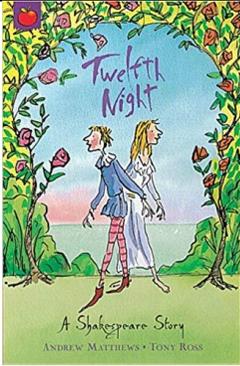
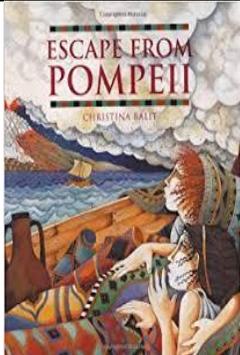
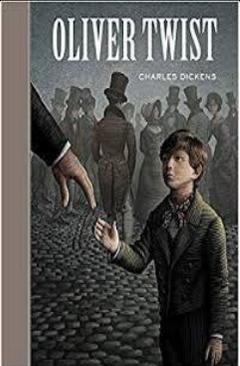
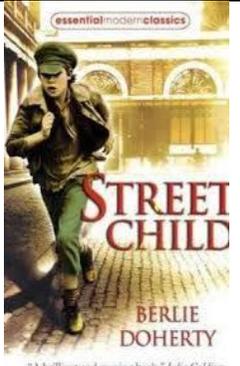


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Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Conflict		Restless Earth		Victorians	
Curriculum Link	History		Geography		History	
Breadth	WW1, the causes, what it was like to be a soldier, trench warfare, battle of the Somme, Propaganda, Christmas Truce, What can we learn from the objects left behind?		The structure of the earth, continental drift, tectonic plate movements, how earthquakes are measured, impact of earthquakes on a community, earthquake-proofing a community, volcanoes, tsunamis		Who were they? When did Victoria rule? What was life like? Victorian children, Victorian jobs and child labour, the railway and growth of towns, the reform act, population boom, leisure time, Victorian schools.	
Core Text (s)	 <p style="text-align: center;">Twelfth Night A Shakespeare Story ANDREW MATTHEWS • TONY ROSS</p>	 <p style="text-align: center;">MICHAEL MORPURGO WarHorse</p>	 <p style="text-align: center;">Greenling</p>	 <p style="text-align: center;">ESCAPE FROM POMPEII CHRISTINA BALIT</p>	 <p style="text-align: center;">OLIVER TWIST CHARLES DICKENS</p>	 <p style="text-align: center;">essential modern classics STREET CHILD BERLIE DOHERTY <i>"A brilliant and moving book." Julia Golding</i></p>
Memorable Experience/Hook	Shakespeare festival	Young Shakespeare Company performance	Pavla Beier - Drama		Abbey House museum	
Visits and visitors	Young Shakespeare company (MacBeth)	Peace Museum - workshop - what do poppies mean? How can we be sure the Christmas Truce occurred? Discovery Centre - object-led learning Royal Armouries - WW1 Gallery.	Jack Fox		Children solve the murder mystery at Abbey House Museum	
Community Links		Parent workshop (Camera Obscuras) Leeds Beckett University - Dance workshops		Heart surgeon visitor		What was Leeds like in Victorian times?

