



Weddington Curriculum Expectations

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

HISTORY	GEOGRAPHY	ART & DESIGN	D AND T
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 <i>significance</i> 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 <i>human</i> geography including: 	<ul style="list-style-type: none"> 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. <div data-bbox="907 1193 1458 1233" style="background-color: #d9ead3; padding: 5px;"> <p>RE</p> </div> <div data-bbox="907 1233 1458 1303"> <p>Children know that worldviews are more than how the world is seen and are not just about the here and now.</p> </div>	<ul style="list-style-type: none"> 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. <div data-bbox="1458 1268 1890 1303" style="background-color: #d9ead3; padding: 5px;"> <p>COMPUTING</p> </div>



Mindfulness Perseverance Respect Reflection Truth Aspiration Inspiration

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<ul style="list-style-type: none"> 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. 	<p>The distribution of natural resources including energy, food, minerals and water.</p>	<p>They also understand that some people are uncertain on their worldview. Pupils are secure in interpreting texts, art and architecture and have the knowledge that interpretations can change. Children know that some worldviews apply historic interpretation to modern dilemmas as a means of justification and can debate and discuss this confidently. Pupils know and understand with increased confidence that worldviews are embodied and evolve over time due to several influences. Children can recognise their own worldviews and positionality, becoming increasingly reflective and reflexive. Students see that individuals play an important role and can shape organised and institutional worldviews. Children are developing an awareness of how worldviews perceive morality, life and death.</p>	<p>Weddy Graduates can:</p> <ul style="list-style-type: none"> Confidently use variables, sequencing, repetition, inputs, outputs, logical reasoning and decomposition to design, write and debug programs and use their understanding to predict and anticipate program behaviour. Understand and utilise the collaborative and communicative opportunities afforded to them by the World Wide Web Use a variety of search engines to satisfy their curiosity; support their learning and inspire their imagination Select appropriate data and word processing software to meet their needs across a variety of subjects Always enact their online safety learning to use technology safely and respectfully at all times and have the courage to seek help and support when concerns with content, conduct or contact arise.
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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.

<p>Living things and their habitats</p> <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics. <p>Animals including humans:</p> <ul style="list-style-type: none"> Name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood 	<p>READING</p> <ul style="list-style-type: none"> 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 	<p>WRITING</p> <p>The pupil can:</p> <ul style="list-style-type: none"> 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) 	<p>MATHS</p> <p>Calculating using knowledge of structures (1)</p> <ul style="list-style-type: none"> 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. <p>Numbers up to 10,000,000</p> <ul style="list-style-type: none"> 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
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<ul style="list-style-type: none"> 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. <p>Evolution and inheritance:</p> <ul style="list-style-type: none"> Know that change over time and that fossils provide information about living things from the past. 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 <p>Light</p> <ul style="list-style-type: none"> recognise that light appears to travel in straight lines and explain that objects are seen because they give out or reflect light into the eye. use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p>Electricity</p> <ul style="list-style-type: none"> compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram. 	<p>themselves, building on their own and others' ideas and challenging views courteously.</p> <ul style="list-style-type: none"> 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 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 	<p>in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</p> <ul style="list-style-type: none"> 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. 	<p>tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000).</p> <ul style="list-style-type: none"> 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. <p>Draw, compose and decompose shapes</p> <ul style="list-style-type: none"> Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems. <p>Multiplication and division</p> <ul style="list-style-type: none"> Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding. <p>Fractions and percentages</p> <ul style="list-style-type: none"> Recognise when fractions can be simplified, and use common factors to simplify fractions. Express fractions in a common denominator 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 denominator as a comparison strategy. <p>Ratio and proportion</p> <ul style="list-style-type: none"> Solve problems involving ratio relationships. <p>Calculating using knowledge of structures (2)</p> <ul style="list-style-type: none"> Use a given additive or multiplicative calculation to derive or complete a related
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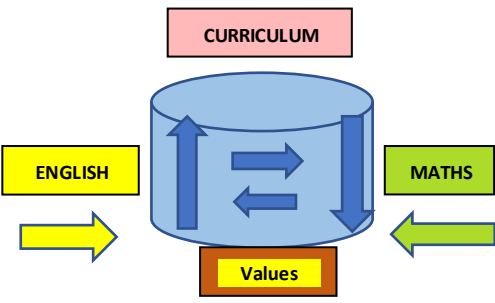
	<p>metaphor, simile, analogy, imagery, style and effect.</p> <ul style="list-style-type: none"> • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predict what might happen from details stated and implied. • To 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. 		<p>calculation, using arithmetic properties, inverse relationships, and place-value understanding.</p> <p>Solving problems with two unknowns</p> <ul style="list-style-type: none"> • Solve problems with 2 unknowns.
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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	<ul style="list-style-type: none"> • 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. 	Impact of global warming on climate & weather; flood, drought, (Australian bush fires); also, hurricanes/tornadoes, earthquakes tsunamis etc.	<ul style="list-style-type: none"> • 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 	Describe and understand key aspects of <i>human</i> geography including: The distribution of natural resources including energy, food, minerals and water. What is Trade -Who do we trade with



