Every child Every chance Every day

Weddington's vision is for all to thrive. 'Weddy' graduates will venture into the wider world as curious, courageous and confident individuals, who are equipped with the tools for continued success

Weddington Curriculum Expectations

WHAT CHILDREN SHOULD KNOW AND BE ABLE TO DO WHEN THEY LEAVE YEAR 6

HISTORY

- Place current study on time line in relation to other studies which includes Nuneaton/School history.
- Identify key features of Ancient Egyptian civilisation, encouraging curiosity in its geography, society and daily life.
- Describe the significance of the River Nile and its role in shaping Ancient Egyptian culture and economy.
- Confidently be able to explain the importance of major Ancient Egyptian achievements, such as development of hieroglyphics writing and mummification.
- Be able to name and describe important Ancient Egyptian pharaohs
- Explain the role of religion in Ancient Egyptian society, including its influence of daily life, rituals and burial practices.
- Confidently identify the main causes and contributing factors leading to the outbreak of WWII
- Be able to curiously analyse the strategies, tactics and

GEOGRAPHY

- Locate the world's main countries in South America focusing on their environmental regions, key physical/ and human characteristics, countries and major cities.
- Name and locate the key topographical features of the UK including coast, features of erosion, hills, mountains and rivers and understand how these features have changed over time.
- Identify the *significance* of latitude/longitude, equator, Northern and Southern hemispheres, The Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime Greenwich Meridian and time zones
- Understand geographical similarities and differences through studying the human and physical geography of a region in UK with a region in South America.
- Describe and understand key aspects of physical geography including: volcanoes and earthquakes, looking at plate tectonics and the ring of fire.
- Describe and understand key aspects of *human* geography including:

ART & DESIGN

- Sketchbooks to demonstrate the artistic style of the user.
- Draw for a sustained period of time over a number of sessions working on one piece.
- Make artistic choices regarding the use of line, shape, pattern, colour, tone and space.
- Work in a sustained and independent way to develop an individual style.
- Be adventurous with choice of paper and with scale of work.
- Work more confidently from an initial pencil sketch to a finished painting.
- Creatively use pattern and texture within their work.
- Use their sketchbook to adapt and critically evaluate their work as ideas develop.
- Describe what they think and feel about an existing piece of artwork and how this might influence their future designs.
- Confidently identify the strengths and weakness of their artwork suggesting any ideas for improvement.
- Consider the effect different resources any have had.

RE

D AND T

- Generate, develop, model and communicate their ideas through annotated sketches, prototypes, pattern pieces and computer aided design
- Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities
- Investigate and analyse a range of existing products
- Select from a wider range of tools and equipment to perform tasks accurately
- Understand and use mechanical systems in their products e.g. gears, pulleys, levers
- Understand and use electrical systems in their products
- Be taught how to cook and apply the principles of nutrition and healthy eating to feed themselves and other affordably and well
- Understand where food comes from.

