

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.
- Proofread 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:

Rules and responsibilities- Who decides?

- Consider some key questions in relation to rules
- Relate the breaking of rules to a local topical issue.
- Know the story of God, the Creator, as told in Genesis
- Consider the consequences of actions.
- Realise that there are consequences if rules are broken
- Use art to interpret religious ideas
- Understand how rules affect Jewish/Christian lives
- Understand that everyone is responsible for taking care of the world and the consequences of not caring
- Consider how people communicate their values, rules and responsibilities

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:

- Develop their 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 their work

Britain At War Year 6 Summer 2025

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:

Electrical circuits and components

- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Choose an appropriate approach to recording accurate results, including scientific diagrams, labels, timelines, classification keys, tables, models and graphs (bar, line and scatter), linking to mathematical knowledge.
- Use recognised symbols when representing a simple circuit in a diagram.
- Create circuits using a range of components and record diagrammatically using the recognised symbols for electrical components.
- 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.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Independently decide which observations to make, when and for how long and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect.
- Use test results to make predictions to set up further comparative and fair tests.
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- Identify scientific evidence that has been used to support or refute ideas or arguments.
- Report on and validate their findings, answer questions and justify their methods, opinions and conclusions, and use their results to suggest improvements to their methodology, separate facts from opinions, pose further questions and make predictions for what they might observe.
- Take accurate, precise and repeated measurements in standard units, using a range of chosen equipment.
- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Ask and answer deeper and broader scientific questions about the local and wider world that build on and extend their own and others' experiences and knowledge.
- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Use a sensor to monitor an environmental variable, such as temperature, sound or light

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 Geography the children will:

Our Changing World

- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- 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 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 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.
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- 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:

- Learning about the history of computers and how they have evolved over time.
- Use the 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 PE the children will:

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