

Year 6
Summer 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.

'Pig Heart Boy' - Malorie Blackman

Pig Heart Boy follows the gripping and emotionally charged journey of Cameron Kelsey, a thirteen-year-old boy who is dying of heart failure. After contracting a viral infection that leaves his heart functioning at a fraction of its capacity, Cameron is confined to the sidelines of life, unable to swim, play with friends, or even walk up stairs without exhaustion. When a conventional human transplant doesn't materialize, Cameron's father makes a desperate secret deal with a pioneering, yet highly controversial, surgeon named Dr. Bryce.

<p>English Writing</p>	<p>Planning a biography; Creating a factfile; Constructing impactful story openings; Writing to complain</p> <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. A focus on grammar, punctuation and spellings supports pupils in creating cohesive and engaging pieces of writing. By the end of term, all children will have a collection of writing pieces which celebrate their writing achievements.</p>
<p>STEM Subjects: Maths, Science, Design Technology and Computing</p>	
<p>Maths</p>	<p>Pupils will cover the following topics:</p> <ul style="list-style-type: none"> ● Project-based Maths, using skills such as: carrying out research; collecting appropriate data; presenting data in tables, graphs and charts; and interpreting and analysing data. There will also be links to our orienteering unit as part of Geography. ● Geometry - pupils will revise parts of a circle and angles. ● Position and Direction - pupils will revise translation and reflection. <p>Pupils will also be revisiting all the topics they have studied this year (and in KS2) in preparation for their SATs tests in May. 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. After the SATs, the children will apply their mathematical knowledge through cross-curricular links as well as revisiting topics in preparation for Year 7.</p>
<p>Science</p>	<p>Evolution and Inheritance</p> <p>This topic will encourage pupils to recognise that living things have changed over time and that fossils provide information of what inhabited Earth millions of years ago. Pupils will also recognise that living things produce offspring of the same kind but not identical to their parents and, finally, they will learn how animals and plants are adapted to suit their environment.</p>

<p>Design Technology</p>	<p>Food and Nutrition – Can street foods save us? Curriculum Link - Topic- Ancient Greeks</p> <p>In this unit, pupils will be exploring the culture of street foods across the world. Pupils will learn how to make high-quality, appetising and nutritious snacks. Pupils will learn all about pitta bread (a Greek flatbread), and baking this tasty snack, with the option to add fillings traditional to that area of the world. They will explore the importance of food hygiene, the cultural significance of trying different types of food and consider the role of bread as a staple food in most cultures. They will also evaluate their cooking and understanding of food and nutrition from this unit.</p>
<p>Computing</p>	<p>Sensing: programming</p> <p>Pupils will continue to look at 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>Creating media: Splash Screen Animations</p> <p>During this unit, pupils will use a range of techniques to create a stop-frame animation using Google Slides. They will then apply those skills to create a splash screen animation.</p>
<p>Art, Geography and History</p>	
<p>Art</p>	<p>Art Strand: Portraiture: Drawing & Sculpture: Ancient Greek Art Curriculum Link: History</p> <p>In this unit pupils will look at artwork made by artists and use their sketchbooks to discuss the artist's intention and reflect upon their own responses. They will explore the five most famous paintings of Medusa and take part in 'looking at art, talking about art'. They will then draw Medusa, inspired by the author and illustrator Shoo Rayner, with increasing confidence developing their own personal style. They will examine the depiction of Medusa while experimenting with techniques in sketchbooks. They will then use their sketches to design and make a more complex Medusa form in 3D, using papier mache and mixed media. Pupils will learn that as artists, we can be inspired by the past and make things for the future. Pupils will give reasoned evaluation of their own and other's work which takes account of content and their intention.</p>