COMPUTING



outcomes of major battles and campaigns, and their impact on the course of the war. • Identify key political and military leaders of the Allied and Axis powers • Understand the alliances and partnerships formed during WWII and their significance in shaping the outcome of the conflict. • Be able to confidently discuss the consequences of WWII, including the devastation of cities, loss of life, displacement of populations and the emergence of the United Nations.	The distribution of natural resources including energy, food, minerals and water.	• Pupils begin to understand that individual worldviews can influence and make a difference in the world. • They recognise that worldviews are not only about the present but are shaped by history and experience. • Pupils understand that worldviews are "embodied" and expressed through lived experience. • They know that religions and worldviews change over time due to people, place, historical era, events, and power dynamics. • Pupils understand that beliefs are influenced by positionality, place, and time. • They know that surveys and polls can show general trends but not the full complexity of individual worldviews. • Pupils understand that all knowledge has a source and that ideas from worldviews can be debated and discussed. • They know that ideas about living well are interpreted differently and draw on different knowledge, values, and ethics. • Pupils understand that people have varied beliefs about concepts such as the self, soul, death, afterlife, and the spiritual. • They recognise that people may not be completely certain about their worldview. • Pupils know that lived worldviews can be studied through observation and participation (ethnography), and that individuals can shape organised religions and institutions. • They understand that philosophical ideas, past and present, can influence how people choose to live.	**Blogging** • I know that a blog is an online platform used to share ideas with an audience, and understand the difference between blogs, blog posts and vlogs. I understand the key features of an effective blog, including structure, engaging content and appropriate design. I know that blog posts and comments are checked to ensure safety and appropriateness, and understand the importance of respectful communication when interacting online. **Networks** • I know that a computer network is a group of connected devices that can share information, and that there are different types of networks. I understand that the internet is a global network, and that the World Wide Web is one of its services, while other services do not rely on it. I know that online communication has both positive uses and potential risks, and that respectful behaviour is important. I understand that access to the internet can be controlled, what censorship is, and how rules can affect different people in different ways. **Data Detectives** • I know that databases are used to store and organise information so it can be searched and analysed. I understand that tools such as filters, sorting, grouping and calculations help refine and display data. I know that databases may contain multiple linked tables, and that queries are used to retrieve specific information based on what is being asked. **Micro:bits** • I know that pin inputs allow a micro:bit to detect changes such as conductivity and trigger outputs. I understand that variables can be used to store and track data, and that commands such as sleep



			control timing in a program. I know that sensors can collect different types of data, including movement, temperature and light. I understand that collected data can be transferred to graphing software to be presented and analysed, helping to identify patterns and compare results. **Spreadsheets** • I know that spreadsheets organise data into cells, rows and columns, and that functions are preset formulae used to perform calculations. I understand how different functions (including SUM, AVERAGE, MAX, MIN, COUNT, COUNTA, COUNTIF and IF) are used for different purposes. I know that charts (bar, pie and line) help present data visually, and that sorting and filtering help locate specific information. I understand that spreadsheets can contain errors that need to be identified and corrected, and that they are used to analyse data and support decision-making and problem-solving. **Coding** • I know that cloning creates copies of objects that can be controlled independently within a program. I understand that hotspots are areas that trigger actions when objects interact with them. I know that user input can change variable values, and that anticipating errors helps prevent bugs. I understand how flowcharts represent algorithms and procedures, and how they support coding and debugging. I know that user interface design affects how a program looks and functions, and that code can be read, understood and adapted to create programs such as text-based adventure games. **Binary** • I know that all data in a computer is stored in binary using 1s and 0s, where 1



			represents 'on' and 0 represents 'off'. I understand that each place value in binary doubles, and how binary numbers relate to decimal numbers. I know that binary values can be used within variables to control program states, and that this underpins how digital systems process information. **Digital Literacy** • I know how everyday technology is underpinned by coding systems and multimedia elements, and how these are combined to create complex, interactive digital experiences across different platforms. I know that strong, unique passwords and additional security measures (such as two-step verification) are essential for protecting data and digital identities, and understand the risks of poor password practices. I understand responsible and respectful online behaviour in a wider context, including digital footprints, online reputation, and the potential long-term impact of my actions. I know what is acceptable and unacceptable behaviour online, including legal and ethical considerations, and I understand a wide range of reporting methods and support systems available for concerns about online content, contact or conduct.
SCIENCE-Teach discretely but link where relevant)	**CORE SKILLS** Essential skills to be used, applied, and consolidated across the wider curriculum, including speaking and listening skills.		
	READING	**WRITING**	**MATHS**



Every child Every chance Every day

Weddington's vision is for all to thrive. 'Weddy' graduates will venture into the wider world as curious, courageous and confident individuals, who are equipped with the tools for continued success

