
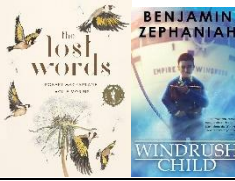
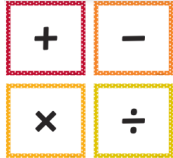




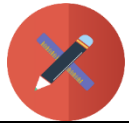





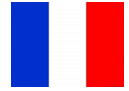



Year 6 Summer Term Curriculum 2026

	<p>Our focus this half term is Kindness. This is doing nice things for others and treating people with care and respect. It means being friendly, helpful, and thinking about how to make someone else's day better. For example, saying kind words, or helping a friend with their homework. Kindness helps everyone feel happy and valued. This overview gives an outline of the Year 6 summer term curriculum.</p>
<p>English</p> 	<p>The children will explore a variety of texts, such as 'Lost Words' by Robert Macfarlane/Jackie Morris and 'Windrush Child' by Benjamin Zephaniah. They will cover the following genres: narrative poetry, newspaper report, persuasive writing, explanation text, narrative inspired by film.</p> <p>Alongside writing, children will be revising aspects of spelling, grammar and punctuation and reading a wide range of texts, both in reading lessons and across the curriculum.</p>
<p>Maths</p> 	<p>Year 6</p> <p>This term the Maths curriculum is designed so that areas of work covered in the autumn and spring terms can be consolidated, and where necessary extended, to ensure the requirements of the National Curriculum have been met. This consolidation enables the children to prepare for the National Curriculum tests. Children will also follow transition units of work to prepare for the start of Key Stage 3.</p>
<p>Science</p> 	<p>Light</p> <p>This unit explores how light travels and develops an understanding of how objects can be seen. It will also look at why shadows have the same shape as the objects that cast them. This topic includes a range of hands-on experiments, both guided and independent, and reinforces the scientific skills around testing, data collection, and presenting and interpreting results in a variety of formats.</p>
<p>History</p> 	<p>Windrush - How did the Windrush generation and Caribbean migration change 20th Century Britain?</p> <p>This unit will focus on enhancing children's understanding of modern Britain's social and cultural fabric through the exploration of the Windrush generation. Through in-depth investigations, children will examine the significant contributions of Caribbean migrants in shaping 20th century Britain. By fostering critical thinking and empathy, we aim to cultivate a deeper appreciation for diversity and inclusivity among our children.</p>
<p>Geography</p> 	<p>Rainforests: How important are the rainforests?</p> <p>The children will use our key geography concepts to build on their learning about rainforest biomes. The children will be looking in detail at the tropical rainforest, exploring and discovering where they are located, what life is like there and how humans and plants have adapted. In addition, the children will consider the threats to, and benefits of, the rainforest and the impact rainforests and deforestation may have on their own lives. The learning will also include some virtual fieldwork.</p>
<p>Art</p> 	<p>Activism</p> <p>Children are introduced to the idea that they can use art as a way of sharing their passions and interests with their peers and community. We start by introducing pupils to artists who are activists, and then we go on to help children identify and voice the things they care about as individuals. They will then create a poster using collage, print and drawing.</p> <p>Mixed Media Landscapes and Cityscapes</p> <p>Children are introduced to the idea that artists don't just work in studios – instead they get out into the world and draw and paint from life, inspired by the landscapes and cityscapes where they live. Children also see how artists use their creative freedom to explore ways of working which involve different materials and media. Children will use mixed media to create a final piece.</p>

<p>Design and Technology (DT)</p> 	<p>Entrepreneurship</p> <p>The children will use all their creativity and design skills accumulated over the course of their primary education to develop their own stall for the Summer Fayre.</p> <p>They will come up with a concept, draft a business plan, present their pitch, build and resource their stall, and run it during the fayre. They will be competing to see who can raise the most money.</p>
<p>Physical Education (PE)</p> 	<p>Gymnastics: Sequences: Pupils will work in groups to create sequences using different 'Challenge Cards' using both the floor and apparatus.</p> <p>Cricket: Pupils will consolidate their knowledge, understanding and ability to effectively apply a range of fielding skills, batting skills and tactics into mini games.</p> <p>Athletics: Running: Pupils will experience competition across all of the different areas of athletics that they have explored. Pupils will have to work hard individually to apply the correct technique as well as collaborating in teams.</p> <p>Rounders: Pupils will utilise their prior knowledge of batting and fielding tactics and consider when, where and why they will apply these during a game.</p>
<p>Computing</p> 	<p>Computer Science - micro:bits</p> <p>In this unit of learning, the children will compose musical phrases and write algorithms to play their phrases on pitched instruments (e.g. glockenspiels). They then program the micro:bit to play their phrases when events are triggered and experiment with using the accelerometer. Finally, they consider whether the micro:bit can be used as a music-making device, especially for those who might not have access to instruments.</p>
<p>Music</p> 	<p>Hip Hop and Rap – Music</p> <p>In this unit, children will explore hip hop and rap, learning about the genre's origins and key musical features. They will experiment with beatboxing, practise creating and performing raps, and work together to create their own hip hop pieces using rhythm, voice and simple accompaniments.</p>
<p>Personal Social Health Education (PSHE)</p> 	<p>Relationships and Sex Education</p> <p>The children will start this unit by learning about the beginning of the human lifecycle. They will then learn how puberty might affect changes in emotions which could have an impact on friendships and consider ways to manage emotions so that they are able to confidently express feelings and concerns.</p> <p>Managing Safety and Risk</p> <p>In this unit, children will explore daily risks and learn how to minimise them through their actions and behaviours. They'll also learn about persuasion and peer influence and develop strategies they can use when faced with social pressures. Furthermore, they'll focus on safety skills for cycling, pedestrian road safety, sun safety, and hazards like electricity at home and on railways.</p>
<p>World Views</p> 	<p>'Does Christianity look the same around the world?' We will be exploring 'snapshots' of how people practise their Christian belief globally, looking for reasons for the similarities and differences we find. Along the way, we will explore a wide diversity of Christian worldviews and look for what might be fundamental to Christianity.</p> <p>'How do people use art to share their beliefs?' We will revisit worldviews we have studied before, exploring both how art can be used as an important practice within an established religion but also how individuals use art to express their own personal worldviews.</p>
<p>Languages</p> 	<p>As-tu un animal ? (Do you have a pet?)</p> <p>In French this term, Year 6 will be learning the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in French. They will move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.</p>
<p>Enrichment</p> 	<p>Monday 11th – Thursday 14th May: End of Key Stage 2 Testing (SATs) Friday 15th May: Post-SATs Celebration Wednesday 8th July: Leavers' Disco Friday 10th July: Summer Fayre Tuesday 14th July: Sports Day</p>