

Year 6 Curriculum Overview

This curriculum overview is written with consideration to our school commitment to the Rights of the Child and our achievement of becoming a Rights Respecting School and it complies with Article 28 of the UNCRC 'Every child has the right to an education' as well as Article 29 'Education must develop every child's personality, talents and abilities to the full.' Although reference to this is not continuous, the policy has been written with full awareness of our responsibility and commitment to children's Rights.

The rights and dignity of our children are at the heart of everything we do, every decision we and they make and every driver for making progress and helping our children to develop as responsible, valued global citizens who want to make a positive contribution to their and our world.

In our school it is our intent that we help children to develop resilience, perseverance, autonomy and focus. Our children learn that they are valued and valuable, they are independent people in their own right and they have the power to do wonderful, amazing things at every stage of every day.

Every one of our children is a unique individual with their own strengths, aptitudes, interests and dreams. As a school community we will endeavour to support each child to make the most of every opportunity we offer.

We provide enriching experiences to engage learners and in designing and developing our curriculum we have taken into consideration

- how children learn and remember; progress means knowing more and remembering more
- what our children need to succeed in life; the cultural capital they need to make aspirational choices and succeed beyond their time at Wingate Primary School.

The key drivers for our curriculum are:

Ambition and aspiration

Resilience and courage

Autonomy and independence

Perseverance and solution finding

Curriculum Intent

In Year 6 our aim is to provide an excellent education for all our students; an education which brings out the best in all of them and prepares them for end of key stage SATs as well as success in life looking forward to their next steps in their educational career. Our curriculum is designed so that it is ambitious for all learners, and aims to develop talents of the individual, allowing children to become young citizens, who respect their own rights and the rights of their peers. We promote social skills including good manners, resilience, self-awareness and consideration for others, through the use of The GEM Project, enabling children to become great role models to other children in school.

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Right of the Fortnight	Article 1 – Everyone under the age of 18	Article 14 – Every child has the right to think and believe	Article 24 – Every child has the right to the best possible	Article 7 – Every child has the right to be registered at birth, to	Article 3 – The best interests of the child must be a top priority	Article 38 – Governments must not allow children

	<p>has all the rights in the Convention. Article 2 – The Convention applies to every child without discrimination. Article 6 – Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential. Article 13 – Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.</p>	<p>what they choose and also to practise their own religion, as long as they are not stopping other people from enjoying their rights. Article 15 – Every child has the right to meet with other children and to join groups and organisations. Article 16 – Every child has the right to privacy. The law should protect the child’s privacy, family and home life, including protecting children from unlawful attacks that harm their reputation.</p>	<p>health. Governments must provide good quality health care, clean water, nutritious food and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this. Article 31 – Every child has the right to relax, play and take part in a wide range of cultural and artistic activities. Article 17 – Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.</p>	<p>have a name and nationality and as far as possible to know and be cared for by their parents. Article 12 – Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. Article 28 – Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children’s dignity and their rights. Richer countries must help poorer countries achieve this.</p>	<p>in all decisions and actions that affect children. Article 42 – Governments must actively work to make sure children and adults know about the Convention. Article 23 – A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.</p>	<p>under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts. Article 32 – Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate. Article 4 – Governments must do all they can to make sure every child can enjoy their rights by creating and passing laws that promote and protect children’s rights.</p>
	Free Verse poetry		Blackout Poetry		Structured Poetry	

<p>Maths</p>	<p>Place value Addition, Subtraction, Multiplication and Division</p>	<p>Fractions Geometry: Position and Direction</p>	<p>Decimals, Percentages, Algebra,</p>	<p>Measurement: Converting Units, Measurement: Perimeter, Area and Volume Ratio</p>	<p>Statistics Properties of Shape</p>	<p>Consolidation and themed projects</p>
<p>Science</p>	<p><u>Electricity</u> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • 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>	<p><u>Light</u> • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • 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 • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p><u>Living things and their habitats</u> • 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>	<p><u>Animals including humans</u> • identify and name the main parts of the human circulatory system, and 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 is transported within animals, including humans <i>Article 24 – Every child has the right to the best possible health.</i></p>	<p><u>Evolution and Inheritance</u> • 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</p>	

<p>RE</p> <p><i>Article 14 – Every child has the right to think and believe what they want and to practise their religion.</i></p>	<p><u>What can we learn about religious diversity in our area?</u> What is religious diversity like in our area? <u>Muslim Communities</u> What can we find out about a local Muslim community?</p>	<p><u>What do the gospel stories tell us about the birth of Jesus?</u> What do the gospels tell us about the birth of Jesus</p>	<p><u>How and why do people care about the environment?</u> How and why do people of faith care about the environment?</p>	<p><u>Why are Good Friday and Easter Sunday the most important days for Christians?</u> Why are Good Friday and Easter Day the most important days for Christians?</p>	<p><u>So what do we now know about Christianity?</u> Bridging Unit</p>	
<p>History</p> <p><i>Article 17 – Every child has the right to reliable information from the media.</i></p>	<p><u>What's in a name?</u> To understand the causes of WW1 To understand how the war was fought To understand how WW1 ended To understand how WW1 changed British history.</p>			<p><u>Why did the world go to war again?</u> To understand the causes of WW2 To understand how the war was fought To understand how WW2 ended To understand how WW2 changed British history.</p>	<p><u>Can we choose the UK's most important monarch?</u> Chronological knowledge and understanding of the sequence and duration of the main time periods. Key features of the role and power of selected monarch in differing periods in the past. Knowing some of the key dates and key terms of UK History.</p>	
<p>Geography</p> <p><i>Article 29 – Education must develop every child's personality, talents and abilities to the full.</i></p>	<p><u>Fantastic Forests</u> To locate and explore key forest areas locally, nationally and globally To understand why forests are important.</p>				<p><u>Destination Sao Paulo</u> To explore physical and human characteristics of Brazil. To compare Sao Paulo and Durham in</p>	