Light - Recognise that light appears to travel in straight lines **Electricity** - Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit **Living Things and their Habitats** - 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 **Evolution and Inheritance**	• Read aloud fluently with full knowledge of Year 5 and 6 exception words (discuss unusual correspondences between spellings and sound and where these occur in the word), prefixes, suffixes and decode any unfamiliar words with increasing speed and skill, recognising meaning through contextual cues. • To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words they meet. • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. • Pupils should be able to read for pleasure, confidently read aloud, discuss, compare and evaluate, in depth a wide range of genres, poetry and books written at an age-appropriate interest level effortlessly, and with accuracy and at a reasonable speaking pace • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Read books that are structured in different ways and reading for a range of purposes • Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Ask questions to improve their understanding • To identify how language, structure and presentation contribute to meaning. • Begin to recommend books that they have read to their peers, giving reasons for their choices • Recognise and discuss more complex themes and conventions in what they read	The pupil can: • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • In narratives, describe settings, characters and atmosphere • Integrate dialogue in narratives to convey character and advance the action • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • Use subordinating clauses to write complex sentences & appropriate use of passive voice • Use expanded noun phrases to convey complicated information concisely. • Use verb tenses consistently and correctly throughout their writing • Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) • Use semi-colon, colon or dash to mark the boundary between independent clauses. • Use colon to introduce a list and semi-colon within a list. • Use correct punctuation of bullet points, and hyphens to avoid ambiguity. • Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary • Maintain legibility in joined handwriting when writing at speed.	**Calculating using knowledge of structures (1)** • Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number). • Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding. **Numbers up to 10,000,000** • Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000). • Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and non-standard partitioning. • Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and round numbers, as appropriate, including in contexts. • Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts. **Draw, compose and decompose shapes** • Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems. **Multiplication and division** • Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.



- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents - Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution **Animals including Humans** - Identify and name the main parts of the human circulatory system, and	• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes, where necessary • Provide reasoned justifications for their views. • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Distinguish between statements of fact and opinion, providing justifications for their views. • Discuss, analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predict what might happen from details stated and implied. • To learn a wider range of poetry by heart. • Read, record and present information from non-fiction. • Use non-fiction materials for purposeful information retrieval (skim and scan) and in contexts where pupils are motivated to find out information.		**Fractions and percentages** • Recognise when fractions can be simplified, and use common factors to simplify fractions. • Express fractions in a common denomination and use this to compare fractions that are similar in value. • Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy. **Ratio and proportion** • Solve problems involving ratio relationships. **Calculating using knowledge of structures (2)** • Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding. **Solving problems with two unknowns** • Solve problems with 2 unknowns.



describe the functions of the heart, blood vessels and blood - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function - Describe the ways in which nutrients and water are transported within animals, including humans **Consolidation** **Living Things and Their Habitats** - describe how living things are classified into broad groups according to common observable characteristics and based on - explain that unsupported objects fall towards the Earth because			



of the force of gravity acting between the Earth and the falling object **Forces** - recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect **Animals including Humans** - the impact of diet, exercise, drugs and lifestyle on the way their bodies function recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents			



Every child Every chance Every day

Weddington's vision is for all to thrive. 'Weddy' graduates will venture into the wider world as curious, courageous and confident individuals, who are equipped with the tools for continued success

HUMANITIES (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 6

Autumn 1 War of the Roses – Local History Study	Autumn 2 A South American Carnival - South America	Spring 1 Walk Like an Egyptian – Ancient Egypt	Spring 2 Extreme Weather	Summer 1 WWII – We'll Meet Again	Summer 2 The Trading Trail
A study over time tracing how several aspects of national history are reflected in the locality.	Physical & human geography of the Americas, -Mountain ranges, rivers, countries capital cities etc. Can include specific focus, e.g. USA, Brazil, Mexico	• Identify key features of Ancient Egyptian civilisation, encouraging curiosity in its geography, society and daily life. • Describe the significance of the River Nile and its role in shaping Ancient Egyptian culture and economy. • Confidently be able to explain the importance of major Ancient Egyptian achievements, such as development of hieroglyphics writing and mummification. • Be able to name and describe important Ancient Egyptian pharaohs • Explain the role of religion in Ancient Egyptian society, including its influence of daily life, rituals and burial practices.	Impact of global warming on climate & weather; flood, drought, (Australian bush fires); also, hurricanes/tornadoes, earthquakes tsunamis etc.	• Confidently identify the main causes and contributing factors leading to the outbreak of WWII • Be able to curiously analyse the strategies, tactics and outcomes of major battles and campaigns, and their impact on the course of the war. • Identify key political and military leaders of the Allied and Axis powers • Understand the alliances and partnerships formed during WWII and their significance in shaping the outcome of the conflict. • Be able to confidently discuss the consequences of WWII, including the devastation of cities, loss of life, displacement of populations and the emergence of the United Nations.	Describe and understand key aspects of *human* geography including: The distribution of natural resources including energy, food, minerals and water. What is Trade -Who do we trade with -Trading with El Salvador -Fair Trade -Global Trading -How Trading has changed -

