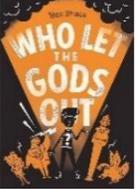
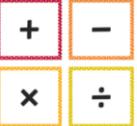


Year Six Spring Term Curriculum 2026

	<p>The children will continue to develop their growth mindset as it leads to a desire to learn and therefore a tendency to embrace challenges. We promote this positive attitude to learning across the curriculum. This overview gives an outline of the Year 6 Spring Term curriculum.</p>	<p>Design and Technology (DT)</p> 	<p>Cooking and Nutrition</p> <p>This term, the children will be adapting and making their own three-course meal. They will explore guidance around healthy eating and balanced diets as well as where and how food is produced. They will practise a variety of food preparation and cooking skills and utilise these to make a multi-course meal.</p>						
<p>English</p>  	<p>Narrative: We will continue to read the text 'Asha and the Spirit Bird' by Jasbinder Bilan to write some extended pieces of narrative. We will also study 'Journey to Jo-Burg' by Beverley Naidoo. This unit focuses on the understanding of character and setting as fundamental aspects of narrative. This thought-provoking novel is set in South Africa in the time of Apartheid. The gripping and empathetic story will draw children into engaging with what life would have been like for families living during this time.</p> <p>Non-Chronological Report Unit This unit focuses on conveying information in an engaging way for the reader using specific language and structural choices.</p> <p>Narrative Unit - Greek Myths – 'Who Let the God's Out?' This unit aims to give children the opportunity to explore an aspect of global literary heritage.</p> <p>Within reading lessons, a range of texts will be used to support children in developing their retrieval, inference, prediction, explanation and summarising skills.</p> <p>Spelling and grammar skills are taught throughout the term, both discretely and integrated into the reading and writing units.</p>	<p>Physical Education (PE)</p> 	<p>Gymnastics The children will focus on applying "excellent gymnastics" through matching and mirroring movements. They will create a sequence of movements, bringing together a combination of both matching and mirroring movements.</p> <p>NFL Flag The children will complete a combination of individual, small and large group skill development activities and have opportunities for applying and demonstrating these skills in small-side and conditioned versions of Flag Football games.</p> <p><i>No watches or earrings are to be worn for PE lessons.</i></p>						
<p>Maths</p> 	<p>The children will consolidate and build on their learning from the Autumn term. In addition, they will cover:</p> <table border="0" style="width: 100%;"> <tr> <td>Decimals</td> <td>Measurement (all areas)</td> </tr> <tr> <td>Percentages</td> <td>Statistics</td> </tr> <tr> <td>Algebra</td> <td>Geometry (Properties of Shape)</td> </tr> </table>	Decimals	Measurement (all areas)	Percentages	Statistics	Algebra	Geometry (Properties of Shape)	<p>Computing</p> 	<p>Data and Information – Flat-File Databases This unit looks at how a flat-file database can be used to organise data in records. The children will use tools within a database to order and answer questions about data. They will create graphs and charts from their data to help solve problems. They will also use a real-life database to answer a question and present their work to others.</p> <p>3D modelling Linking to our History learning, this unit will introduce software to create a 3D model of a Greek pot, allowing the children the opportunity to practise computer-aided design.</p> <p>E-safety This unit will focus on stereotypes and also online permissions, including terms and conditions.</p>
Decimals	Measurement (all areas)								
Percentages	Statistics								
Algebra	Geometry (Properties of Shape)								
<p>Science</p> 	<p>Electricity Children will finish their work on electricity from the autumn term.</p> <p>Animals including Humans (Circulatory): The Circulatory System: Identify and explain the functions of the heart, blood vessels, and blood. Function and Structure: Understand how the heart pumps blood, arteries carry oxygen-rich blood, veins return deoxygenated blood and blood transports nutrients and waste. Health and Lifestyle: Recognise how diet, exercise, drugs and lifestyle choices impact circulatory health.</p>	<p>Personal Social Health Education (PSHE)</p> 	<p>Diversity and Communities The children will explore the impact of gender perceptions on identity, emotions, friendships, behaviour and choices. They will also delve into appreciating national identities, religious beliefs, cultural traditions and lifestyles, considering the negative effects of stereotyping.</p> <p>Healthy Lifestyles This unit focuses on factors influencing physical and mental health, understanding the benefits of various nutrients in diet, and evaluating the impact of online activities on well-being. The unit also covers age-restricted apps and games, emphasising making healthier and safer choices in online use.</p>						
<p>History</p> 	<p>Ancient Greece – What legacy did the Ancient Greeks leave Europe? The children will explore where the Ancient Greeks fit into the timeline of history, use a range of sources to theorise what objects from the past teach about this period of time and how the different people of Ancient Greece lived. By completing a study of Ancient Greek life and achievements, the children will recognise the Ancient Greek's influences on democracy, architecture and Science across the modern world today.</p>	<p>World Views</p> 	<p>Do all worldviews that are based on belief share belief in a god? We will explore two very different belief-based worldviews: Humanism and Shinto - one of the main belief systems in Japan and an important cultural influence today. What is different about them? What is the same? Is a belief in kami the same as a belief in a god? Are Humanism and Shinto religions? What is a 'religion' anyway? We will explore these questions and use our learning to arrive at our own conclusions.</p> <p>Where did Christianity come from? Jesus was born and raised in the Jewish faith, as were most of his followers, so how did Christianity start? We will look at Jesus' 'Great Commission' and the important message that he asked his followers to spread 'to the ends of the Earth.' How did they achieve this? What happened to the message in the Roman Empire and across medieval Europe? Is the message still being spread today?</p>						
<p>Geography</p> 	<p>Migration In this unit, the children will explore the real-world reasons why people migrate, including cultural, economic and environmental factors, and compare these to the journeys animals make across the globe. They investigate how climate change impacts migration patterns and use geographical research and presentation skills to communicate their findings. Along the way, children revise their knowledge of the seven continents, making connections between global geography and the movement of living beings.</p>	<p>Languages</p> 	<p>Children will develop the knowledge and skills necessary to describe what they are wearing in French by colour. This unit that brings together much of the grammar covered (nouns, gender, articles/determiners, plurality, adjectival agreement, 1st person verb conjugation) so that pupils can express what they are wearing in full sentences in different scenarios in French.</p>						
<p>Art</p> 	<p>Brave Colour As part of our learning, the children will look at the work of installation artists who use light, form and colour to create immersive environments. We are then hoping to create our own 2D or 3D models to share our vision of imagined installations with others.</p> <p>Exploring Identity In this unit, the children will explore how artists embrace aspects of their experience of life using their background, culture, race, gender and interests to inform and shape their artwork.</p>	<p>Enrichment</p> 	<p>Children will have a range of opportunities to share and celebrate their learning within and across year groups.</p> <p>Date TBC: Art Showcase</p>						
<p>Music</p> 	<p>Building a Groove In this unit, children will compose within a groove music context. Using 'Watermelon Man' by Herbie Hancock as a stimulus, students will develop their rhythmic awareness, listening skills, and compositional skills through a series of practical activities.</p>								