

**Year 6**  
**Spring Term 2025/2026 - Our Learning**



**Curriculum Overview - Year 6**

**English: Reading and Writing**

**English Reading**

**Literacy Shed**

Literacy Shed is a resource used to help pupils develop deep reading skills. These resources focus on how well they **understand, interpret, and analyse** what they are reading.

The pupils will be focusing on these key skills:

- Vocabulary (understanding word meanings)
- Inference (reading "between the lines")
- Prediction (guessing what happens next)
- Explanation (explaining why a writer chose a certain style or word)
- Retrieval (finding facts directly in the text)
- Summarising / Sequencing (recapping the main points)

The pupils will practice these skills through a wide variety of reading materials, including:

- **Classic Literature:** Extracts from famous children's books.
- **Fiction:** Stories based on various different themes.
- **Non-Fiction:** Articles about history, science, and current events.
- **Poetry:** Engaging poems that challenge their interpretation skills.

	<p><b>Friend or Foe by Michael Morpurgo</b>  <b>Summary:</b> Set during World War II, Friend or Foe follows David Carey and his friend Tucky, who are evacuated from the dangers of the London Blitz to the quiet countryside of Devon. While living on a farm, the boys witness a German bomber crash into the mist-covered moors, but when the authorities find no evidence of the wreck, the boys are dismissed as imaginative children. Driven to prove the truth, they search the wilds themselves, only for David to fall into a life-threatening river. He is rescued from the current by one of the very German pilots he was hunting, sparking a profound moral crisis: should they remain loyal to their country and report the soldiers, or protect the "enemy" who just saved David's life?</p> <p><b>Rooftoppers by Katherine Rundell (Curriculum Link: Year 5 History Unit - Victorians)</b>  <b>Summary:</b> This book follows main character Sophie, who appears to be an orphan as her mother, a cellist, was assumed dead from a shipwreck. Sophie ends up being raised by Charles, who is unconventional in his approach to life. Set in the Victorian times, things take a turn for the worse when the Welfare Agency tries to send Sophie to an orphanage, so she and Charles plot a daring plan to escape to Paris and try to find her mother, who Sophie believes is alive. Whilst in Paris, Sophie discovers a network of children living on rooftops, who become firm friends. With the idea that love and determination carry us all through difficulties, this engaging and creative book will inspire some wonderful discussions.</p>
<p><b>English Writing</b></p>	<p><b>This term the pupils will be focusing on four writing units:</b></p> <ol style="list-style-type: none"> <li>1. First person letter,</li> <li>2. First person story,</li> <li>3. Third person story,</li> <li>4. Biography,</li> </ol> <p>This broad range of writing units will encourage the pupils to focus on audience, purpose and form of writing. In Year 6, there is a particular focus on drafting and writing, as well as editing. Grammar, punctuation and spellings are focused on to support the pupils in creating cohesive and engaging pieces of writing.</p>
<p><b>STEM Subjects: Maths, Science, Design Technology and Computing</b></p>	
<p><b>Maths</b></p>	<p><b>This term the pupils will be learning:</b></p> <ul style="list-style-type: none"> <li>● Ratio</li> <li>● Algebra</li> </ul>

	<ul style="list-style-type: none"> <li>● Decimals</li> <li>● Fractions, decimals and percentages</li> <li>● Area, perimeter and volume</li> <li>● Statistics</li> </ul> <p>Pupils will continue to work on arithmetic skills and will be exposed to mastery-style questions, in order to improve their fluency and confidence with different areas of Maths. Learning will continue to be supplemented through MyMaths homework tasks.</p>
<p><b>Science</b></p>	<p><b>Electricity (Curriculum Link: DT Unit- Electrical Circuits)</b></p> <p>In this unit pupils will learn about where electricity (both static and current) comes from as well as the key dates and individuals from the history of electricity. Pupils will then have the opportunity to explore why electricity is so important and what our lives would be like without it. Finally, pupils will learn the correct scientific symbols that are used in drawing circuits and then will design and create their own electrical circuits with lights, switches and buzzers.</p> <p><b>Living things and their habitats (Curriculum Link: Writing Unit- Summer Term)</b></p> <p>Pupils will learn about the characteristics of different animals and how these characteristics enable the animals to live in their environment. The pupils will then use the characteristics to classify animals based on their similarities and differences. They will then move on to learning about microorganisms and how they can be helpful or harmful.</p>
<p><b>Design Technology</b></p>	<p><b>Electrical systems: complex circuits and switches (Curriculum Link: Science- Electricity)</b></p> <p>In this unit, pupils will learn how electrical components, such as switches, can be combined in different ways to change how a project functions. As well as batteries, bulbs and motors, pupils will be taught safety when working with electrical circuits, as well as making accurate recordings and observations, identifying differences between series and parallel circuits and evaluating the functionality of different types of electrical products.</p>