	<p>Art Strand: World Art: Drawing & Collage: Ancient Greek Art Curriculum Link: History</p> <p>This world art strand aims to support our children's cultural, social and geographical understanding. Using their sketchbooks, pupils will explore and research the origins of mosaics. They will be challenged to be curious, having the desire to find out more about craft makers who used a variety of materials to make mosaic art, including glass, ceramic tiles, and stones. Pupils will use collage as a means of extending work from initial ideas in their sketchbooks and create and design a trireme warship and spartan warrior using the mosaic technique. Pupils will discuss how and why their artwork was made.</p>
<p>Geography</p>	<p>Orienteering: map and fieldwork skills</p> <p>In this unit, pupils will revisit four and six-figure grid references, as well as develop an understanding of what orienteering is. They will learn to use maps correctly, including identifying easy points of reference, ensuring the map is oriented to the land and reading contour lines to see what different land types on a map are like. Pupils will go across to the field, where they will follow compass directions and use their orienteering skills by navigating and following instructions. This unit intertwines interpersonal skills and map skills perfectly, enabling pupils to gain a stronger appreciation of the physical geography of different types of land and within the local area of Hillingdon Primary School.</p>
<p>History</p>	<p>Ancient Greece</p> <p>Pupils will undertake an in-depth study of the achievements of one of the earliest civilizations: Ancient Greece. They will study Greek life and achievements, their Gods and Goddesses, and their influence on the Western World (e.g. Olympics, language, architecture). They will also study pivotal battles in Ancient Greek history and will study the legacy of Greek culture on later periods in British history, including the present day. There will also be an Ancient Greek Day, where pupils will have the chance to participate in a range of activities linked to Ancient Greece.</p>
<p>Personal Development</p>	
<p>Personal Development</p>	<p>Relationships</p> <p>This unit explores the relationships we can form with both ourselves and others. It covers how to form friendships and how friendships can impact upon mental health; how to navigate grief; understanding how others may try to use power or control; and information on internet safety and using technology safely.</p>

	<p>Changing Me</p> <p>This unit explores some of the key changes pupils will be experiencing. It will communicate scientific information about puberty, as well as the changing types of relationships pupils may form as they get older. Within this unit, there will also be important conversations and teaching points about body image, self-awareness and preparing for the transition to Secondary School.</p>
<p>More Foundation Subjects: Foreign Language, Music, PE, Religious Education</p>	
<p>Foreign Language (German)</p>	<p>Poetry</p> <p>Pupils will explore how books are often translated into different languages. They will complete their own word-for-word literal translations and then compare with an ‘official’ translation to see which is better and why. Pupils will translate a poem in class, starting with a literal translation before making informed decisions about what the poet is trying to say and finding better words/ways to convey this. Those who want to may be invited to submit their finished translation into the Stephen Spender prize for translation</p> <p>Celebrating what we know</p> <p>Pupils will use the poetry as inspiration to write their own German poems about what makes them happy, using all of their previous German knowledge to describe preferences, talk about themselves and use adjectives and verbs correctly.</p>
<p>Music</p>	<p>We work in partnership with Sing Education to deliver our music curriculum. This term pupils will be exploring:</p> <ul style="list-style-type: none"> • Composition Project 2: Notation. Expression and Performance • Singing with Style
<p>Physical Education (PE)</p>	<p>Health and Fitness</p> <p>This unit builds upon the skills learnt in Year 5 and pupils will work on the fundamental movement skills of agility (ball chasing) and coordination (sending and receiving). They will be encouraged to self-select and perform appropriate warm-ups and cool down activities and identify possible dangers when planning activities. During this they will play games such as scatterball, linking tactics and game play.</p>

	<p>Cricket</p> <p>Pupils will develop their fielding techniques through a variety of catching games. They will also learn how to throw overarm accurately to a target and develop control, accuracy and distance when batting. They will be taught the rules of the game (kwik cricket) and will play a game using the skills they have learnt.</p>
	<p>Leadership</p> <p>Pupils will explore what makes a good leader, including giving clear instructions, before looking at how to set up activities and run them. They will then be invited to set up and run an event for younger year groups.</p>
	<p>Athletics</p> <p>In this unit pupils will start by looking at their running techniques. They will learn how to start a race, perform a sprint start and how to pace themselves during longer races. After this they will move onto practising, to include: relay races and how to give and receive the baton; hurdles using the same stride pattern each time; performing the long jump; and throwing the javelin, discus and shotput. They will then use these skills to compete in a class competition.</p>
<p>Religious Education (RE)</p>	<p>Humanism and Local Community beliefs</p> <p>Key Question: What are the key concepts of the belief structure of Humanism?</p> <p>Key Question: Religions in the local community - what will make our town a more respectful place?</p> <p>In this unit, pupils will learn about the key concepts around the belief structure of Humanism. They will explore the ideas of groups of people who consider themselves either atheist or agnostic. They will discover the motives by which Humanists live their lives, their ceremonies and their influence on the world. They will be taught that all people, regardless of beliefs (or lack thereof), are crucial to society and deserving of respect. Towards the end of the unit, pupils will take a more localised approach to learning, considering the distribution of religions within the local area of Hillingdon and thinking about how tolerance is currently shown, and what could be done to increase religious tolerance and respect towards all religions (and those who may not follow a faith).</p>