In English the children will:

- Listen to and evaluate a range of different contributions and viewpoints.
- Retrieve, record and present a range of relevant information from fiction and non-fiction texts, focusing on the evidence from the text.
- Evaluate how language, structure and presentation contribute to meaning and effect across a wide range of challenging texts, considering why writers have made particular choices.
- Select appropriate grammar and vocabulary to change and enhance meaning.
- Use a range of organisational devices effectively, adapting their text to suit the audience and purpose.
- Assess the effectiveness of their own and others' writing, proposing and making changes to spelling, grammar, vocabulary and punctuation to enhance effects and clarify meaning.
- Read, discuss and understand an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks with enthusiasm, building on their own and others' ideas and challenging views constructively.
- Analyse the meaning of words, including figurative language, and consider the impact of language on the reader.
- Evaluate how language, structure and presentation contribute to meaning and effect across a wide range of challenging texts, considering why writers have made particular choices.
- Use dictionaries effectively to find spellings and word meanings, and use thesauri to choose appropriate synonyms.
- Make detailed notes on an appropriate planning format, drawing on reading and research where necessary.
- Link ideas within and across paragraphs using a wider range of cohesive devices.
- Describe settings, characters and atmosphere using well-chosen vocabulary, integrating dialogue effectively.
- Proof-read to check the spelling, punctuation, degree of formality (register) and subject and verb agreement throughout a piece of writing.
- Choose the appropriate verb form for different contexts, including passive verbs.
- Use taught punctuation and new punctuation (semicolon, colon, dash, bullet points and hyphens).
- We will be reading 'Goodnight Mr Tom' by Michelle Magorian

In RE the children will explore:

How has the Christian message survived

How and why the Christian message was spread in the past
What persecution is and why it might inhibit the spread of a message
The Ascension and Pentecost and its relevance to Christians both now and in the past – the impact of the message
The Trinity and what it means for Christians.
Why confirmation is part of becoming a Christian

What does it mean to lead a good life?

How do individuals who might not have the same beliefs answer this question?
Are there any common threads and ideas from across world faiths and those of no faith?

In the 'Britain At War' Project:

Come and join the fight, enlist as a soldier, join the cause to help save our Country!

Our project this term teaches children about the causes, events and consequences of the Second World War, the influence of new inventions on warfare, how life in Great Britain was affected and the legacy of the war in the post-war period.

We will also focus on how we remember those who fought in the wars and the significance of these ceremonies and visual representations.

In Spanish the children will:

- Improve writing skills in Spanish
- Write longer sentences about different topics: emotions, parts of our house, furniture and school life.
- Be able to say/write numbers up to 100
- Describe people using more adjectives and writing more complex sentences.
- Learn popular songs to support learning vocabulary
- Use more verbs within our work

Britain At War
Year 6
Summer 2026

In Music the children will:

- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music

How can you help?

- Please read and discuss your child's reading book with them. Aim to do this at least three times per week and encourage your child to answer questions, retrieve evidence and make inferences about the story they have read.
- Please support them in completing their homework and submitting it on the GoogleClassroom and Mymaths
- Encourage them to undertake TTRockstars (30 mins per week) as frequently as possible, small chunks daily are more effective
- Please sign by their daily recorded reading tasks as well as the current week in their planners.
- Ensure they are wearing the correct uniform
- Encourage them to speak with us before the deadline day if they do not understand their homework and need help.
- We are on the run-up to SATs, please try to maintain positivity, your child will naturally become a little anxious – let us know if this is affecting them.
- Tell us if there is anything worrying or upsetting your child.

In Maths the children will:

• Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.
• Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
• Use a protractor to measure angles given in different orientations, identifying which side of the scale to read
• Recognise, describe and build simple 3 -D shapes, including making nets.
• Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.
• Describe positions on the full coordinate grid (all four quadrants).
• Draw and translate simple shapes on the coordinate plane and reflect them in the axes .
• Undertake mathematical investigations
• Undertake reasoning and problem-solving challenges

Statistics

• Read and interpret line graphs, including those that show more than one set of data. Draw line graphs selecting the most appropriate scales and intervals to use.
• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
• Calculate fractions of amounts to interpret simple pie charts, and use a clear understanding what the whole of the pie chart represents when solving problems.
• Draw pie charts using a protractor.
• Construct pie charts and line graphs and use these to solve problems, making connections to angles, fractions and percentages.
• Calculate and interpret the mean as an average

In Science the children will investigate:

Evolution and inheritance

Exploring how living things change over time and pass traits to offspring. Key concepts include adaptation to environments, natural selection ("survival of the fittest"), and using fossils as evidence of change. Key figures include Charles Darwin, Alfred Wallace, and Mary Anning.