EXPRESSION	PHYSICAL EDUCATION	KEY VOCABULARY	CURRICULUM SCHEMA



Every child Every chance Every day

Weddington's vision is for all to thrive. 'Weddy' graduates will venture into the wider world as curious, courageous and confident individuals, who are equipped with the tools for continued success

MUSIC

- I can sing in harmony confidently and accurately.
- I can perform parts from memory.
- I can take the lead in a performance.
- I can use a variety of different musical devices in my composition (including melody, rhythms and chords).
- I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.
- I can analyse features within different pieces of music.
- I can compare and contrast the impact that different composers from different times have had on people of that time.

GAMES

I can play to agreed rules.
I can explain rules.
I can umpire.
I can make a team and communicate plan
I can lead others in a game situation
I can strike a bowled ball and attempt a small range of shots.
I can use a range of tactics for attacking and defending in the role of bowler, batter and fielder.
I can confidently use forehand, backhand and overhead shots in games.

GYMNASTICS/DANCE

I can combine my own work with that of others.
I can link sequences to specific timings.
Give specific feedback to others and provide ideas to improve.
I can show clarity, fluency, accuracy and consistency in their movements.
I can interpret different stimuli with imagination and flair.

ATHLETICS:

I can demonstrate stamina.
I can lead group warm up, demonstrating the importance of strength and flexibility.

HISTORY

GREAT LEADERS:
Famous, infamous, political, religious, sport, arts and culture, President, Monarch, Winston Churchill, Martin Luther King,

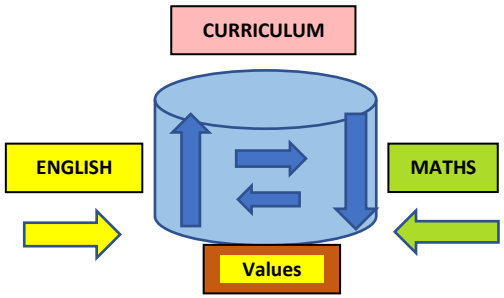
WALLS & BARRICADES:
Great wall of China, Hadrian's Wall, Berlin wall, Castle, fortress, Ideological walls and barriers - Apartheid

EMPIRE:
Colonies, Colonialsation British Empire, Roman and Ottoman Empires. slavery, Emperor, Empress, Cecil Rhodes, Boer war, Commonwealth

GEOGRAPHY

-environmental regions
-key physical/ and human characteristics
-topographical
-erosion
-latitude/longitude, equator
-Northern and Southern hemispheres
- The Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime Greenwich Meridian
-human and physical geography
- volcanoes and earthquakes
-plate tectonics
- ring of fire.
-energy
- food, minerals

- Link Learning through topics and subjects.
- Ensure progression of skills and knowledge.
- Consolidate & revise skills and knowledge.
- Reinforce Key specific vocabulary.



