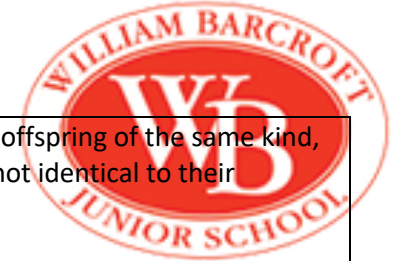


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<u>Term</u>	<u>Autumn</u> <u>Exploring World Wars</u>	<u>Spring</u> <u>Exploring Viking Influence</u> <u>Vikings – Barbaric Warriors or</u> <u>Misunderstood Settlers?</u>	<u>Summer</u> <u>Exploring Creation and Evolution</u>
History	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	
Geography	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	
Science	<p><u>Sound (Sonar/Morse Code)</u> Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.</p> <p><u>Light Deeper Level</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.</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 are transported within animals, including humans. Describe the changes as humans develop to old age.</p> <p><u>Evolution</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.</p>

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	<p>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>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>
Art	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing.</p> <p>About great artists, architects and designers in history.</p> <p><u>Autumn 1 – Skills focus</u> I can successfully draw 3D objects using marks and lines to produce texture and simple shading</p> <p>I can communicate emotions and a sense of self with accuracy</p> <p>I can explain why I have chosen specific drawing techniques</p> <p><u>Autumn 2 – artist focus and skills application</u> I can use my sketchbook to adapt and refine my work to reflect its meaning and purpose</p> <p>I can use my sketchbook to evaluate my own work</p> <p>I am discussing my work with my peers</p> <p>I am able to explain work from other periods of time</p> <p>I can refer to technical aspects of art when discussing known artists</p> <p>I am beginning to understand the different purposes behind art</p> <p>I can explain who or what my own work is influenced by</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including painting.</p> <p>About great artists, architects and designers in history.</p> <p><u>Autumn 1 – Skills focus</u> I can create a range of moods in my painting</p> <p>I can express my emotions through my paintings</p> <p>I can use a wide range of techniques in my work</p> <p>I can explain why I have chosen specific painting techniques</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including sculpture.</p> <p>About great artists, architects and designers in history.</p> <p><u>Autumn 1 – Skills focus</u> I can create 3D models on different scales using different materials</p> <p>I can competently sculpt clay or other mouldable materials to create a 3D model</p> <p>I understand, and make decisions about, the best choice of material for the effect I want to achieve</p> <p><u>Autumn 2 – artist focus and skills application</u> I can explain work from other cultures</p>
DT	<p><u>Food</u></p> <p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p><u>Textiles</u></p> <p><u>Design</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded</p>	<p><u>Mechanical Systems</u></p> <p><u>Design</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded</p>

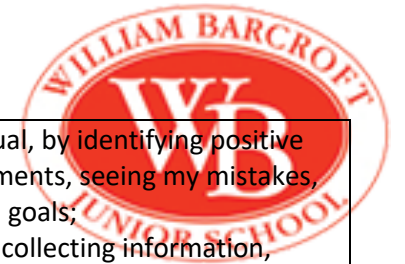
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		<p>diagrams, prototypes, pattern pieces and computer-aided design.</p> <p><u>Make</u> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately . Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><u>Evaluate</u> Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world.</p> <p><u>Technical knowledge</u> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Apply their understanding of computing to program, monitor and control their products.</p>	<p>diagrams, prototypes, pattern pieces and computer-aided design.</p> <p><u>Make</u> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately . Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><u>Evaluate</u> Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world.</p> <p><u>Technical knowledge</u> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Apply their understanding of computing to program, monitor and control their products.</p>
<p>PSHE</p>	<p><u>E-safety</u> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p><u>SEAL New Beginnings</u> Participate and talk to everyone in my class; Know that I am valued at school; Work well in a group and explain what helps my group to work well together; Understand my rights and responsibilities in the school; Understand the need for rules in society and why we have the rules we do in school; Understand how it feels to do or start something new, and why; Develop strategies to cope with uncomfortable feelings and to calm myself when necessary; Know how others may be feeling when they are in an unfamiliar situation and help them to feel valued and welcomed; Explain how I go about solving a problem and can give an example of a problem I have solved.</p> <p><u>Getting On and Falling Out</u> Research, discuss and debate topical issues, problems and events; Reflect on spiritual, moral social and cultural issues, using imagination to understand other people’s experiences; Resolve differences by looking at alternatives, making decisions and explaining choices; Know that my actions affect myself and others, to care about other people’s feelings and to try to see things from their points of view;</p>	<p><u>E-safety</u> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p><u>SEAL Going for goals</u> Recognise my worth as an individual, by identifying positive things about myself and my achievements, seeing my mistakes, making amends and setting personal goals; Face new challenges positively by collecting information, looking for help, making responsible choices and taking action; Know that my actions affect myself and others, to care about other people’s feelings and to try to see things from their points of view.</p> <p><u>SEAL Good to be me</u> Recognise my worth as an individual, by identifying positive things about myself and my achievements, seeing my mistakes, making amends and setting personal goals; Know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know and how to ask for help, and use basic techniques for resisting pressure to do wrong; Reflect on spiritual, moral, social and cultural issues, using my imagination to understand other people’s experiences; Know that my actions affect myself and others, to care about other people’s feelings and to try to see things from their point of view. To be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships.</p>	<p><u>E-safety</u> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p><u>SEAL Relationships</u> Research, discuss and debate topical issues, problems and events. To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences. To recognise the different risks in different situations and then decide how to behave responsibly. Know that my actions affect myself and others, to care about other people’s feelings and to try to see things from their points of view. To think about the lives of people living in other places and times, and people with different values and customs. To be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships. Know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p> <p><u>CHIPS Lesson 3</u> I am able to see a situation from another person’s perspective I accept myself for who and what I am</p> <p><u>SEAL Changes</u></p>

