



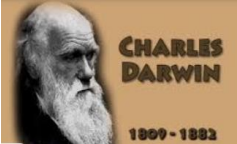
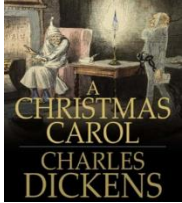
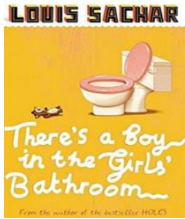


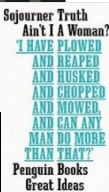
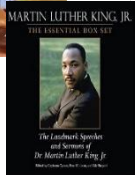
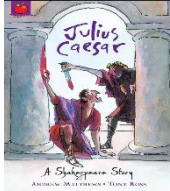
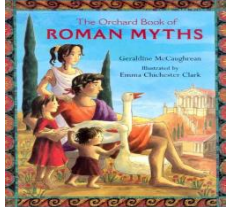


Weetwood Primary School Curriculum Overview 2022-2023 - Year 6

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	Narrative Poetry Informal letter Setting/character description Diary Historical fiction Non-fiction Biography (Science) Non-fiction – report (Science)		Narrative Diary entries Poetry Play - scripts Review/blog Non – fiction Letter/email Autobiography Instructions Formal letter		Narrative Roman Myths Non-fiction Balanced Argument Newspaper report	

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Maths			Leaflet (Science) Travel leaflet			
	Number – Place Value	Number – Fractions	Number - Ratio	Number – Fractions, decimals and percentages	Geometry – Properties of Shapes	Investigations
	Up to 10,000,000	Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions > 1	Calculate ration and proportion	Use equivalences between simple fractions, including in different contexts	Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.	Making links across the maths curriculum.
	Number – Addition, Subtraction, Multiplication and Division	Measurement – Converting Units	Number – Algebra	Measurement – Perimeter, Area and Volume	Geometry – Position and Direction	Problem Solving
	Multiply multi-digit number up to 4 digits by a 2-digit 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.	Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit, and vice versa, using decimal notation to up to 3dp.	Use simple formulae	Use formulae for area and volume of shapes. Calculate the area and volume of shapes. Calculate the area of parallelograms and triangles. Ratio.	Describe and translate positions on the full coordinate grid (All four quadrants)	Making links across the maths curriculum.
			Number – Decimals	Statistics		

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			Multiply one-digit numbers with up to 2 decimal places by whole numbers. Use written division methods in cases where the answer has up to 2 decimal places.	Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter	
Science	<u>Living things and their habitats</u> - 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.	<u>Evolution and Inheritance</u> 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.	<u>Electricity</u> 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.	<u>Light</u> 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.	<u>Animals including Humans (circulatory system)</u> 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		
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?

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Art

Painting

Children will explore watercolour paints and pencils. They will create a landscape using watercolours and acrylic paint incorporating brush techniques learnt in previously.



Sculpture

The children will learn about figurative and abstract sculpture. They will use materials such as clay and mod roc to create their artwork.



Collage

Children will use ceramic mosaic materials to create their artwork. They will also explore other collage techniques.



DT

Textiles

Children will design, make and evaluate a textile piece using applique to combine different fabric shapes.



Food

Children will cook using a heat source. They will develop basic cooking skills and design, make and evaluate an American menu.



Mechanical systems

Children will explore how gears and cams work. They will design, make and evaluate a product incorporating a gear or cam system to make movement.



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History	<p><u>Victorians</u> Who were the Victorians and when did they live? When did Victoria rule? What was life like in Leeds in the Victorian times? What jobs did the Victorians do? What was life like for Victorian children? What was the impact of the railway? Why did towns (including Leeds) grow? How did the reform act affect life in the Victorian era? How did Victorians spend their leisure time? How did the population change during the Victorian times? What was Victorian schools like? Who were important Victorians?</p>		<p><u>The Roman Empire</u></p>
Writing focus:	<p>Narrative set in the past – setting description, narrative (1st person – Street Child 3rd person – A Christmas Carol), letter writing. Book review.</p>		<p>News report – Boudicca’s revolt Julius Caesar – balanced argument – ‘Should Caesar be killed?’</p>
Geography		<p><u>America</u></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</p>	

