – Freedom writers, civil rights poetry Travel blog from across USA.</p>			
Computing	<p>Computing systems and networks: Bletchley Park Discovering the history of Bletchley and learning about code breaking and password hacking. Demonstrating digital literacy skills by creating presentations.</p>	<p>Intro to Python Using the programming language ‘Python’ to create designs and art. Learning how to create loops and nested loops to make their code more efficient.</p>	<p>Big Data 1 Identifying how barcode and QR codes work. Learning how infrared waves are used for the transmission of data while recognising the uses of RFID.</p> <p>Big Data 2 Further developing understanding of how networks and the internet are able to share information. Learning how big data can be used to design smart buildings.</p>	<p>History of Computers Writing, recording and editing radio plays set during WWII, learning about how computers have evolved from being larger than a room to fitting into the palm of our hand.</p>	<p>Big Data 2 Further developing understanding of how networks and the internet are able to share information. Learning how big data can be used to design smart buildings</p>	<p>Inventing a product Designing a product, pupils: evaluate, adapt and debug code to make it suitable for their needs and designing products in CAD and creating a website and video.</p>
E-Safety	<p>Life online Understanding the positive and negative effects of the internet and exploring the</p>	<p>Sharing online Learning about the positive and negative impact and</p>	<p>Creating a positive online reputation Learning how to create a positive online reputation, knowing that a</p>	<p>Capturing evidence Learning what online bullying is, the different ways it can be reported and why we should</p>	<p>Password protection Learning how to manage passwords safely, knowing what to do if someone hacks</p>	<p>Think before you click Learning how to: identify potential scams and reduce the risk of falling for one; identify</p>

Weetwood Primary School Curriculum Overview 2021 - 2022 - Year 6

	different ways to overcome negative feelings which can occur as a result of being online.	consequences of sharing online and privacy settings.	'digital personality' is developed by online activity and behaviour and that we could use anonymity and frequently update privacy settings to prevent people from accessing information about us.	capture online bullying content as evidence	an account or finds a password and understanding what makes a strong password.	phishing emails and malware and update computer software to keep devices safer.
Music	Songs of WW2 &/extra interest Developing pitch, control and confidence when singing	Advanced rhythms Victorian Music Hall songs Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition.	Pop Art Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.	Film Music History of Jazz, Rock & Roll & Broadway musicals Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.	Fingal's Cave Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.	Composing & Performing Leaver's song Children spend the topic creating their very own leavers' song personal to their experiences as a class.
Composer / artist focus	Tchaikovsky 1812 Overture (war theme) Copland – Fanfare for the Common Man	Handel Hallelujah Chorus (Christmas)	Art Pop - Kate Bush	John Williams (film composer)	Mendelssohn	
PE and Sport	<u>Cross Country</u> Children improve their running of longer distances over 1K and take part in a class race. <u>Netball</u> Children improve passing, scoring and marking skills and learn areas of play for High 5. Children play matches of High 5 in a class tournament. Children can attack and defend successfully and show appropriate positional play, marking and passing within a given set of rules.	<u>Dance – Strictly ballroom</u> Children explore ball room dancing linked to the topic of 'Victorians'. They will learn to waltz. Children can perform with a growing sense of style, adapting known dance styles and material to create their own dances. Children analyse their own and others work and use this to improve the quality of their performance.	<u>Gymnastics- partner work</u> Children explore working with a partner including balances and assisted jumps. Using large apparatus including the frame and developing vaulting skills using a springboard. Perform a movement sequence with a partner showing a range of gymnastics shapes and actions with extension and fluency.	<u>Tag Rugby</u> Children learn skills for tag rugby including passing, tagging and scoring. Children can play a simple tag rugby type game. <u>Throwing and catching</u> Children improve throwing and catching skills using a variety of small equipment	<u>Gymfit</u> Children explore ways of keeping fit and improving specific sports skills using targeted exercise activities. Children plan warm up, and cool down activities and create exercises for specific muscle groups. Children identify strengths and weaknesses and use this to improve the quality of their skills. <u>Rounders</u> Children develop and improve batting and fielding skills and learn rules of rounders leading to playing matches in class.	<u>Hockey</u> Children improve hockey skills and play simple small sided games in a class tournament. Children can dribble past an opponent and pass with confidence. <u>Volleyball</u> Children develop an awareness of the skills and simple rules of volleyball and play simple games over a low net or rope. <u>Badminton</u> Children explore rallying games using a badminton racket and shuttlecock and devise their own ways of scoring.