<b>Computing</b>	<p><b>Introduction to spreadsheets</b></p> <p>This unit will introduce the pupils to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Pupils will be taught the importance of formatting data to support calculations, while also being introduced to formulas, and will begin to understand how they can be used to produce calculated data. Pupils will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. Pupils will use spreadsheets to plan an event and answer questions. Finally, pupils will create graphs and charts and evaluate their results in comparison to questions asked.</p>
	<p><b>Sensing: programming</b></p> <p>Pupils will be introduced to the micro:bit as an input, process, output device that can be programmed. Pupils will familiarise themselves with the device itself and the programming environment, before creating their own programs. Statements will then be used to direct the flow of the programme before creating programmes in MakeCode and then applying their learning to a micro:bit. This unit involves using key skills within the Year 6 curriculum including designing, writing and debugging programmes and using sequence, selection and repetition in programmes.</p>
<p><b>Art, Geography and History</b></p>	
<b>Art</b>	<p><b>Art Strand: Portraiture: Drawing and Sculpture: World War II (Curriculum Link: History Unit- World War II)</b></p> <p>In this unit pupils will explore artist Henry Moore’s underground sketches and experiment using different techniques focusing on perspective. Pupils will recreate scenes from the underground in WW2 inspired by the photographer Bill Brandt, taking photographs of themselves using their chrome books to influence their own sketches. They will then move onto looking at the work of Alberto Giacometti's sculptures and create their own 3D forms from aluminium foil inspired by his work, capturing his seemingly haunting and lonely figures and comparing these to Henry Moore’s.</p>
	<p><b>Art Strand: World Art: Drawing: World War II (Curriculum Link: History Unit- World War II)</b></p> <p>In this unit, pupils will research propaganda and evacuee posters, exploring the designs of British graphic artist, Pat Keely, known for his Second World War posters for the Ministry of Information. They will design their own propaganda posters to influence the people of Britain. After viewing the emotive works of graphic artist and sculptor Käthe Kollwitz, pupils will draw their own portraits using a series of lines and experiment with 'halo' and 'chiaroscuro' techniques.</p>

<b>Geography</b>	<p><b>Place Knowledge: Comparison of place in North America, United Kingdom and Europe (Curriculum Link: History Unit - Windrush and Year 5 Geography Unit - Formation of Mountains)</b></p> <p>In this unit, pupils will learn about where the Lake District is and what it is like, develop knowledge of how the Lake District was formed, learn about the Tatra mountains in Poland and then make comparisons to The Caribbean and Jamaica. They will be specifically taught in terms of physical geography and terrain type. They will conclude the unit of learning by exploring similarities and differences in terms of physical features, locations and climatic characteristics of these places.</p>
<b>History</b>	<p><b>World War Two (Curriculum Link: History Unit - Windrush, Writing Unit - Letter and Art (World Art))</b></p> <p>Our pupils will make an in depth study of The Battle of Britain; a significant turning point in World and British history. They will learn about: the causes and leaders of the war, rationing, evacuees and the local area during World War Two. A visit to the Battle of Britain bunker in Uxbridge will be made. This was an important location during the Second World War where vital decisions were made on how, when and where to intercept enemy aircraft to determine how best to defend Britain.</p>
<b>Personal Development</b>	
<b>Personal Development</b>	<p><b>Dreams and Goals</b></p> <p>To begin this unit pupils will think about their strengths and weaknesses and set themselves challenging goals and think about the steps they need to take to achieve these goals. They will then look at the world and explore different problems the world is facing. By working with others, they will explore and discuss ways in which they can help make the world a better place.</p> <p><b>Healthy Me (Curriculum Link: Science Unit - Animals including Humans- Autumn Term)</b></p> <p>Building on previous years PSHE learning, pupils will learn how to take responsibility for their health and make good choices that benefit their health and well-being. They will then learn about different things that may be harmful to health and well-being such as drugs, exploitation and gangs. Pupils will also discuss emotional and mental health looking at how to manage stress and pressure.</p>
<b>More Foundation Subjects: Foreign Language, Music, PE, Religious Education</b>	
<b>Foreign Language (German)</b>	<p><b><u>Oxford German Olympiad</u></b></p> <p>The pupils will be focussing on important dictionary work and investigating a key cultural event in German-speaking countries with the aim of all pupils entering this national competition.</p>