FRENCH

- Understand the main points in passages of language spoken
- Understand and identify longer and more complex phrases and sentences in listening exercises and be able to answer questions based on what they hear.
- Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.
- Present to an audience about a familiar topic.
- Read aloud with expression and accurate pronunciation.
- Read and understand the main points and more specific details from a variety of simple texts formats
- Be able to tackle unknown language by applying phonics learnt and the fourth set of phonics sounds taught QU GNE Ç EN AN including accents, silent letters etc.to

VALUES

SCHOOL VALUES:

- Mindfulness
- Perseverance
- Respect
- Reflection
- Truth
- Aspiration
- Inspiration

BRITISH VALUES:

- Democracy
- Rule of Law
- Individual Liberty
- Respect & Tolerance

Where possible link examples of these values to topic/thematic work

School Vision:
Weddington's vision is for all to thrive. 'Weddy' graduates will venture into the wider world as curious, courageous and confident individuals, who are equipped with the tools for continued success

CULTURAL CAPITAL

Ensuring that every child is equipped with the essential key skills and knowledge they need to be independent and make an effective contribution to society in their future lives through their:-

Core skills in English and Maths
Creativity – Art & Design, DT, Expressive Arts
History and Heritage – History, Cultural heritage
Understanding the World – Geog., Current Affairs
Discovery – Science, Technology/Computing
Values and Personal Skills – inc. British Values.

Courageous Advocacy* – subsume aspects of CA into the Year 6 wider curriculum themes:-

Great Leaders: Qualities of a great leader

- Martin Luther King – racial inequality
-

PSHE

Promoting the PSHE curriculum as well as Values & Cultural Capital

Family and Relationships:

- To know that families are varied in the UK and across the world.
- To understand the different roles related to bullying including victim, bully and bystander.
- To understand that everyone has the right to decide what happens to their body.
- To understand the courtesy and manners which are expected in different scenarios.
- To understand some stereotypes related to disability.
- To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.



• Write longer sentences and short paragraphs • Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people do, like etc.) • Identify and correctly use adjectives (e.g. colours or size) and conjunctions placing them correctly in a sentence and understand the concept of adjectival agreement.				**Health and Well-being:** • To understand that vaccinations can give us protection against disease. • To know that changes in the body could be possible signs of illness. • To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). • To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits. • To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). • To know the effects technology can have on mental health. **Safety and the changing body**: • To understand that online relationships should be treated in the same way as face to face relationships. • To know where to get help with online problems. • To understand the risks associated with drinking alcohol • To understand how a baby is conceived and develops. • To know how to conduct a primary survey (using DRSABC). **Citizenship:** • To know that education is an important human right. • To know that our food choices can affect the environment. • To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.



				• To know that prejudice is making assumptions about someone based on certain information. • To know that discrimination is treating someone differently because of certain factors. **Economic wellbeing:** • To understand that there are certain rules to follow to keep money safe in bank accounts. To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money. • To understand that different jobs have different routes into them. • To understand that people change jobs for a number of reasons. • To know that banks and organisations such as Citizens' Advice can help with money-related problems. **Identity:** • To know that identity is is the way we see ourselves and also how other people see us. **Transition lesson**: • To understand that change can bring opportunity but also worry. • To explain some ways I can deal with change. • To explain some strategies I can use if I feel stressed or anxious. **CULTURAL CAPITAL** **Extreme World;**



Every child Every chance Every day

Weddington's vision is for all to thrive. 'Weddy' graduates will venture into the wider world as curious, courageous and confident individuals, who are equipped with the tools for continued success

DANCE AND DRAMA			
DANCE • I can develop sequences in a specific style. • I can choose my own music and style There are a wide range of opportunities where dance and drama can be linked to cross curricular themes – eg. Drama – Walls and barricades	**DRAMA** • analyse how plots and characters are portrayed in drama consider how a drama could be adapted for a different audience. • Create, modify and adapt scripts as a result of reflection and the rehearsal process. • Combine elements sound/silence movement/stillness in performance		Impact of global warming on our planet. **Empire:** Implications of colonialization. **Walls and Barricades:** ▪ Berlin Wall – different ideologies ▪ The Normans – did feudalism work? ▪ Focus on someone who breaks down metaphorical walls e.g. Malala Yousafzai Societal inequalities.