					terms of similarities and differences	
<p>Art</p> <p><i>Article 31 – Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</i></p> <p><i>Article 29 – Education must develop every child’s personality, talents and abilities to the full.</i></p>	<p><u>Architectural Drawing</u></p> <p>To record observations and review/revisit them.</p> <p>To master art and design techniques with a variety of materials.</p> <p>To develop sketchbooks as a means of informal recordings.</p>		<p><u>Henri Rousseau</u></p> <p>To record observations and review/revisit them.</p> <p>To master art and design techniques with a variety of materials.</p>		<p><u>Collage</u></p> <p>To look at art and designers in history.</p> <p>To master art and design techniques with a variety of materials</p>	
<p>D.T</p> <p><i>Article 29 – Education must develop every child’s personality, talents and abilities to the full.</i></p>		<p><u>Electrical Systems</u></p> <p>To apply scientific circuits knowledge to create a product.</p> <p>To research examples of products and evaluate.</p> <p>To design and edit plans</p> <p>To use a range of materials and equipment to produce a product.</p> <p>To evaluate a finished product.</p>		<p><u>Shelters</u></p> <p>To research examples of products and evaluate.</p> <p>To design and edit plans</p> <p>To use a range of materials and equipment to produce a product.</p> <p>To evaluate a finished product.</p>		<p><u>Pizza Baking</u></p> <p>To look at seasonality of ingredients</p> <p>To learn the different types of allergens and why it is important to cater for these</p> <p>To research existing products and create and make a similar product to meet a design brief.</p> <p><i>Article 24 – Every child has the right to the best possible health.</i></p>
<p>Computing</p> <p><i>Article 19: Every child</i></p>	<p><u>Video</u></p>	<p><u>Spreadsheets</u></p> <p>Using temperature data to create</p>	<p><u>Coding</u></p> <p>To develop an on-screen game.</p>	<p><u>Animation</u></p> <p>To use i-motion app to show evolution of</p>	<p><u>Graphics</u></p>	<p><u>Publishing</u></p> <p>To use a range of programs to create a</p>

<p><i>has the right to be protected from being hurt or mistreated in body or mind.</i></p> <p><i>Article 17 – Every child has the right to reliable information from the media.</i></p>	<p>To make an informational video recording</p> <p><u>Digital Literacy</u> To understand how to stay safe online regarding information and passwords</p>	<p>spreadsheet information.</p> <p><u>Digital Literacy</u> To understand how we use computing in everyday life, it's benefits and downsides.</p>	<p><u>Digital Literacy</u> Managing Online Information</p>	<p>humans according to Darwin</p> <p><u>Digital Literacy</u> To understand to reliability of websites and how this can be checked.</p>	<p>To take and adapt images linked to art and use filters</p> <p><u>Digital Literacy</u> Online bullying and online reputation</p>	<p>fact file about the Amazon</p> <p><u>Digital Literacy</u> To understand the legal, social and health and well-being issues surrounding social media</p>
<p>PE</p> <p><i>Article 29 – Education must develop every child's personality, talents and abilities to the full.</i></p> <p><i>Article 24 – Every child has the right to the best possible health.</i></p>	<p><u>Tag Rugby/SAQ</u> To learn to use, running, throwing and catching in isolation and in combination. To play competitive games.</p>	<p><u>Basketball/SAQ</u> To learn to use, running, throwing and catching in isolation and in combination. To play competitive games. To compare their performances and demonstrate improvements to achieve personal bests.</p>	<p><u>Dance/SAQ</u> To perform dances using a range of movement patterns. To work in groups to create, practise and edit set dance routines.</p>	<p><u>Gymnastics/SAQ</u> To develop flexibility, strength, technique, control and balance</p>	<p><u>Athletics/OAA</u> To learn to use, running, throwing and jumping in isolation and in combination. To play competitive games. To compare their performances and demonstrate improvements to achieve personal bests. To develop flexibility, strength, technique, control and balance To take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p><u>Cricket/OAA</u> To learn to use, running, throwing and catching in isolation and in combination. To play competitive games. To compare their performances and demonstrate improvements to achieve personal bests. To take part in outdoor and adventurous activity challenges both individually and within a team.</p>