	<p><b>In the garden/Living things and habitats</b></p> <p>The pupils will look at the use of definite and indefinite articles in reading longer sentences. They will then move onto using prepositions in simple sentences. Through reading 'Rosie's Walk' in German, the pupils will see how simple sentences can give complex information when used with pictures and will explore the prepositions used. This will lead on to work looking at animals' habitats and animal characteristics, including body parts and creating a wanted poster for a chosen German animal.</p>
<p><b>Music</b></p>	<p>We work in partnership with <a href="#">Sing Education</a> to deliver our music curriculum.</p> <p>The school's music subject leader oversees the music curriculum and our work with Sing.</p> <p>This term pupils will be exploring:</p> <ul style="list-style-type: none"> <li>• <b>Pop Music 2</b></li> </ul> <p>Chords and Baseline on either Glockenspiel or Ukulele</p> <ul style="list-style-type: none"> <li>• <b>Composition Project 1</b></li> </ul> <p>Improvisation, Composition and Notation</p>
<p><b>Physical Education (PE)</b></p>	<p><b>Basketball</b></p> <p>In this unit pupils will build upon their skills learnt in year 5. They will develop their dribbling skills to keep the ball under control when under pressure and in game situations. They will develop their shooting skills by being able to shoot from different angles. They will enhance their tactics to outwit an opponent and use their skills effectively in game situations. They will be able to play a game of basketball by the correct rules and referee their own games.</p> <p><b>Real Gym: Partner work and large apparatus</b></p> <p>Pupils will learn how to perform a variety of skills using high and low apparatus (such as a bench). They will learn to put together a sequence of moves (jumps, balances, crawls etc) as a group using the apparatus.</p> <p><b>Real PE Unit 3: Social</b></p> <p>This unit will build upon the skills learnt in Year 5 and pupils will practise the fundamental skills of dynamic balance (on a line) and counter balance (with a partner). They will learn how to balance on a line whilst walking in different ways, forwards and backwards and with their eyes closed. With a partner they will learn how to counterbalance each other in a variety of different poses. They will learn to negotiate and work collaboratively and develop skills to give and receive sensitive feedback.</p>

	<p><b>OAA/Target Games</b></p> <p>OAA (Outdoor Adventurous Activities)/Target games will be the final unit in the Spring term. The pupils will continue to build upon the skills they learnt in Year 5 including: learning to be able to work as a team to overcome challenges; developing map skills using symbols and pictures and following maps and directions to complete challenges. For their target games, pupils will learn how to hold a golf club correctly and aim for a target when striking a golf ball.</p>
<p><b>Religious Education (RE)</b></p>	<p><b>Christianity: Easter</b></p> <p><b>Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth?</b></p> <p>The key question for this unit of work will be, 'Is Christianity still a strong religion 2000 years after Jesus was on Earth?' To start exploring this question the pupils will look at the many festivals in the Christian calendar, including some they may not realise are Christian, and why they are celebrated. The pupils will also look at the symbols of Christianity relating to Easter and how Christian charities are doing good work in the world. Finally, using all their research the pupils will come to their own conclusion for the key question.</p>