

Year 6 Curriculum Information Summer 1 2026

English

Fiction: To write the story of the 'Tin Forest' by Helen Ward & Wayne Anderson

- Introduce the imagery of the Tin Forest
- Explore the theme and conventions that the text portrays
- Write the story of the Tin Forest

Non-Fiction: Persuasion text

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

Spelling, Punctuation and Grammar

- Words with the suffix '- ably'
- Words with the suffix '- ible'
- Words with the suffix '-ibly'
- Words ending in '-ent' and '-ence'
- Words ending in '-er', '-or' and '-ar'
- Adverbs synonymous with determination

Maths

- Describe positions on the full coordinate grid (all four quadrants)
- Draw and translate simple shapes on the coordinate plane
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
- Draw given angles, and measure them in degrees ($^{\circ}$) (Y5)
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles (Y5)
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- Draw 2-D shapes using given dimensions and angles
- Recognise, describe and build simple 3-D shapes, including making nets

Science - Light

- To 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
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then our eyes
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the object that cast them

Geography - OUR WORLD IN THE FUTURE: How will our world look in the future?

In this unit, as the children move towards the end of their primary school careers and prepare to move to secondary schools, they will consider the past, present and future of their local area. This unit helps them see change as positive and to feel optimistic about the changes that lie ahead.

In this unit, the children will:

- describe and understand key aspects of: – physical geography – human geography
- learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the UK
- use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

PSHE – Relationships

In this Puzzle, the class looks at mental health and how to take care of their own mental well-being. They talk about the grief cycle and its various stages, they also discuss the different causes of grief and loss. The children talk about people who can try to control them or have power over them. They look at online safety, learning how to judge if something is safe and helpful as well as talking about communicating with friends and family in a positive and safe way.

Computing – iData

- To identify some parts of a spreadsheet
- To understand that spreadsheets can be used to store numerical data and to make calculations
- To enter a formula to calculate totals
- To understand that graphs and charts can be created and easily be changed from spreadsheet data
- To use a spreadsheet to model a costing exercise

This unit introduces children to graphical modelling in three-dimensional space (3D). They will explore working with 3D shapes and design and build a model of the school playground.

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 - Explore, Solve, Challenge

- The 'explore solve challenge' learning theme introduces children to Outdoor and Adventurous Activities (OAA) working collaboratively and individually to solve a range of challenges in different spaces around the school. The unit will also begin to introduce children to the skills and knowledge needed to map read and orienteer.

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 **Monday** and **Friday** - to be worn all day (don't forget to put trainers/pumps in your bag)