



English	<p style="text-align: center;"><b>CURRICULUM INFORMATION</b> <b>Summer 2026</b> <b>YEAR 6</b></p>		Maths
<p><b>Revision</b> Discussion: Blogs Narrative: Skellig Narrative: Macbeth Poetry: Advocacy Ballads (Be the Change)</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis</li> <li>The difference between vocabulary and structures typical of informal speech and vocabulary appropriate for formal speech and writing</li> <li>How words are related by meaning as synonyms and antonyms</li> <li>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</li> <li>The use of subjunctive forms such as 'if I were' or 'were they to come' in some very formal writing and speech</li> </ul>			<b>RE</b>
<b>Class book: tbc</b>	<p><b>Topic 1: To The Ends of The Earth</b> Pupils will continue to journey with St John's Gospel in this branch. Pupils started the year learning about the Fall and humanity's broken relationship with God. In this branch, they will look at how St John's account of the Resurrection alludes back to that narrative and shows that in Jesus the relationship with God is restored. By the end of this unit of study, pupils will know some examples of saints, considering how they bore witness to Christ in their lives and the work of Christian charitable organisations that help people facing injustice and persecution because of their beliefs.</p>		
<b>Key texts:</b>	<p><b>Topic 2: Dialogue and Encounter</b> As pupils reach the end of the primary phase of their education, they consider what dialogue means in action. They will look at:</p> <ul style="list-style-type: none"> <li>The dialogue of life – what it means to be a good neighbour.</li> <li>The dialogue of action – how Christians and others collaborate for justice and freedom for all people.</li> <li>The dialogue of religious experience – how people share their spiritual riches.</li> </ul> <p>By the end of this unit of study, pupils will have encountered links and simple connections between some Dharmic beliefs, practices, and way of life (eg. Hinduism or Sikhism or Buddhism or Jainism).</p>		
Various non-fiction texts to support learning/understanding			
Macbeth			
Skellig			
Fiction to aid transition to secondary school			
<b>Science</b>	<b>Geography</b>	<b>Music</b>	
<b>Light</b>	<b>Can I carry out an independent fieldwork enquiry?</b>	<ul style="list-style-type: none"> <li>Evaluate film music</li> <li>Compose music for a short film clip, using repeating motifs</li> <li>Listen to music from around the world.</li> <li>Learn about chord sequences and the 4 standard chords</li> <li>Compose and perform a song or rap about moving on</li> <li>Use musical ICT to explore repeating patterns and minimalism</li> <li>Learn a little about serialism and rondo form</li> <li>Compose a minimalist piece or a rondo</li> </ul>	
During this unit, children will learn that light travels in straight line and use that idea to explain that objects are seen because they give out or reflect light into the eye. They will find out that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.	Children will practise key skills, including locating geographical areas of the UK and other countries. They will locate key physical and human features of the countries studied. They will give examples of local issues and learn how to collect and present data when planning and carrying out a local fieldwork study.		
<b>Living things and habitats</b>	<b>History</b>		
Pupils will learn to 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. They will find out how to reasons for classifying plants and animals based on specific characteristics.	<b>Unheard Histories: Who should be on the banknote?</b>		
	Children will investigate bank notes, finding out who features on notes and why. They will decide whether figures are significant and will use banknotes to make inferences about different people. Among other historical figures, they will find out about William Tuke and his significance.		
<b>Computing</b>			<b>PSHE - Jigsaw</b>
<b>Spreadsheets</b>			<b>Relationships</b>
Through exploring Excel, children will learn how to create spreadsheets, developing their skills in the basic functions of a spreadsheets, sorting and filtering data as well as creating charts. They will then use their skills to create a spreadsheet for a given purpose.			Through this topic, children will learn to:
<b>Quizzing</b>			<ul style="list-style-type: none"> <li>identify the most significant people in their lives to date</li> <li>know some of the feelings that can be had when someone dies or leaves</li> <li>understand that there are different stages of grief and that there are different types of loss</li> <li>recognise when people are trying to gain power or control</li> </ul>
Children will consider the aim of a quiz and how to target the audience. They will explore			



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<p>quizzes and learn how to use the question types within 2Quiz. They will create picture quizzes and a quiz that requires the player to search a database.</p>		<ul style="list-style-type: none"> <li>understand how technology can be used to gain power or control and use strategies to prevent this happening</li> </ul> <p><b>Changing Me</b> In conjunction with the Ten Ten programme for RSE, children will learn to:</p> <ul style="list-style-type: none"> <li>be aware of self image</li> <li>explain changes to boys' and girls' bodies during puberty</li> <li>the importance of caring for themselves physically and mentally</li> <li>ask questions about changes in puberty</li> <li>describe how a baby develops</li> </ul> <p style="text-align: center;"><b>RSE</b></p> <p>Through the Ten Ten programme and, where appropriate, Jigsaw, children will learn about:</p> <ul style="list-style-type: none"> <li>Emotional wellbeing, including body image, how people react to emotions and how to react if they see something inappropriate online.</li> <li>Life cycles, including menstruation and how babies are conceived and develop.</li> <li>Personal relationships, including how to react to peer pressure and how thoughts and feelings have an impact on others.</li> </ul>
<b>Creative – DT/Art</b>	<b>Spanish</b>	<b>PE</b>
<p><b>Art</b> <u>Sculpture and 3D: Making memories</u> This unit teaches pupils to create expressive sculptures and reflect on artistic decisions. Children learn to represent memories through art, using various materials and techniques, and develop skills in planning, creating, and evaluating 3D sculptures.</p> <p><b>DT</b> <u>Food – Come Dine With Me</u> Children will work in groups to develop a three course menu focused on three key ingredients. They will then work in pairs to develop and cook the best class recipes for each course before tasting and judging all the dishes created. Pupils will also explore each key ingredient's journey from farm to fork.</p>	<p><u>La fruta (Fruits)</u> In this unit pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like in Spanish.</p> <p><u>Los helados (Ice-creams)</u> In this unit pupils will learn ten flavours of ice-cream and the transactional language required to purchase an ice-cream in Spanish. By the end of the unit pupils will have the knowledge and skills to take part in a role-play activity where they will order a cone or pot of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.</p>	<p><b>Cricket</b> Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p><b>Dance</b> (Miss Gunn) Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.</p> <p><b>Yoga</b> (Miss Gunn) Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.</p>



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		<p><b>Athletics</b>          In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: long distance running, sprinting, triple jump, discus and shot put.</p>
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Our PE days are: Thursday and Friday  
 Homework – weekly Thursday to Tuesday  
 Spellings  
 Reading