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English	Diary, Play script, Poetry, Setting description, historical fiction,, information leaflet,		Balanced argument, Newspaper reports, Drama (Pavla), Information text (Non-Chronological), adventure story,		Biographies, Persuasive writing, short stories (Orphans), Setting descriptions,	
Maths	<p>Number – Place Value Up to 10,000,000 Number – Addition, Subtraction, Multiplication and Division</p> <p>Multiply multi-digit number up to 4 digits by a 2-digit number using formal method of long multiplication.</p> <p>Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division.</p>	<p>Number – Fractions Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions > 1</p> <p>Geometry – Position and Direction</p> <p>Describe and translate positions on the full coordinate grid (All four quadrants)</p>	<p>Number – Decimals 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.</p> <p>Number – Percentages Use equivalences between simple fractions, including in different contexts.</p> <p>– Algebra</p> <p>Use simple formulae</p>	<p>Measurement – Converting Units</p> <p>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.</p> <p>Measurement – Perimeter, Area and Volume</p> <p>Use formulae for area and volume of shapes. Calculate the area and volume of shapes. Calculate the area of parallelograms and triangles. Ratio.</p>	<p>Geometry – Properties of Shapes</p> <p>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.</p> <p>Problem Solving</p> <p>Statistics</p> <p>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter</p>	<p>Investigations</p> <p>Making links across the maths curriculum.</p>
Science	<p>Light -</p> <p>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.</p>	<p>Electricity -</p> <p>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.</p>	<p>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.</p>	<p>Animals including Humans (circulatory system)</p> <p>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.</p>	<p>Evolution and Inheritance -</p> <p>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 paleontologists 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.</p>	
Investigative Science – Focus question?	Can I make a rainbow?	How bright is my light?	How are they the same? How are they different?	Is my body a machine?	Where do I come from?	

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DT		<p style="text-align: center;"><u>Textiles</u></p> <p>Children will design, make and evaluate a textile piece using applique to combine different fabric shapes.</p> 		<p style="text-align: center;"><u>Food</u></p> <p>Children will cook using a heat source. They will develop basic cooking skills and design, make and evaluate a healthy meal.</p> 	<p style="text-align: center;"><u>Food</u></p> <p>Victorian cooking – make a crumble, Victoria sponge, ice cream, jam tarts and gingerbread men.</p>  <p style="text-align: center;"><u>Sewing</u></p> <p>Stitch a Victorian sampler.</p> 	<p style="text-align: center;"><u>Mechanical systems</u></p> <p>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.</p> 
Art	<p style="text-align: center;"><u>Class Art Linked to Topic:</u></p> <p>Children will create propaganda posters.</p>  <p>Children will create silhouettes of soldiers linked to remembrance.</p> 	<p style="text-align: center;"><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 style="text-align: center;"><u>Class Art linked to Topic</u></p> <p style="text-align: center;"><u>'Street Art'</u></p> <p>Children will discuss examples of street art created by Banksy and other street artists. They will then design their own artwork to deliver a message they feel strongly about.</p> 	<p style="text-align: center;"><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 style="text-align: center;"><u>Collage</u></p> <p>Children will use ceramic mosaic materials to create their artwork. They will also explore other collage techniques.</p> 

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History	<p>WW1 and its causes, what it was like to be a soldier in WW1? What was trench warfare like and why was it used? How was propaganda used during the war? What was it like to be in the Battle of the Somme? What is the truth of the Christmas Truce? What can we learn about the war from objects left behind?</p> <p style="color: red;">Postcard from the training camps</p> <p style="color: red;">Life in The Trenches Information Leaflet</p>				<p>Who were they? When did Victoria rule? What was life like? Victorian children,</p> <p>Victorian jobs and child labour, the railway and growth of towns, the reform act, population boom, leisure time, Victorian schools.</p> <p style="color: red;">Advertisements for a Chimney Sweep</p> <p style="color: red;">Biographies: Famous Victorians</p>	
Geography			<p>What is the structure of the earth? What is continental drift? What happens when tectonic plates move? How are earthquakes measured? What is the impact of an earthquake on a community? How can we earthquake-proof cities? Why do people live in earthquake and volcanic zones?</p> <p style="color: red;">News report on the 2015 Indonesian Tsunami</p> <p style="color: red;">Earthquake Survival Leaflet</p>			
Computing	<p>We are app planners: Children will develop an awareness of the capabilities of smartphones and tablets. They will explore interesting, solvable problems and pitch an idea for an app.</p>	<p>We are project managers: Children will develop a timeline in which to complete their app. They will use web-based research skills to accomplish a project and consider the quality of their product.</p>	<p>We are market researchers: Children will create a survey of good questions and analyse the data they collect. They will conduct a focus group and present their findings.</p>	<p>We are interface designers: Children will work collaboratively to design the app's interface. They will use wire framing tools to create a design prototype for their app. They will address accessibility issues and document the processes they followed.</p>	<p>We are app developers: Children will become familiar with another programming toolkit or platform. They will import existing media assets to their project. They will record the algorithms for their app and debug the code for their app. Children will then test it.</p>	<p>We are marketeers: Children will consider key marketing messages, including identifying a unique selling point. They will develop and print flyers and shoot and edit a promotional video for their app.</p>
E-Safety	<p>Cyberbullying Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of comparing cyberbullying to bullying in person and developing strategies for dealing with online bullying.</p> <p>I can find similarities and differences between in-person and cyberbullying.</p>	<p>Secure Websites Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of identifying secure and insecure websites.</p> <p>I can identify secure websites by identifying privacy seals of approval.</p>	<p>People Online Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of identifying information that is safe and unsafe to share with online friends.</p>	<p>Girls and Boys Online Use technology safely, respectfully and responsibly. Be discerning in evaluating digital content. Children will work in the context of evaluating media aimed at boys and girls.</p> <p>I can identify how the media play a powerful role in shaping ideas about girls and boys.</p>	<p>SMARTbots Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of identifying how to behave in a range of online scenarios.</p> <p>I can apply my online safety knowledge to my online activities.</p>	<p>Online Safety: Let's Get Quizzical! Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating an online safety quiz.</p>