<p style="text-align: center;">Music</p> <p><i>Article 29 – Education must develop every child’s personality, talents and abilities to the full.</i></p>	<p><u>Whole Class Steel Pans DMS)</u></p> <ul style="list-style-type: none"> • To listen with attention to detail and recall sounds with increasing aural memory. • To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. • To improvise and compose music for a range of purposes using the inter-related dimension of music. • To use and understand staff and other musical notations. 	<p><u>Whole Class Steel Pans (DMS)</u></p> <ul style="list-style-type: none"> • To listen with attention to detail and recall sounds with increasing aural memory. • To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. • To improvise and compose music for a range of purposes using the inter-related dimension of music. • To use and understand staff and other musical notations. 	<p><u>Happy (unit on Charanga)</u></p> <ul style="list-style-type: none"> • To appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians. • To listen with attention to detail and recall sounds with increasing aural memory. • To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • To improvise and compose music for a range of purposes using the inter-related dimension of music. • To use and understand staff and other musical 	<p><u>Reflect, Rewind and Replay (unit on Charanga)</u></p> <ul style="list-style-type: none"> • To appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians. • To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • To compose music for a range of purposes using the inter-related dimension of music. • To use and understand staff and other musical notations. • To develop an understanding of the history of music. 	<p><u>You’ve Got a Friend (unit on Charanga)</u></p> <ul style="list-style-type: none"> • To appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians. • To listen with attention to detail and recall sounds with increasing aural memory. • To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • To improvise and compose music for a range of purposes using the inter-related dimension of music. • To use and understand staff and other musical
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				<p>notations.</p> <ul style="list-style-type: none"> To develop an understanding of the history of music. 		<p>notations.</p> <ul style="list-style-type: none"> To develop an understanding of the history of music.
<p>Languages</p> <p><i>Article 30 – Every child has the right to learn language, customs and religions.</i></p>	<p>Italian</p> <p>To consolidate knowledge learnt since the beginning of KS2 and identify areas of need.</p>	<p>Italian</p> <p>To consolidate knowledge learnt since the beginning of KS2 and identify areas of need.</p>	<p>Mandarin</p> <p>To further explore a non-European language which uses unfamiliar sounds and characters as opposed to the Roman alphabet and to explore an Asian culture through its landmarks.</p> <p>To learn simple phrases to be able to ask and answer basic questions. To learn basic ‘survival’ phrases</p>	<p>Italian</p> <p>To consolidate essential survival phrases</p>	<p>Italian</p> <p>To consolidate essential survival phrases and to develop vocabulary. To incorporate more grammar rules to expand and develop our sentences.</p>	<p>Italian</p> <p>To consolidate essential survival phrases and to develop vocabulary. To incorporate more grammar rules to expand and develop our sentences.</p>
<p>PSHE/RSE</p>	<p>Being Me</p> <p>Children will understand how their choices affect others and how to make people feel valued by making positive decisions.</p> <p><i>Article 15 - The right to join a group</i></p>	<p>Celebrating Difference</p> <p>Children will learn how difference can be a source of conflict and explain their feelings about these issues.</p> <p><i>Article 14 - The right to practise their own religion</i></p>	<p>Dreams and Goals</p> <p>Children will look at ways in which they can help make the world a better place for themselves and others.</p> <p><i>Article 29 - Education must develop every child’s personality,</i></p>	<p>Healthy Me</p> <p>Children will understand how to keep themselves emotionally healthy and how substance misuse has a negative impact on physical health.</p> <p><i>Article 24 – Every child has the right to</i></p>	<p>Relationships</p> <p>Children will look at what it is like to lose someone special and how this feels and how some relationships can be unhealthy</p> <p><i>Article 9 - The right to a family</i></p>	<p>Changing Me</p> <p>Children will understand how their body has changed so far and how it will continue to change in future using correct terminology.</p> <p><i>Article 19 - The right to be safe</i></p>

		<i>Article 23 - A child with a disability has the right to live a full life</i>	<i>talents and abilities to the full</i>	<i>the best possible health.</i>	<i>Article 19 - The right to be safe</i>	<i>Article 16 - The right to privacy</i> <i>Article 24 – Every child has the right to the best possible health.</i>
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Potential Enrichment Opportunities

Autumn Term

Fieldwork Study Hamsterley Forest including data collection and Maths and English skill work.

Visit from Ken Snowden to discuss video process with children and give them guidance on what works and doesn't work etc.. to assist with their project.

Visit from Kate Miller (local collage artist) to discuss her work and share techniques and model ideas to children.

Spring Term

School Workshop visit from actor in role as a WW2 soldier

Ambulance Mini Medic Project

Y6 Residential to Dukeshousewood

Summer Term

Festival Day - Singing of Festival songs in preparation for performance at Festival Day.

Leaver's Play performance - Children will create and practice a play to perform at their Leaver's Evening: this will include singing, acting and movement/dance.

Visit from VRTGO or Nova Collective representative to discuss coding and gaming companies in the North East

Sarah McCallister to come in and work with children and explain nutrition choices and allergen importance.