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	focus, e.g. USA, Brazil, Mexico	<ul style="list-style-type: none"> 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. 		<p>campaigns, and their impact on the course of the war.</p> <ul style="list-style-type: none"> 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. 	<p>-Trading with El Salvador -Fair Trade -Global Trading -How Trading has changed</p>
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EXPRESSION	PHYSICAL EDUCATION	KEY VOCABULARY		CURRICULUM SCHEMA
<p>MUSIC</p> <ul style="list-style-type: none"> 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. 	<p>GAMES</p> <p>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.</p> <p>GYMNASTICS/DANCE</p> <p>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.</p>	<p>HISTORY</p> <p>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, Colonialisation</p>	<p>GEOGRAPHY</p> <p>-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</p>	<ul style="list-style-type: none"> Link Learning through topics and subjects. Ensure progression of skills and knowledge. Consolidate & revise skills and knowledge. Reinforce Key specific vocabulary. 



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	<p>I can show clarity, fluency, accuracy and consistency in their movements. I can interpret different stimuli with imagination and flair.</p> <p>ATHLETICS: I can demonstrate stamina. I can lead group warm up, demonstrating the importance of strength and flexibility.</p>	<p>British Empire, Roman and Ottoman Empires. slavery, Emperor, Empress, Cecil Rhodes, Boer war, Commonwealth</p> <p>-human and physical geography - volcanoes and earthquakes -plate tectonics - ring of fire. -energy - food, minerals</p>	
<p>FRENCH</p>	<p>VALUES</p>		<p>PSHE</p>
<ul style="list-style-type: none"> 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 Q U G N E Ç E N A N including accents, silent letters etc.to 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. 	<p>SCHOOL VALUES:</p> <ul style="list-style-type: none"> Mindfulness Perseverance Respect Reflection <p>BRITISH VALUES:</p> <ul style="list-style-type: none"> Democracy Rule of Law Individual Liberty Respect & Tolerance <div style="border: 1px solid black; background-color: #fff9c4; padding: 5px; margin: 5px 0;"> <p>Where possible link examples of these values to topic/thematic work</p> </div> <div style="border: 1px solid black; background-color: #ffe0b2; padding: 5px; margin: 5px 0;"> <p>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</p> </div>	<p style="background-color: #ffcc99; text-align: center; padding: 2px;">CULTURAL CAPITAL</p> <p>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:-</p> <p>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:-</p> <p>Great Leaders: Qualities of a great leader</p> <ul style="list-style-type: none"> Martin Luther King – racial inequality 	<p style="color: red;">Promoting the PSHE curriculum as well as Values & Cultural Capital</p> <p>Family and Relationships: respect and respectful relationships, stereotypes (attitudes and challenging stereotypes) resolving conflict, change and loss.</p> <p>Health and Well-being: relaxation, mindfulness, health (responsibility and impact of technology) building resilience, immunisation, good and bad habits, physical health concerns.</p> <p>Safety and the changing body: alcohol, digital consumer, social media, puberty (physical and emotional) conception, pregnancy and birth, first aid (choking and basic life support)</p> <p>Citizenship: human rights, food choices and the environment, caring for others, prejudice and discrimination, valuing diversity, national democracy. (British Values)</p>



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				<p>Economic wellbeing: money (feelings, safety, financial future and gambling) workplace environments, career routes.</p> <p>Identity: what is identity and body image.</p> <p>Transition lesson: dealing with change.</p>
DANCE AND DRAMA				CULTURAL CAPITAL
<p>DANCE</p> <ul style="list-style-type: none"> I can develop sequences in a specific style. I can choose my own music and style <p>There are a wide range of opportunities where dance and drama can be linked to cross curricular themes – eg. Drama – Walls and barricades</p>	<p>DRAMA</p> <ul style="list-style-type: none"> 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 			<p>Extreme World; Impact of global warming on our planet.</p> <p>Empire: Implications of colonialization.</p> <p>Walls and Barricades:</p> <ul style="list-style-type: none"> Berlin Wall – different ideologies The Normans – did feudalism work? Focus on someone who breaks down metaphorical walls e.g. Malala Yousafzai <p>Societal inequalities.</p>

