



English	CURRICULUM INFORMATION Summer 2025 YEAR 6		Maths
<p>Revision Discussion: Blogs Narrative: Skellig Narrative: Macbeth Poetry: Advocacy Ballads (Be the Change)</p> <p>Grammar:</p> <ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis The difference between vocabulary and structures typical of informal speech and vocabulary appropriate for formal speech and writing How words are related by meaning as synonyms and antonyms Use of the semi-colon, colon and dash to mark the boundary between independent clauses The use of subjunctive forms such as 'if I were' or 'were they to come' in some very formal writing and speech 	RE		<p>Revision topics taught this term will include:</p> <ul style="list-style-type: none"> Statistics – calculating and interpreting the mean as an average Application of previous years' learning Application of known facts – solving problems using all four operations
Class book: tbc	<p>Topic 1: Witnesses Children will investigate how to be a witness to our faith through finding out how the disciples did this after Jesus left them. They will learn and understand the story of the Ascension and research and know the stories of Stephen and Paul – how they spread the word and suffered for their faith.</p> <p>Topic 2: Healing Networks of friendships and relationships enable human beings to live together. If human beings are to live together in relationships, there is always need for reconciliation. Children will consider how we must look after those who are ill and find out about the work of a hospice. They will know how Jesus cared for the sick and how we use him as an example. They will find out about the sacrament of the Anointing of the Sick, how and why it is used. Children will find out about Lourdes and how people visit it as a pilgrimage place.</p> <p>Topic 3: Common Good This topic considers social justice and what fairness means in relation to the wealth of the world. Children will research and understand the work of CAFOD and how they help around the world.</p> <p>World Religion: Islam</p>		<p>Further learning will include:</p> <ul style="list-style-type: none"> Pie charts – how to construct and interpret them Statistical representations Further algebra Maths preparation for Key Stage 3
Science	Geography	Music	
<p>Light 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.</p> <p>Living things and habitats 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.</p>	<p>Can I carry out an independent fieldwork enquiry? 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.</p>		<ul style="list-style-type: none"> Evaluate film music. Compose music for a short film clip, using repeating motifs. Listen to music from around the world. Learn about chord sequences and the 4 standard chords. Compose and perform a song or rap about moving on. Use musical ICT to explore repeating patterns and minimalism. Learn a little about serialism and rondo form. Compose a minimalist piece or a rondo.
Computing	History		PSHE - Jigsaw
<p>Networks Children will learn about what the Internet consists of, finding out what a LAN and a WAN are and how the internet is accessed in school. They will research and find out about the age of the Internet and consider what the future might hold.</p> <p>Quizzing</p>	<p>Unheard Histories: Who should be on the banknote? 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. They will find out about William Tuke and his significance.</p>		<p>Relationships Through this topic, children will learn to:</p> <ul style="list-style-type: none"> identify the most significant people in their lives to date know some of the feelings that can be had when someone dies or leaves understand that there are different stages of grief and that there are different types of loss recognise when people are trying to



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<p>Children will consider the aim of a quiz and how to target the audience. They will explore 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>		<p>gain power or control</p> <ul style="list-style-type: none"> • understand how technology can be used to gain power or control and use strategies to prevent this happening <p>Changing Me In conjunction with the Ten Ten programme for RSE, children will learn to:</p> <ul style="list-style-type: none"> • be aware of self image • explain changes to boys' and girls' bodies during puberty • the importance of caring for themselves physically and mentally • ask questions about changes in puberty • describe how a baby develops <p style="text-align: center;">RSE</p> <p>Through the Ten Ten programme and, where appropriate, Jigsaw, children will learn about:</p> <ul style="list-style-type: none"> • Emotional wellbeing, including body image, how people react to emotions and how to react if they see something inappropriate online. • Life cycles, including menstruation and how babies are conceived and develop. • Personal relationships, including how to react to peer pressure and how thoughts and feelings have an impact on others.
Creative – DT/Art	Spanish	PE
<p>Art Sculpture and 3D: Making memories 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>DT Textiles – Waistcoats Children will learn to consider a range of factors in their design criteria and use this to create a waistcoat design. They will use a template to mark and cut out a design and use a running stitch to join fabric to make a functional waistcoat. They will learn how to attach a secure fastening, as well as decorative objects. Finally, they will evaluate their final product.</p>	<p>La fruta (Fruits) 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>Los helados (Ice-creams) 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>Cricket 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>Dance (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>Yoga (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</p>



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		<p>and lead others.</p> <p>Rounders Rounders is a game using fielding and hitting techniques. In this unit, pupils develop their understanding and consistency of their fielding skills knowing whether to use overarm and underarm throws when catching and retrieving the ball. They expand their previous knowledge of the different roles in the game and work with a partner and in small groups to organise and manage their own games.</p>
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Our PE days are: Wednesday and Friday
 Homework – weekly Thursday to Tuesday
 Spellings
 Reading