

## Year 6 Curriculum Overview Summer Term 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>MATHEMATICS</b>	<b>On-going application of mental, communication, problem solving and reasoning skills.</b>  Shape <ul style="list-style-type: none"> <li>To measure and classify angles</li> <li>To calculate angles</li> <li>To identify vertically opposite angles</li> <li>To look at angles in a triangle – special cases, missing angles</li> <li>To look at angles in quadrilaterals</li> <li>To identify angles in polygons</li> <li>To identify angles in circles</li> <li>To draw shapes accurately</li> <li>To understand nets of 3D shapes</li> </ul> Position and Direction <ul style="list-style-type: none"> <li>To identify the first quadrant</li> <li>To read and plot points in four quadrants</li> <li>To solve problems with coordinates</li> <li>To understand translation</li> <li>To reflect shapes</li> </ul>				<b>On-going application of mental, communication, problem solving and reasoning skills.</b>  Themed projects, consolidation and problem solving <ul style="list-style-type: none"> <li>White Rose Bakery – profit, loss, packaging, cooking problems</li> <li>White Rose Tours – Distance conversion graph, conversion, accommodation, budget, time problems</li> <li>White Rose Future – Annual salary, hourly rates, bills mortgage, house</li> </ul>						
	<b>ENGLISH</b>	<b><u>FloodLand by Marcus Sedwick</u></b> <ul style="list-style-type: none"> <li>To set own challenges to extend achievement and experience in writing</li> <li>To use different narrative techniques to engage and entertain the reader</li> <li>To establish, balance and maintain viewpoints</li> <li>To select words and language drawing on their knowledge of literary features and formal and informal writing</li> <li>To integrate words, images and sounds imaginatively for different purpose</li> <li>To use varied structures to shape and organise texts coherently</li> <li>To use paragraphs to achieve pace and emphasis.</li> </ul> <b>Possible Writing outcomes</b> <ul style="list-style-type: none"> <li>First-person reflection</li> <li>Flashback</li> <li>Persuasive letter/leaflet</li> <li>Narrative</li> <li>Letter</li> <li>Balanced Argument</li> <li>Newspaper Report.</li> </ul>				<b><u>FloodLand by Marcus Sedwick</u></b> <ul style="list-style-type: none"> <li>To set own challenges to extend achievement and experience in writing</li> <li>To use different narrative techniques to engage and entertain the reader</li> <li>To establish, balance and maintain viewpoints</li> <li>To select words and language drawing on their knowledge of literary features and formal and informal writing</li> <li>To integrate words, images and sounds imaginatively for different purpose</li> <li>To use varied structures to shape and organise texts coherently</li> <li>To use paragraphs to achieve pace and emphasis.</li> </ul> <b>Possible Writing outcomes</b> <ul style="list-style-type: none"> <li>First-person reflection</li> <li>Flashback</li> <li>Persuasive letter/leaflet</li> <li>Narrative</li> <li>Letter</li> <li>Balanced Argument</li> <li>Newspaper Report.</li> </ul>					

**HALF TERM**

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<b>SCIENCE</b>	<p><b><u>Animals including Humans</u></b></p> <ul style="list-style-type: none"> <li>To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>To describe the ways in which nutrients and water are transported within animals including humans.</li> </ul> <p>Star scientists: Jamie Oliver, Joe Wicks</p>				<p><b><u>Electricity</u></b></p> <ul style="list-style-type: none"> <li>To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>To use recognised symbols when representing a simple circuit in a diagram.</li> </ul> <p>Star scientist – Michael Faraday</p>				<p><b><u>Light</u></b></p> <ul style="list-style-type: none"> <li>To recognise that light appears to travel in straight lines</li> <li>To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul> <p>Star scientist – Thomas Edison.</p>			
<b>HISTORY</b>												
<b>GEOGRAPHY</b>	<p><b><u>Can I carry out an independent fieldwork enquiry?</u></b></p> <ul style="list-style-type: none"> <li>To develop an enquiry question.</li> <li>To determine the most effective data collection methods for fieldwork.</li> <li>To plan a route for a fieldwork trip.</li> <li>To collect the data to answer the enquiry question.</li> <li>To determine an answer to the enquiry question.</li> <li>To present my findings</li> </ul>											
<b>ART</b>	<p><b><u>The Mayans (Ancient People)</u></b></p> <ul style="list-style-type: none"> <li>Demonstrate a wide variety of ways to make different marks with dry and wet media</li> <li>Develop ideas using different or mixed media, using a sketchbook</li> <li>Choose appropriate paint, paper and implements to adapt and extend their work</li> <li>Chn to be able to manipulate sculpting tools/materials to create 3D shapes for masks.</li> <li>Carry out preliminary studies, test media and materials and mix appropriate colours.</li> </ul> <p><b><u>Artist</u></b> Juan Sisay</p>											
<b>DT</b>					<p><b><u>End of Year Show</u></b></p> <ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose</li> <li>Suggest alternative methods of making if the first attempts fail</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces</li> <li>Draw up a specification for their design- link with other subjects</li> <li>Identify the strengths and areas for development in their ideas and products</li> <li>Demonstrate when to make modifications as they go along</li> <li>Know how to reinforce and strengthen a 3D framework</li> <li>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</li> <li>Evaluate their work both during and at the end of the assignment.</li> </ul>							