Weetwood Primary School Curriculum Overview 2021 - 2022 - Year 6

RE	<p>How do Jews remember the Kings and Prophets in worship and life? Children will describe and express ideas about festivals and how and why they are commemorated. They will give a considered response to how Jewish people follow the commandments set out in the Torah. They will summarise key beliefs for Jews including Shema and Tikkun Olam and describe how these affect lives today.</p>		<p>What do Christians believe about Jesus' death and resurrection? Children will learn about what the gospel says about Palm Sunday and the resurrection of Christ. They will recount the events of the Last Supper and discuss the different versions of this as described in the gospels. Children will explore the events of Good Friday and the crucifixion and its significance for Christians. Children will discuss parallels of the Easter story e.g. The Lion, the Witch and the Wardrobe.</p>		<p>How do Sikhs show commitment? Children will summarise some features of Sikh practice (e.g. sewa, prayer) in the home and in the community Children will, using a developing religious vocabulary, explain and give reasons for some Sikh beliefs and symbols (e.g. Khanda, 5Ks) considering the meanings behind them. They will discuss and apply ideas about Sikh practices and beliefs, recognising the challenges and value of belonging to the Sikh community.</p>		<p>How does growing up bring responsibilities? Children will describe and understand the rights and responsibilities that come with growing up. They will explore and describe rites of passage, comparing a range of religious and secular approaches, responding with insights about the importance of these ceremonies. Children will reflect on their own beliefs, principles and values reasonably</p>	
Writing focus	<p>Information text about the beliefs of Judaism</p>	<p>Retell the story of King David.</p>	<p>Recount the Easter Story</p>	<p>Compare and contrast parallels writing reviews</p>	<p>Invitation to a Sikh celebration</p>	<p>Write a letter to year 5</p>		
PSHE (Jigsaw lessons)	<p><u>Being Me in My World</u> Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling</p>	<p><u>Celebrating Difference</u> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p>	<p><u>Dreams and Goals</u> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p>	<p><u>Healthy Me</u> Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress</p>	<p><u>Relationships</u> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p>	<p><u>Changing Me</u> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition</p>		
Mindmate lessons	<p><u>Feeling Good and Being Me</u> Children will discuss who and what they are influenced by. They will discuss why they are influenced and whether this is a positive or negative influence.</p>	<p><u>Being the same and being different</u> This lesson focuses on recognising how images and campaigns in the media and social media do not always reflect reality and how they can affect how people feel about themselves.</p>	<p><u>Solving Problems</u> Children understand the difference between physical, mental and emotional health and learn that each one is important in order to live a happy and healthy life.</p>	<p><u>Strong emotions</u> This lesson focuses on recognising and understanding a range of 'comfortable' feelings and exploring the vocabulary to communicate these feelings effectively. Children explore how they might recognise and respond to the feelings of others and how listening to their own emotions is important in terms of moving on.</p>	<p><u>Friends and Family</u> Children learn about the attributes needed to have a good, positive, healthy relationship. It takes it a step further and asks the children to think about their contributions to maintaining good relationships.</p>	<p><u>Life changes</u> This lesson focuses on the transition to secondary school. As this is an imminent change for the children in year 6, the lesson allows them to explore the fact that they may feel a range of emotions when moving to secondary school.</p>		

Weetwood Primary School Curriculum Overview 2021 - 2022 - Year 6

French	<p><u>French Greetings with puppets</u> -Children will: -learn to introduce themselves -ask how someone is feeling and to say how they are feeling.</p>	<p><u>French Adjectives of Colour, Size and Shape</u> Children will: -learn how to say the names of colours, describe shapes using the adjectives of colour and size -create an animal from 2D shapes and works of art inspired by French artist, Matisse.</p>	<p><u>Playground Games</u> Children will: -count, recognise and use the numbers to twelve, -ask how old someone is and say how old they are -compare sentence structures in French and English.</p>	<p><u>In the Classroom</u> Children will: -learn commands and objects from the classroom -respond to simple instructions -learn items found in a school bag -read and understand short sentences and present a spoken text.</p>	<p><u>Transport</u> Children will: -decipher new vocabulary using their knowledge of cognates -develop their understanding of sentence structure -identify sounds and perfect their punctuation.</p>	<p><u>Circle of Life</u> Children will: -explore habitats, food chains and life cycles -broaden their vocabulary and deepen their understanding of sentence structures</p>
Intercultural understanding	<p><u>European Day of Languages (24/9/21)</u> Children will: -learn about the French language and where else it is used.</p>	<p><u>Joyeux Noel</u> Children will: - find out about different Christmas traditions in France.</p>	<p><u>Paris</u> Children will: -learn about the city of Paris and key landmarks.</p>	<p><u>Easter</u> Children will: -learn about how Easter is celebrated in France and key words for different symbols of Easter</p>	<p><u>Boules competition</u> Children will: -learn about the French game of Boules and take part in a game.</p>	<p><u>Celebration event</u> Children will: -identify and name different types of French food -try different food</p>