

Year 6 Curriculum Information Summer 2 2025

English

Fiction: Hopes and dreams list poem

- Introduce the structure of list poems
- Explore hopes and dreams for Year 6 pupils
- Write their own hopes and dreams list poems

Non-Fiction: Instruction text - How to survive Year 6

- Immerse the children in a range of instruction texts, including writing and shared reading
- Explore organisational devices to structure the text
- Explore a range of vocabulary useful to use in a instruction text
- Discuss and explore the audience and purpose of a range of instruction texts

Spelling, Punctuation and Grammar

- Step 31: Adjectives used to describe settings
- Step 32: Adjectives used to describe feelings
- Step 33: Adjectives to describe characters
- Step 34: Grammar Vocabulary 1
- Step 35: Grammar Vocabulary 2
- Step 36: Mathematical Vocabulary

Maths - Consolidation and themed projects

- The projects provide an opportunity to revisit many of the skills and curriculum content covered both in Year 6 and also the rest of Key Stage 2
- These give children the opportunity to ensure any possible gaps in understanding are addressed before children move on to secondary school
- The projects have been designed to explore maths in real life contexts, allowing children to see how important maths is in all aspects of life

Science - Electricity

- This topic builds on the Year 4 work on electricity, taking it into the scientific use of symbols for components in a circuit, as well as considering the effect in more detail of changing components in a circuit. The children have the opportunity to apply their learning by creating an electronic game.

History - Did WW1 or WW2 have the biggest impact on our locality?

- In this unit, the children will research and compare the impact of the First and Second World Wars on their locality
- They will develop a chronologically secure knowledge and understanding of British, local and world history
- Address and devise historically valid questions about change, cause and significance
- Understand how our knowledge of the past is constructed from a range of sources
note connections, contrasts and trends
- Construct informed responses that involve thoughtful selection and organisation of historical information

PSHE – Changing Me

In this Puzzle, the class learns about adolescent relationships and the effects that they can have. They discuss relationships and the importance of mutual respect and not pressuring / being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. They will also explore understanding money and the seriousness of knife crime. Finally, they look at the transition to secondary school and what they are looking forward to / are worried about and how they can prepare themselves mentally.

Computing – iCrypto

In this unit, the children will learn about communicating securely over distances with an introduction to cryptography. They will learn that messages through time have been encrypted and decrypted using ciphers. They will also explore a number of different methods of cryptography and gain an understanding for secure communications

RE - Green religion - How and why should religious communities do more to care for the Earth?

This investigation enables pupils to learn in depth about the challenges of climate justice issues and about how different religious and spiritual ways of life can contribute to the urgent human need to stop spoiling the environment and the Earth. Pupils will develop a rich knowledge of examples, concepts, sources of wisdom and authority and practice in different religions and worldviews with regard to climate change, environmental care and building a sustainable future.

Art – Art of Africa

- Explore natural patterns and recreate them using chosen mediums
- Analyse and recreate a painting in the style of Tingatinga
- Create a piece of clay artwork inspired by the artwork of Benin
- Learn about the work of Esther Mahlangu and Ndebele designs
- Create a traditional Adinkra design

PE - Inspire, Create, Perform

The 'inspire create perform' unit looks to develop pupils' understanding of exploring, creating and performing movements and actions. The pupils will have the opportunity to develop their knowledge of simple actions and use of space, relationships and dynamics. They will have fun with different stimuli and experiment with simple choreographic approaches.

Music - "Reflect, Rewind, Replay" + Classical

This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. In the final term, they will be working upon music for their End of Primary Production.

Spanish

- Immediate future tense - *I am going to (place)*
- Additional (less common) verbs - snore, sing, whistle
- Adverbial phrase - *at ___ o'clock*

Home Learning Opportunities

- Homework is set on a **Friday** and should be completed by **Wednesday morning**
- Practising spellings and times tables everyday has the most impact on learning
- Please bring your reading book and record every day & write in it every time you read
- Anything you read outside of school (comics, newspapers, magazines) can be written into your record by somebody at home
- PE kits should be worn on **Tuesdays** and **Wednesdays** - to be worn all day (don't forget to put trainers/pumps in your bag)