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<b>COMPUTING</b>	<p><b>COMPUTING STRAND: Information Technology</b>  <b>Unit 6.3 Spreadsheets – Programs;</b></p> <ul style="list-style-type: none"> <li>To use a spreadsheet to investigate the probability of the results of throwing many dice.</li> <li>To use a spreadsheet to calculate the discount and final prices in a sale.</li> <li>To use a spreadsheet to plan how to spend pocket money and the effect of saving money.</li> <li>To use a spreadsheet to plan a school charity day to maximise the money donated to charity.</li> </ul>	<b>COMPUTING STRAND: Information Technology</b> <b>Unit 6.7 Quizzing – Programs; DIY, 2Quiz, Text Toolkit, 2Investigate (database)</b>
<b>PE</b>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>To develop my own and others sprinting technique.</li> <li>To identify a suitable pace for the event.</li> <li>To develop power, control and technique for the triple jump.</li> <li>To develop power, control and technique when throwing for distance.</li> <li>To develop throwing with force and accuracy for longer distances.</li> <li>To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.</li> </ul>	<b>Handball</b>
<b>MUSIC</b>	<p><b>Unit: Theme and Variations: Pop Art</b></p> <p>Ongoing Focus: Taking inspiration from the Pop Art movement and drawing upon their understanding of repeating patterns in music, pupils explore the musical concept of themes and variations.</p> <p>Keeping the pulse when performing a rhythm. Performing rhythms using the Kodaly method. Identifying the sounds of different instruments. Recalling sounds with increasing aural memory. Relating music to art. Composing a rhythmic theme and present it as different variations. Developing an understanding of how the orchestra is put together.</p> <p><b>MUSIC STRANDS:</b></p> <ul style="list-style-type: none"> <li>Performing</li> <li>Listening</li> <li>Composing</li> </ul>	<p><b>Unit: Composing and performing a leavers’ song</b></p> <p>Ongoing Focus: Listening to and critiquing songs reflective of new beginnings. Creating their own leavers’ song to reflect on their time at the school; writing chorus and verse lyrics and exploring the concept of the four chord backing track and composing melodies.</p> <p>Improvising over and singing known melodies to a 4-chord backing track. Singing in an ensemble with 2 or more independent parts. Performing a song as a class with accuracy, fluency, control and expression. Identifying the way that the features of a song can complement one another to create a coherent overall effect. Using musical vocabulary correctly when describing the features of a piece of music. Writing song lyrics within a given structure. Composing a melody within a given structure.</p> <p><b>MUSIC STRANDS:</b></p> <ul style="list-style-type: none"> <li>Performing</li> <li>Listening</li> <li>Composing</li> </ul>