Key Topics Covered

Inheritance: Characteristics are passed from parents to offspring, but offspring are rarely identical to parents, creating variation.
Adaptation: Plants and animals possess features suited to their environment (e.g., camouflage, beak shapes).
Evolution: The process of change over long periods, leading to new species.
Natural Selection: Organisms better adapted to their environment are more likely to survive and produce more offspring.
Fossils: Evidence of how life has changed over millions of years.

Electricity and electrical components

Understanding, building, and diagramming series circuits to power components like bulbs and buzzers. Pupils learn to use standard symbols, explain how voltage (cells) affects brightness/volume, and identify conductors, insulators, and the impact of adding more components (resistance) on circuit performance.
Circuit Diagrams: Drawing circuits using standard symbols rather than pictorial drawings.
Component Variations: Predicting and testing how changing the number of bulbs or batteries affects brightness and power.
Troubleshooting: Identifying why a circuit does not work (e.g., dead battery, broken filament, loose connection).
Resistance: Understanding that adding more components (like bulbs) increases resistance, making them dimmer.
Electricity flows from a source through a conducting material.
Components can be added to a circuit, and their function can vary.
A complete circuit is essential for a device to work.

In Geography the children will:

Our Changing World

- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

In History the children will:

- Describe the causes and consequences of a significant event in history.
- Use abstract terms to express historical ideas and information.
- Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.
- Describe some of the significant achievements of mankind and explain why they are important.
- Articulate and present a clear, chronological world history narrative within and across historical periods studied.
- Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.
- Articulate the significance of a historical person, event, discovery or invention in British history.
- Identify different types of bias in historical sources and explain the impact of that bias.
- Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.
- Describe and explain the significance of a leader or monarch.
- Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

In Computing the children will:

- Learn about the history of computers and how they have evolved over time.
- Use their understanding of historic computers to design a computer of the future.
- Use logical thinking to explore software independently, iterating ideas and testing continuously.
- Use search and word processing skills to create a presentation.
- Understand how search engines work.
- Know that the first computers were created at Bletchley Park to crack the Enigma code to help the war effort in World War 2.

In PSHE/RSE the children will learn:

- About the link between values and behaviour and how to be a positive role model
- How to discuss issues respectfully
- How to listen to and respect other points of view
- How to constructively challenge points of view they disagree with
- To compare the features of a healthy and unhealthy friendship
- What it means to be attracted to someone and different kinds of loving relationships
- What people who love each other can be of any gender, ethnicity or faith
- About the qualities of healthy relationships that help individuals flourish
- About the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong strategies to respond to pressure from friends including online
- How to assess the risk of different online 'challenges' and 'dares'
- How to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable
- What prejudice means
- To differentiate between prejudice and discrimination
- How to recognise acts of discrimination
- Strategies to safely respond to and challenge discrimination
- How to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups
- How stereotypes are perpetuated and how to challenge this

In DT the children will:

Make do and mend

- Analyse how an invention or product has significantly changed or improved people's lives.
- Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.
- Choose the best materials for a task, showing an understanding of their working characteristics.
- Pin and tack fabrics in preparation for sewing and more complex pattern work.
- Investigate and analyse a range of existing products.
- Create a detailed comparative report about two or more products or inventions.

In PE the children will:

- Review, analyse and evaluate their own and others' strengths and weaknesses and learn to read and react to different game situations as they develop
- Have a clear idea of how to develop their own and others' work. Recognise and suggest patterns of play which will increase chances of success and develop methods to outwit opponents
- Understand ways (criteria) to judge performance and identify specific parts to continue to work upon.
- Use awareness of space and others to make good decisions
- Effectively disguise what they are about to do next. Use variety and creativity to engage an audience
- Respond imaginatively to different situations, adapting and adjusting skills, movements or tactics so they are different from or in contrast to others
- Link actions and develop sequences of movements that express their own ideas. Change tactics, rules or tasks to make activities more fun or challenging.