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Computing	<p><u>Computing systems and networks: Bletchley Park</u> Discovering the history of Bletchley and learning about code breaking and password hacking. Demonstrating digital literacy skills by creating presentations.</p>	<p><u>Intro to Python</u> 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><u>Big Data 1</u> Identifying how barcode and QR codes work. Learning how infrared waves are used for the transmission of data while recognising the uses of RFID. <u>Big Data 2</u> 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><u>History of Computers</u> 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><u>Big Data 2</u> 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><u>Inventing a product</u> 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><u>Life online</u> Understanding the positive and negative effects of the internet and exploring the different ways to overcome negative feelings which can occur as a result of being online.</p>	<p><u>Sharing online</u> Learning about the positive and negative impact and consequences of sharing online and privacy settings.</p>	<p><u>Creating a positive online reputation</u> Learning how to create a positive online reputation, knowing that a '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.</p>	<p><u>Capturing evidence</u> Learning what online bullying is, the different ways it can be reported and why we should capture online bullying content as evidence</p>	<p><u>Password protection</u> Learning how to manage passwords safely, knowing what to do if someone hacks an account or finds a password and understanding what makes a strong password.</p>	<p><u>Think before you click</u> Learning how to: identify potential scams and reduce the risk of falling for one; identify phishing emails and malware and update computer software to keep devices safer.</p>
Music	<p>Songs of WW2 &/extra interest Developing pitch, control and confidence when singing</p>	<p>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.</p>	<p>Pop Art Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.</p>	<p>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.</p>	<p>Fingal's Cave Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.</p>	<p>Composing & Performing Leaver's song Children spend the topic creating their very own leavers' song personal to their experiences as a class.</p>
Composer / artist focus	<p style="color: red;">Tchaikovsky 1812 Overture (war theme) Copland – Fanfare for the Common Man</p>	<p style="color: red;">Handel Hallelujah Chorus (Christmas)</p>	<p style="color: red;">Art Pop - Kate Bush</p>	<p style="color: red;">John Williams (film composer)</p>	<p style="color: red;">Mendelssohn</p>	
PE and Sport	<p><u>Cross Country</u> Children improve their running of longer distances</p>	<p><u>Dance – Strictly ballroom</u> Children explore ball room dancing linked to the topic of</p>	<p><u>Gymnastics- partner work</u> Children explore working with a partner including balances and</p>	<p><u>Tag Rugby</u></p>	<p><u>Gymfit</u> Children explore ways of keeping fit and improving</p>	<p><u>Hockey</u> Children improve hockey skills and play simple small sided</p>

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	<p>over 1K and take part in a class race.</p> <p><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.</p> <p>Children can attack and defend successfully and show appropriate positional play, marking and passing within a given set of rules.</p>	<p>'Victorians'. They will learn to waltz.</p> <p>Children can perform with a growing sense of style, adapting known dance styles and material to create their own dances.</p> <p>Children analyse their own and others work and use this to improve the quality of their performance.</p>	<p>assisted jumps. Using large apparatus including the frame and developing vaulting skills using a springboard.</p> <p>Perform a movement sequence with a partner showing a range of gymnastics shapes and actions with extension and fluency.</p>	<p>Children learn skills for tag rugby including passing, tagging and scoring.</p> <p>Children can play a simple tag rugby type game.</p> <p><u>Throwing and catching</u> Children improve throwing and catching skills using a variety of small equipment</p>	<p>specific sports skills using targeted exercise activities.</p> <p>Children plan warm up, and cool down activities and create exercises for specific muscle groups.</p> <p>Children identify strengths and weaknesses and use this to improve the quality of their skills.</p> <p><u>Rounders</u> Children develop and improve batting and fielding skills and learn rules of rounders leading to playing matches in class.</p>	<p>games in a class tournament. Children can dribble past an opponent and pass with confidence.</p> <p><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.</p> <p><u>Badminton</u> Children explore rallying games using a badminton racket and shuttlecock and devise their own ways of scoring.</p>
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>		

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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 FGM</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>
French	<p><u>Portraits - describing in French</u> Learning adjectives for describing people’s physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun.</p>	<p><u>Clothes - getting dressed in France</u> Learning vocabulary to describe items of clothing, along with the different forms of the indefinite article. Incorporating previous learning about colour into their descriptions of clothing and recapping the concept of adjectival agreement. Expressing their opinions about outfits in French</p>	<p><u>French numbers, calendars and birthdays</u> Children learn French numbers 1-31, the days of the week, months of the year, dates and seasons through maths and songs and class surveys; they research of dates of French festivals and revise the unit by having a traditional French birthday celebration in the classroom.</p>	<p><u>French weather and the water cycle</u> Learning phrases to describe the weather and vocabulary for the compass points; counting from 1-100 in multiples of ten; combining this knowledge to make statements about what the temperature is in different parts of France and to deliver a weather forecast. The unit culminates in a French science lesson, where the children explore the water cycle and recognise scientific cognates.</p>	<p><u>French food</u> This unit introduces food vocabulary and revises numbers to 100, this time in the context of money and prices. The unit encourages children to develop their language detective skills and confidence with practical conversational French.</p>	<p><u>French and the Eurovision Song Contest</u> Writing their own original songs in French, using vocabulary largely drawn from years 3 and 4, including paying attention to rhyming sounds. The children learn additional musical instrument and musical genre vocabulary and expand their knowledge of the French names for European countries.</p>

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Intercultural understanding	<u>European Day of Languages</u> Children will: -learn about the French language and where else it is used.	<u>Joyeux Noel</u> Children will: - find our about different Christmas traditions in France.	<u>Paris</u> Children will: -learn about the city of Paris and key landmarks.	<u>Easter</u> Children will: -learn about how Easter is celebrated in France and key words for different symbols of Easter	<u>Boules competition</u> Children will: -learn about the French game of Boules and take part in a game.	<u>Celebration event</u> Children will: -identify and name different types of French food -try different food
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