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<b>SRE/ PSHE</b>	<p><b><u>Junior Citizenship Programme / Independent Travel Training /Streetwise Transition Programme</u></b></p> <ul style="list-style-type: none"> <li>To participate in sessions relating to secondary school transition. This includes independent travel, basic self-defence, basic First-Aid training, knife crime and stranger danger.</li> </ul> <p><b><u>Healthy Living</u></b></p> <ul style="list-style-type: none"> <li>To know why and how to keep safe in the sun and protect skin from sun damage</li> <li>To learn about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.</li> </ul> <p>British Values – The Rule of Law</p>	<p><b><u>End Of Year Reflections / Transition</u></b></p> <ul style="list-style-type: none"> <li>To reflect and celebrate their achievements, identify their strengths and set high aspirations and goals</li> <li>To deepen understanding of risk by recognising, predicting and assessing risks in difference situations and deciding how to manage them responsibly.</li> </ul> <p><b><u>Junior Citizenship Programme / Independent Travel Training / Year 6 Residential / Streetwise Transition Programme</u></b></p> <ul style="list-style-type: none"> <li>To participate in sessions relating to secondary school transition. This includes independent travel, basic self-defence, basic First-Aid training, knife crime and stranger danger.</li> </ul> <p><b><u>Money Week</u></b></p> <ul style="list-style-type: none"> <li>To learn about the role money plays in their own and others’ lives. Children will learn about the risks associated with money including different ways money can be won or lost through gambling-related activities. They should understand the link between gambling and our mental wellbeing</li> <li>To explain the difference between credit, debt, borrowing and saving. They should also have an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’ and ‘tax e.g VAT.’</li> <li>To describe why insurance is important. They understand the impact of not being insured if bad things happen</li> <li>To learn about enterprise and the skills that make someone ‘enterprising.’</li> <li>To understand different jobs/careers and the varying routes into these</li> <li>To learn that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice</li> <li>To learn that people choose to do voluntary work which is unpaid.</li> </ul> <p>British Values – Individual Liberty</p>
<b>MENTAL HEALTH &amp; WELLBEING</b>	<p><b>Module - Engage</b></p> <p>Children will learn -</p> <ul style="list-style-type: none"> <li>How to set goals linked to transition, which they can work towards to help them feel more comfortable with what is ahead.</li> <li>How to recognise their concerns and define strategies to overcome them.</li> <li>How they can use their strengths to leverage the opportunities they are excited about.</li> <li>How to create goals around leveraging and practising the tools they have learned as they progress through to secondary school.</li> </ul>	<p><b>Module - Engage</b></p> <p>Children will learn -</p> <ul style="list-style-type: none"> <li>How to set goals linked to transition, which they can work towards to help them feel more comfortable with what is ahead.</li> <li>How to recognise their concerns and define strategies to overcome them.</li> <li>How they can use their strengths to leverage the opportunities they are excited about.</li> <li>How to create goals around leveraging and practising the tools they have learned as they progress through to secondary school.</li> </ul>
<b>FRENCH</b>	<p><b>Moi Dans Le Monde (Me in the World)</b></p> <ul style="list-style-type: none"> <li>To learn about the many countries in the Francophone world</li> <li>To learn about different festivals (religious and non-religious) around the world</li> <li>To know that we are different and yet all the same</li> <li>To know that we can all help to protect our planet</li> <li>To know how to use “à” (when talking about living IN a city) and “en/au/aux” (when talking about living IN a country).</li> </ul>	<p><b>Moi Dans Le Monde (Me in the World)</b></p> <ul style="list-style-type: none"> <li>To learn about the many countries in the Francophone world</li> <li>To learn about different festivals (religious and non-religious) around the world</li> <li>To know that we are different and yet all the same</li> <li>To know that we can all help to protect our planet</li> <li>To know how to use “à” (when talking about living IN a city) and “en/au/aux” (when talking about living IN a country).</li> </ul> <p><b>La Seconde Guerre Mondiale (World War II)</b></p> <ul style="list-style-type: none"> <li>To group/order unknown vocabulary to help decode text in French</li> <li>To improve their listening and reading skills</li> <li>To name the countries and languages involved in WW2</li> <li>To say what the differences were in city and country life during the war</li> <li>To learn to integrate all their new and previous language writing a letter.</li> </ul>

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### Parasha:

- Acharei Mot/Kedoshim: To evaluate how proud we are to be Jewish
- Emor: To understand how the Torah and Rabbis are a guide for Jewish people
- Behar/Bechukotai: To understand the importance of giving to Hashem and to others.

### Topic: Israel

- To understand the impact of WW2 on the need for Israel
- To understand what happened in 1948
- To know who Menachim Begin was
- To understand what happened in the six day war.

### Chagim: Yom Haatzmaut

- Know the reason why Jews consider Israel their homeland
- Know the impact that Israel has had on Jewish lives since 1948 through aliyot and kibbutz galiyot
- Understand why Israel is important for Jews all around the world in the 21<sup>st</sup> century.

### Chagim: Lag B'omer

- To understand why Rebbe Shimon bar Yochai is celebrated on Lag B'omer
- To understand why the omer restrictions stop on Lag B'omer.

### Chagim: Shavuot

- Is familiar with and understand the significance of the Thirteen Principles of Faith – linked to Yigdal
- Knows that the Torah consists of Torah Shebichtav and Torah SheB'al Peh and the transmission of the Torah from Moshe to the present day
- Knows the story of Ruth in greater depth
- Knows some of the differences between the laws of Shabbat and the laws of Yom Tov.
- Knows that Akdamot are read on Shavuot before Kriat Hatorah
- Knows the dates of each of the Shalosh Regalim
- Knows what each of the Shalosh Regalim have in common i.e. Hallel, Amidah, Issur Melachah, Aliyah L'regel
- Knows each of the Asseret Hadibrot in Hebrew and understand that laws can empower and not restrict
- Knows that the Korban offered up on Shavuot was the Shte'i Halechem made from wheat of the new harvest.

### Skills

- To review the difficult Rashi letters
- To review special Hebrew reading rules
- To review the Rashi words we have learnt this year.

### Parasha:

- Behalotecha: To understand why the leaders of the tribe were chosen
- Shalach-Lecha: To learn an important lesson about how we view ourselves from the parasha
- Korach: To understand why the community's interest can be more important than our own sometimes
- Chukat: To understand why we are all role models
- Balak: To know people have differences and that we should acknowledge them

### Topic: Israel

- To know what happened in the Yom Kippur war
- To know what happened in Entebbe and the link to why we need Israel
- To understand what happened in Operations Solomon and Moses
- To know about Israel today, focussing on: Money, climate, neighbouring countries, and the main cities.

### Jewish Identity:

- To understand what makes up our Jewish identity
- To understand what influences my Jewish identity
- To be able to identify kosher products in a regular supermarket.

### Ethics:

- To evaluate various ethical scenarios and look at the Jewish approach from the Torah and various Rabbonim.