



Curriculum Information

Year Six

“Education is the most powerful
weapon we can use to change the
world.”

N Mandela



WESTFIELD PRIMARY

This document provides details of the curriculum covered in a given year group. The statements for each curriculum subject are the knowledge and skills we would expect a child to master during the course of the academic year. We hope that this will provide families with detailed and clear information regarding what their children will be learning in school and develop home – school links.

Our curriculum is carefully designed to ensure that children meet the National Curriculum 2014 and Early Years Curriculum goals. Classes have either a termly or half termly “topic” and the majority of their subject work is linked to this theme. We write our own English Framework to ensure that reading, writing and topic work links together coherently. Throughout the year, we use specialist coaches for PE and the teaching of French in KS2. Educational visits and visitors enhance work in the classroom and bring learning alive. In addition, we enjoy whole school themed events and days such as Literacy Week, Creative Writing Days and subject themed days.

Parents are informed of the curriculum through this document and Topic Webs; both of which are available on the school website. Additional information is gained through Parent Consultation Evenings, annual pupil reports and Curriculum Information Evenings where appropriate. Parents are most welcome to speak with either the Head or Deputy Headteacher if they require further information about any aspect of the curriculum.

Our Literacy Framework ensures that reading is taught in a comprehensive and thorough way. In EYFS and KS1, pupils take part in a daily phonics session and teaching follows Bug Club Phonics.

Our reading scheme, Bug Club runs throughout the school. The school has a non-fiction library and children have access to a wide range of fiction texts in every classroom. Achievement and commitment to reading is celebrated half termly.

In mathematics, we use the Early Years and National Curriculum 2014 frameworks to ensure pupils are taught the necessary and essential skills. In addition, we use the White Rose Hub scheme.



Curriculum Intent Statement

Our aim is to provide our children with an engaging, exciting and empowering curriculum that provides them with the confidence and skills to flourish in today's society and the future.

At Westfield Primary the curriculum is designed to: recognise children's prior learning, provide first hand learning experiences, develop independence and creativity and build resilience and a love for learning.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge-based curriculum, concepts and values. We provide many enhancement opportunities to engage learning and we actively encourage involvement and participation in sport, the arts and computing. Learning at Westfield is underpinned by the belief that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

Community involvement is an integral part of our curriculum, inviting families and visitors to facilitate learning new skills and sharing experiences such as assemblies, curriculum afternoons, sporting activities and performances.

Children leave Westfield with a sense of belonging to a tightly knit community, where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.



Westfield's Year Six Scientists

- Identify and name the main parts of the circulatory system
- Know the function of the heart, blood vessels and blood
- Know the impact of diet, exercise, drugs and lifestyle on health
- Know the ways in which nutrients and water are transported in animals, including humans
- Classify living things into broad groups according to observable characteristics and based on similarities and differences
- Know how living things have been classified
- Give reasons for classifying plants and animals in a specific way
- Know the Earth and living things have changed over time
- Know how fossils can be used to find out about the past
- Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents)
- Know how animals and plants are adapted to suit their environment
- Link adaptation over time to evolution
- Know about evolution and can explain what it is
- Compare and give reasons for why components work and do not work in a circuit
- Draw circuit diagrams using correct symbols
- Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer
- Know how light travels
- Know and demonstrate how we see objects
- Know why shadows have the same shape as the object that casts them
- Know how simple optical instruments work. e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.
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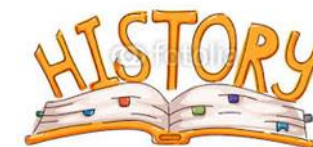
Westfield's Year Six Geographers

- Know about different time zones and work out differences
- Know where the main mountain ranges are in the UK
- Know the name and locate the main rivers in the UK
- Know the key differences between living in the UK and a country in either North or South America
- Know main human and physical differences between developed and third world countries
- Know the names of a number of the world's highest mountains
- Know what causes an earthquake
- Label the different parts of a volcano
- Know and label the main features of a river
- Know the name of and locate the world's longest rivers
- Know why most cities are located by a river



Westfield's Year Six Historians

- Know about the key features of Ancient Egypt
- Know about the Ancient Egyptian views on gods and the afterlife and how this affected the treatment of the dead
- Know that this civilisation predates all other time periods studied Know about the impact the Mayans had on the rest of the world
- Know that the civilisation collapsed and that environmental change may have played a part on this





Westfield's Year Six Linguists

- Hold a simple conversation with at least four exchanges
- Use knowledge of grammar to speak correctly
- Understand a short story or factual text and note the main points
- Use context to work out unfamiliar words
- Write a paragraph of 4 – 5 sentences
- Substitute words and phrases



Westfield's Year Six Computing Technologists

- Write a program that contains more than one attribute
- Develop a sequence program that has repetition and variables identified
- Design algorithms that use repetition and 2-way selection
- Be aware that some research engines may provide misleading information
- Present the data collected in a way that makes it easy for others to understand
- Be increasingly aware of the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable





Westfield's Year Six Theologists

- Know that all religions promote love, peace, respect and justice
- Describe the key values of each religion
- Know what Jesus meant by "Love your neighbour as much as you love yourself"
- Describe Forgiveness & reconciliation Equality (strong Sikh value)
- Know that we all have unique lives and circumstances - everyone has a part that only they can play
- Understand that on our journey we all have choices, but faith groups, family and friends help us choose
- Know that worship can take different forms (at home and in other places)
- Understand the link to faith & belief and the difference it can make to impact and inspire the local community



Westfield's Year Six Artists

- Explain why different tools have been used to create art
- Explain why chosen specific techniques have been used
- Know how to use feedback to make amendments and improvements to art
- Know how to use a range of e-resources to create art
- Know how to overprint to create different patterns
- Know which media to use to create impact
- Use a full range of pencils, charcoal, or pastels when creating a piece of observational art
- Explain the style of art used and how it has been influenced by a famous artist
- Understand what a specific artist is trying to achieve in any given situation
- Understand why art can be very abstract and what the message the artist is trying to convey





Westfield's Year Six Design Technologists

- Use market research to inform plans and ideas
- Follow and refine original plans
- Justify planning in a convincing way
- Show that culture and society is considered in plans and design
- Know which tool to use for a specific practical task
- Know how to use any tool correctly and safely
- Know what each tool is used for
- Explain why a specific tool is best for a specific action
- Know how to test and evaluate designed products
- Explain how products should be stored and give reasons
- Evaluate product against clear criteria
- Use electrical systems correctly and accurately to enhance a given product
- Know which IT product would further enhance a specific product
- Use knowledge to improve a made product by strengthening, stiffening or reinforcing
- Explain how food ingredients should be stored and give reasons
- Work within a budget to create a meal
- Understand the difference between a savoury and a sweet dish



Westfield's Year Six Musicians

- Sing in harmony confidently and accurately
- Perform parts from memory
- Take the lead in a performance
- Use a variety of different musical devices in composition, including melody and rhythms
- Accurately recall a part of the music listened to
- Analyse features within different pieces of music
- Evaluate how the venue, occasion and purpose affects the way a piece of music is created
- Compare and contrast the impact that different composers from different times have had on people of that time





Westfield's Year Six Athletes

- Demonstrate stamina and increase strength
- Agree and explain rules to others
- Work as a team, communicate and plan
- Lead others in a game situation when the need arises
- Plan a route and series of clues for someone else
- Plan with others taking account of safety and danger
- Know which sports they are good at and find out how to improve further

