


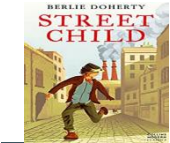
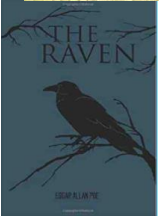
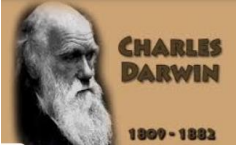
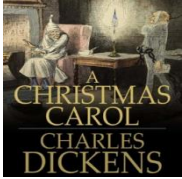

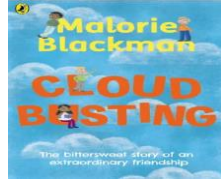
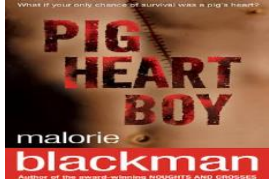
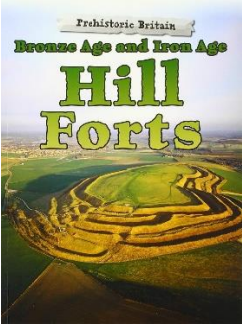
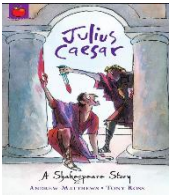



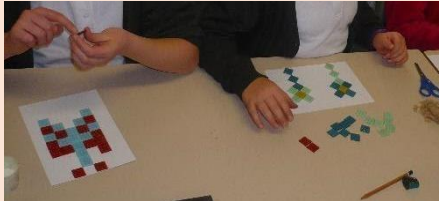
Weetwood Primary School Curriculum Overview 2024-2025 - Year 6

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 (genre and purpose)	<p>Purpose: stream of consciousness - escape from the workhouse</p> <p>Genre: Historical narrative – 1st person</p> <p>Purpose: Write own version of a 19th Century poem</p> <p>Genre: Gothic Poetry</p>	<p>Purpose: convince the class of the 'Greatest Victorian'.</p> <p>Genre: Biography</p> <p>Purpose: Write own ending to 'A Christmas Carol' – change of viewpoint/ending.</p> <p>Genre: 3rd person Historical narrative</p>	<p>Purpose: Informal, American dialect used to write a diary entry.</p> <p>Genre: Diary entry (Recount)</p> <p>Purpose: Correspondance between parent and teacher</p> <p>Genre: Formal letter</p> <p>Purpose: Inform visitors to New York City</p> <p>Genre: Tourist leaflet</p>	<p>Purpose: To demonstrate use of subjunctive mood in own poetry.</p> <p>Genre: Poetry – varying styles used within the books. Link to MORERAPS poetry by Joseph Coelho</p> <p>Purpose: Write a persuasive speech convincing the class of your viewpoint on the subject of Xenotransplantation.</p> <p>Genre: Perusasive TED Talk.</p>	<p>Purpose: To inform</p> <p>Genre: Non-chronological report- Iron Age Hill Forts</p> <p>Purpose: To entertain</p> <p>Genre: Narrative, response to an experience (VR or similar)</p>	<p>Purpose: Balanced argument</p> <p>Genre: Should Caesar be murdered?</p>




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Maths	Number – Place Value	Number – Addition, Subtraction, Multiplication and Division	Number - Ratio	Number – Algebra	Geometry – Position and Direction	Geometry – Properties of Shapes	
	Up to 10,000,000	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.	Calculate ration and proportion	Use simple formulae	Describe and translate positions on the full coordinate grid (All four quadrants)	Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.	
	Number – Fractions	Number – Fractions	Number – Decimals	Number – Fractions, decimals and percentages	Problem Solving	Investigations	
	Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions >1	Multiply fractions by integers, Multiply fractions by fractions, Divide a fraction by an integer, Divide any fraction by an integer, Mixed questions with fractions, Fraction of an amount, Fraction of an amount – find the whole	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.	Use equivalences between simple fractions, including in different contexts	Making links across the maths curriculum.	Making links across the maths curriculum.	
	Measurement – Converting Units		Measurement – Perimeter, Area and Volume		Statistics	Consolidation for transition	
	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 formulae for area and volume of shapes. Calculate the area and volume of shapes. Calculate the area of parallelograms and triangles.		Line graphs, pie charts, dual bar charts, the mean, Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter	Finance, budgeting, money problems, Roman art using tessellation.	