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	<p>Aware of different types of relationship and to develop the skills to be effective in relationships. Realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities; Realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help; Recognise and challenge stereotypes; Know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p> <p>CHIPS Lesson 1 Getting on and falling out- I try to recognise when I or other people are prejudging people and make an effort to overcome my own assumptions</p> <p>Say No To Bullying (13th -17th November 2017) Recognise my worth as an individual, by identifying positive things about myself and my achievements, seeing my mistakes, making amends and setting personal goals; face new challenges positively by collecting information, looking for help, making responsible choices and taking action; Realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities; Reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; Resolve differences by looking at alternatives, making decisions and explaining choices; Recognise the different risks in different situations and then decide how to behave responsibly; Know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know, and how to ask for help and use basic techniques for resisting pressure to do wrong; school rules about health and safety, basic emergency aid procedures and where to get help; Actions affect myself and others, to care about other people's feelings and to try to see things from their points of view; Realise the nature and consequences of racism, teasing, bullying, and aggressive behaviours and how to respond to them and ask for help; Recognise and challenge stereotypes; Recognise differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;</p>	<p>CHIPS Lesson 2 Good to be me: I accept myself for who and what I am</p>	<p>To recognise my worth as an individual, by identifying positive things about myself and my achievements, seeing my mistakes, making amends and setting personal goals; To face new challenges positively by collecting information, looking for help, making responsible choices and taking action; To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; Know that my actions affect myself and others, to care about other people's feelings and to try to see things from their points of view; To think about the lives of people living in other places and times, and people with different values and customs; To be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships; Know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p> <p>Sex and Relationships Education wb: 11th June 2018 tbc To consider puberty and reproduction Consider physical & emotional behaviour in relationships To explore the process of conception and pregnancy To explore positive and negative ways of communicating in a relationship</p>
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<p>ICT</p>	<p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>
<p>RE (Christianity, Islam, Judaism, Sikhism, Hinduism, Buddhism)</p>	<p>Explore issues of justice and freedom. Describe what freedom means to people of faith.</p> <p>Show understanding of the beliefs and feelings of faith members who have experienced injustice.</p> <p>Explain what freedom means to them.</p> <p>Share experiences of injustice and explain their hopes and dreams for a just world.</p> <p>Consider religious teachings of forgiveness and reconciliation. Identify the impact of a religious teaching such as forgiveness on a believer's actions.</p> <p>Identify the impact that reconciliation has on community harmony.</p> <p>Give examples of conflicts that have been resolved within the family, school or community.</p> <p>Appreciate the power of forgiveness and reconciliation in the world.</p>	<p>Investigate different forms of worship. Show how forms of worship are expressions of belief. Express thoughts about the importance of worship for faith members.</p> <p>Investigate religious rituals that show identity and belonging in different religious traditions. Show how the milestones of life give a sense of identity and belonging for faith members.</p> <p>Discuss the impact of rites of passage on faith members, their family and community.</p>	<p>Investigate the life and key teachings of faith founders and make links with key religious beliefs. Explain the significance of the key teachings of faith founders for faith members.</p> <p>Consider how key teachings may impact on faith members and the community.</p> <p>Consider some ultimate questions. Identify what makes some questions ultimate.</p> <p>Offer answers to an ultimate question from different faith perspectives.</p> <p>Suggest answers to some ultimate questions.</p> <p>Compare their responses to an ultimate question with that of a faith member, respecting all viewpoints.</p>
<p>MFL</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*.</p> <p>Present ideas and information orally to a range of audiences*.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*.</p> <p>Present ideas and information orally to a range of audiences*.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*.</p> <p>Present ideas and information orally to a range of audiences*.</p>

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	<p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally* and in writing.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally* and in writing.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>
PE	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Perform dances using a range of movement patterns.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
Music	<p><u>Main Focus:</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Develop an understanding of the history of music.</p> <p><u>Ongoing objectives:</u> Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Use and understand staff and other musical notations.</p>	<p><u>Main Focus:</u> Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations.</p> <p><u>Ongoing Objectives</u> Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p><u>Main Focus:</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations. Develop an understanding of the history of music.</p> <p><u>Ongoing objectives:</u> Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations. Develop an understanding of the history of music.</p>

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