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	I can identify good strategies to deal with cyberbullying.		I understand the benefits and pitfalls of online relationships. I can identify information that I should never share.			I can use my knowledge of online safety to create a multiple choice quiz.
Music	Children will develop an understanding of the history of music, looking at great composers and musicians with a focus on John Williams and the music of films. In singing, they will choose from a range of musical vocabulary to describe music: pitch, tempo, solo, rounds, lyrics, melody etc.	Building to their Christmas performance, children will learn to sing or play with confidence, performing solos or be part of an ensemble. They will also hold a part within a round, singing or playing expressively and in tune.	Children will learn the first chords of the Ukulele. Children will learn to use and understand staff and other musical notations such as the chords of the ukulele (C, Am, F). They will practise playing songs using these chords and perform them together. With support from Jack Fox, children will learn to create musical improvisations using voice and instruments including beatboxing.	Linked to their topic 'Restless Earth', children will create songs with verses and a chorus and select elements for a piece in order to gain effect.	Children will learn to use digital technology to compose, edit and refine pieces of music.	Building to the end of year production, children will learn to sing with controlled breathing and play an instrument fluently and skilfully.
PE and Sport	<p><u>Cross Country</u></p> <p>Children improve their running of longer distances over 1K and take part in a class race.</p> <p><u>Netball</u></p> <p>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><u>Dance – Strictly ballroom</u></p> <p>Children explore ball room dancing with student coaches from Beckett and take part in a dance day at Beckett University.</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><u>Gymnastics- partner work</u></p> <p>Children explore working with a partner including balances and 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><u>Tag Rugby</u></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></p> <p>Children improve throwing and catching skills using a variety of small equipment</p>	<p><u>Gymfit</u></p> <p>Children explore ways of keeping fit and improving 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></p> <p>Children develop and improve batting and fielding</p>	<p><u>Hockey</u></p> <p>Children improve hockey skills and play simple small sided games in a class tournament. Children can dribble past an opponent and pass with confidence.</p> <p><u>Volleyball</u></p> <p>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></p>