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Science	<p><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.</p>	<p><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.</p>	<p><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.</p>	<p><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.</p>	<p><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.</p>
Investigative Science – Focus question?	<p>How are they the same? How are they different?</p>	<p>Where do I come from?</p>	<p>How bright is my light?</p>	<p>Can I make a rainbow?</p>	<p>How does my body work?</p>
Art	<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 in previously.</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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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 an American menu.</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> 
History	<p><u>Victorians</u></p> <p>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> <p>When and where was the Roman empire? What was life like in Britain before the Roman invasion? When and how did the Romans invade Britain? Who was Boudicca? What was life as a Roman soldier like? What did the Romans build in Britain? What legacy did the romans leave in Britain?</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?</p>	

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			<p>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>			
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>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 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.</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 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>Fingal's Cave Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.</p>	<p>Songs of WW2 Developing pitch, control and confidence when singing</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>Pop Art Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.</p>	<p>Baroque</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>Mendelssohn</p>	<p>Tchaikovsky 1812 Overture (war theme) Copland – Fanfare for the Common Man</p>	<p>John Williams (film composer)</p>	<p>Art Pop - Kate Bush Song – Wuthering Heights</p>	<p>90s Indie Oasis Wonderwall</p>	<p>Song – Queen, We are the champions</p>

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PE and Sport	Fundamental Movement Skills & Dance - Around the World	Cricket & Gymnastics	Football & Hockey	Dodgeball & Basketball	Tennis & Netball	Athletics & World Sports & Sports Day				
RE	<p><u>How and why are Jewish festivals celebrated today?</u></p> <ul style="list-style-type: none"> - Children will describe and express ideas about festivals (Hannukah, Rosh Hashanah and Purim) 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 and how they see David as a key leader. <p>They will summarise key beliefs for Jews including Shema and Tikkun Olam and describe how these affect lives today.</p>		<p><u>How do Sikhs symbolise their commitment?</u></p> <ul style="list-style-type: none"> -Children will summarise features of Sikh practice (e.g. sewa, prayer) -Children will explain and give reasons for some Sikh beliefs and symbols (e.g. Khanda, 5Ks) and consider the meanings behind them. -They will discuss and apply ideas about Sikh practice and belief and apply they may apply to their life. 		<p><u>How do Buddhists live a meaningful life?</u></p> <p>Children will recall the story of Prince Siddharta (The Buddha) and what led to his enlightenment.</p> <ul style="list-style-type: none"> -They will list the 5 key rules to overcome suffering and think about how these link to their own lives. 		<p><u>What is the significance of Easter, Ascension and Pentecost?</u></p> <ul style="list-style-type: none"> -Children will understand the significance of the different aspects of Jesus's death and resurrection, to Christians. -They will explore the stories from the Gospels for these events and link the stories they have heard to Christian beliefs and practices. -They will describe the celebrations of Ascension and Pentecost and recognise how these events shape the celebrations and beliefs. 		<p><u>Why are rites of passage important?</u></p> <p>Children will describe and understand the rights and responsibilities that come with growing up.</p> <p>They will explore and describe rites of passages in different religions and the significance of the ceremonies.</p> <p>Children will reflect on their own beliefs, principles and values reasonably</p>	
PSHE (Jigsaw lessons)	<p><u>Being Me in My World</u></p> <p>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></p> <p>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></p> <p>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></p> <p>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></p> <p>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></p> <p>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></p> <p>Children will discuss who and what they are influenced by. They will discuss why they are influenced and whether</p>	<p><u>Being the same and being different</u></p> <p>This lesson focuses on recognising how images and campaigns in the media and</p>	<p><u>Solving Problems</u></p> <p>Children understand the difference between physical, mental and emotional health and learn that each one is important</p>	<p><u>Strong emotions</u></p> <p>This lesson focuses on recognising and understanding a range of 'comfortable' feelings and exploring the vocabulary to</p>	<p><u>Friends and Family</u></p> <p>Children learn about the attributes needed to have a good, positive, healthy relationship. It takes it a step</p>	<p><u>Life changes</u></p> <p>This lesson focuses on the transition to secondary school. As this is an imminent change for the children in year 6, the lesson</p>				

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	<p>this is a positive or negative influence.</p>	<p>social media do not always reflect reality and how they can affect how people feel about themselves.</p>	<p>in order to live a happy and healthy life.</p>	<p>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>further and asks the children to think about their contributions to maintaining good relationships.</p>	<p>allows them to explore the fact that they may feel a range of emotions when moving to secondary school.</p>
French (Y6 objectives)	<p><u>French sport and the Olympics</u> Conjugating the verb 'aller'- to go, identifying correct prepositions, learning sports vocabulary and how to express preferences plus the infinitive.</p>	<p><u>French football champions</u> Developing and practising language learning strategies, developing reading, speaking and listening skills, responding to questions about footballers.</p>	<p><u>In my French House</u> Learning how to describe a house - the different rooms and who lives there. Learning about prepositions to explain where items are arranged in their bedrooms.</p>	<p><u>Planning a French Holiday</u> Learning to use a combination of present and near-future tenses, and becoming familiar with holiday-related vocabulary around packing a suitcase and planning a journey.</p>		<p><u>Visiting a town in France</u> Learning directional and transport vocabulary and prepositional phrases, practising giving opinions and talking about a trip to France</p>
Intercultural understanding	<p><u>European Day of Languages</u> Children will: -learn about the French language and where else it is used.</p>	<p><u>Joyeux Noel!</u> Children will: - find our 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>