















Our Year 6 Curriculum - Summer 1

Lens and Big Question 	Big Question - Was Covid 19 the worst pandemic in history? Society - The people of a particular country, area, time and so on thought of especially as an organised community
Maths 	SATs revision: Perimeters and Area, Statistics, Angles and Properties of Shape . In the lead up to SATs, we will also be focusing on arithmetic strategies, exploring different methods for solving problems and articulating reasons for getting certain answers.
English 	The children will be reading <i>The Nowhere Emporium</i> by Ross Mackenzie. They will continue to combine all of their reading strategies and evaluate the language that the author uses in order to improve their own writing. They will be writing a persuasive letter linked to our class text <i>The Last Bear</i> , based on the conservation of endangered animals due to climate change. They will also be writing an extended narrative using ambitious vocabulary and a range of cohesive devices to ensure they are engaging their reader. They will need to apply all of the skills they have learnt in Year 6 to create characterisation and atmosphere in their writing.
History 	In our history lessons, children will be exploring the Big Question - Was Covid 19 the worst pandemic in British history? Children will learn that there have been several pandemics that affected Britain from the 14th Century to the present, with a specific focus on The Bubonic Plague in the 14th and 17th Centuries and the 'Spanish Flu' pandemic of 1918. They will contrast and compare between them and also look at how they compare to the Coronavirus pandemic of 2020. Educational Visit: Jenner Lab - pandemics workshop - online
Science 	Light: How light travels & the human eye Children will be able to explain that we see things because light travels between light sources and our eyes and travels in straight lines. They will learn that we see objects because they give out or reflect light into our eyes. They will use this idea of light travelling in straight lines to explain why objects and shadows of objects are the same shape.
Religious Education 	This half term, our Big Question in RE is: "What is our situation?". Children will learn and use new vocabulary such as lens, situation, plurality, global and citizen. We will investigate national data to identify the plurality of religion and worldviews. Then we will explore the idea of plurality within one religious or secular worldview and discuss how these worldviews respond to global situations. The children will then explain their worldview (religion and others) and what has influenced it. Finally, we will reflect on how they can live together as global citizens when they all have different religions and worldviews.
PSHE & Wellbeing 	We will be exploring and practising a range of strategies to support pupils' mental well-being this half term. The aim is to equip pupils with a range of strategies they can use independently or with others, to manage any rising worries associated with SATs, school, secondary school, friendships etc.

	<p>British Value: Rule of Law</p>
<p>Music</p> 	<p>We are continuing with the ‘Silent Movie’ topic and the children will film and add music to their own short iMovie. They will include musical tools to add drama such as discords, glissando and chromatic scales. They will also incorporate leitmotifs to represent characters.</p>
<p>Computing</p> 	<p>Exploring AI</p> <p>This term, our students are embarking on an exciting journey into the world of Artificial Intelligence (AI). They will explore how this technology works and where it appears in our daily lives, moving from curious observers to confident, responsible creators. Through hands-on activities, students will learn how AI can be used generate stories, artwork, and even simple website code. Most importantly, we will focus on digital citizenship, teaching children to think critically about how technology can support—rather than replace—human creativity and hard work.</p> <p>Online Safety: Capturing Evidence</p>
<p>French</p> 	<p>Quel temps fait-il ? What’s the Weather Like?</p> <p>By the end of this unit pupils will have the knowledge and skills to describe the weather and present a weather forecast in French. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge.</p>
<p>PE</p>  	<p>Cricket, Dance and Swimming</p> <p>This Year 6 PE unit introduces pupils to the key skills and principles of cricket as a striking and fielding game. Children learn the roles of batter, bowler, wicketkeeper and fielders while developing fundamental movement skills such as throwing, catching, striking and running between wickets. Throughout the unit, pupils practise applying tactics and strategies to outscore the opposition, including placing the ball into space and working effectively as a fielding team. Lessons encourage teamwork, communication and fair play, while helping pupils build confidence in competitive games and develop an understanding of rules, respect and good sportsmanship.</p> <p>We will be exploring elements of dance. Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils will think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm-ups.</p> <p>In swimming, pupils will focus on personal survival, swim endurance and personal bests.</p>