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					skills and learn rules of rounders leading to playing matches in class	Children explore rallying games using a badminton racket and shuttlecock and devise their own ways of scoring.
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	<p>Mental health and emotional wellbeing: Healthy minds Children will learn what mental health is and about what can affect mental health and some ways of dealing with this. They will discuss some everyday ways to look after mental health, about the stigma and discrimination that can surround mental health</p>	<p>Identity, society and equality: Human rights Children will learn about people who have moved to Leeds from other places, (including the experience of refugees). They will learn about human rights and the UN Convention on the Rights of the Child. They will learn about homelessness and who can help.</p>	<p>Drug, alcohol and tobacco education: Weighing up risk: Children learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs. They will learn about assessing the level of risk in different situations involving drug use and ways to manage risk in situations involving drug use.</p>	<p>Keeping safe and managing risk: Keeping safe - out and about Children will learn about feelings of being out and about in the local area with increasing independence. They will talk about recognising and responding to peer pressure and about the consequences of anti-social behaviour (including gangs and gang related behaviour)</p> <p>FGM: Children will learn about the importance for girls to be protected against FGM</p>	<p>Sex and relationship education: Healthy relationships / How a baby is made Children will learn about the changes that occur during puberty. They will consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact. They will discuss what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships about human reproduction in the context of the human lifecycle. They will learn how a baby is made and grows (conception and pregnancy) about roles and responsibilities of carers and parents.</p>	
Mindmate lessons	<p>Feeling good & being me: Self-Integrity - I can stay true to myself despite external pressures. Children will have the opportunity to know what positively & negatively affects their physical, mental & emotional health, including the media</p>	<p>Friends & Family: Celebrating friendship - I can talk about how I will maintain positive relationships Children will have the opportunity to recognise what constitutes a positive, healthy relationship & develop the skills to form & maintain positive & healthy relationships</p>	<p>Life Changes: Moving on - I can talk about changes I am looking forward to Children will have the opportunity to learn that major life changes can be fun & exciting, at the same time as being daunting for some talk about moving on to secondary school recognise & respond appropriately to a wider range of feelings in others</p>	<p>Strong emotions: Happiness - I have a good understanding of emotional wellbeing Children will have the opportunity to deepen their understanding of comfortable feelings & extend their vocabulary to enable them to explain both the range & intensity of their feelings to others recognise & respond appropriately to a wider range of feelings in others know when they might need to listen to their emotions in order to move on</p>	<p>Being the same, being different: Body image /Social media - I can talk & listen in difficult discussions Children will have the opportunity to recognise how images & campaigns in the media & social media do not always reflect reality & can affect how people feel about themselves e.g. body image, eating issues share their opinions on things that matter to them & explain their views through discussions with one other person & the whole class</p>	<p>Solving problems/ Making it better: Winning - What does it take? I can look after my mental health Pupils should have the opportunity to identify ways that people can look after their mental health understand the importance of being healthy physically, emotionally & mentally</p>

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French	<p>Parts of the body:</p> <p>Children will revise the names for parts of the body and learn parts of the face. They will be able to label the body and point to them in a song and when questioned.</p>	<p>Health and wellbeing:</p> <p>Children will build on learning and be able to say when and why they are unwell. they will be able to ask for help in a hospital or doctors.</p>	<p>Visiting a french town:</p> <p>Children will make simple sentences with habiter (to live) and recognise key words and phrases and respond. They will use gestures to support what they are saying; and use a bilingual dictionary with support. They will identify places in a French town or city. They will listen for familiar vocabulary, recognise ordinal numbers and recognise a spelling pattern.</p>	<p>Let's go shopping:</p> <p>Children will use the preposition a cote de and choose the correct masculine and feminine form. They will use adjectives (colours) and place them after the noun. Children will write money amounts in French up to 500 Euros in multiples of 50.</p>	<p>This is France!</p> <p>Children will write numbers in words to 999. They will describe up to 8 compass points. Children can choose which tense of the verb etre (present or imperfect) and choose the correct form of an adjective to describe nationalities.</p>	<p>All in a day</p> <p>Children will tell the time in 24 hour time -o'clock, half past, quarter past/to. They will say and write a sentence to tell the time (o'clock, half past, quarter past, and quarter to). They will read and interpret timetables in 24 hour time- o'clock, half past, quarter past/to.</p>
Curriculum Enhancements						