

<p><u>Reading:</u> The class reader this term is Skellig by David Almond: The children will:</p> <ul style="list-style-type: none"> Analyse characters, setting and themes within the novel. Examine how the story unfolds and how the author conveys meaning through language choice. Use context clues to work out the meaning of new vocabulary 	<p><u>Computing</u> Data Handling:</p> <ul style="list-style-type: none"> Identify how bar codes work Identify how QR codes work Know how infrared waves transmit data Recognise how RFID is used Analyse and evaluate data <p>Computer Systems and networks – Exploring AI:</p> <ul style="list-style-type: none"> Explain what AI is and real life application Understand how AI processes text and image prompts Identify how AI generates codes Explain the ethical considerations of AI and debate the potential role of AI overtaking human roles <p>Children will also use sign-posted sites to find out about a given topic and discussion copyright and acknowledgment of work.</p>	<p><u>Religious Education</u> Hinduism: Examining similarities and differences within Hindu approaches to God and between other faiths, learning about Brahman, Mandir and prayer.</p> <p>Salvation: What difference does the resurrection make to Christians?</p>	<p><u>Mathematics:</u></p> <ul style="list-style-type: none"> Calculation across the four operations including with decimals and fractions in the context of problem solving. Checking validity of answers through an estimate. Use ratio and proportion relating to scaling up and down and calculating percentages of amounts. Using algebra to represent things and solving simple equations. Converting units of measure including imperial. Finding area and perimeter of different polygons and compound shapes. Finding the volume of cuboids. Statistics – interpreting and solving problems with line graphs and pie charts
<p><u>Writing:</u> Fiction: Narrative; Writing a narrative with a focus on dialogue to advance the action. Writing a monologue based on a film stimulus.</p> <p>Non-Fiction: Biographies; Researching and writing about the life of Charles Dickens and a person of our choice. Newspaper reports; Writing a report linked to the trial of the 3 Little Pigs</p> <p><i>Skills- Using a variety of clauses; using formal and informal language; using a range of punctuation and conjunctions; adding detail for the reader; adding purposeful dialogue.</i></p> <p>Children will also learn spelling patterns in line with expectations for Year 6. They will learn:</p> <ul style="list-style-type: none"> Verb forms and tenses- passive/ active, subjunctive Cohesion of paragraphs- using adverbials Layout devices- subheadings, tables, bullet points Punctuation- semi-colon, colon, dash, hyphen Terminology - subject, object, ellipsis 		<p><u>Personal, Social and Emotional development:</u></p> <p>Dreams and Goals: Children will learn about their strengths, set realistic goals, steps to achieve these, motivation, charity and accepting praise</p> <p>Healthy Me: Children will learn the importance of taking responsibility for their own health making good choices, drug types and effects, vulnerable people and gangs, emotional well-being and stress triggers.</p>	
<p><u>Science:</u> Classification:</p> <ul style="list-style-type: none"> Grouping and classifying according to characteristics 	<p>Year Six Spring Links to Spirituality</p>		<p><u>Geography</u></p>



<ul style="list-style-type: none"> • Microorganisms - how they feed on waste products, causing decay for natural recycling and how they can grow and reproduce rapidly. <p>Evolution:</p> <ul style="list-style-type: none"> • How animals adapt to environment. • The life of Charles Darwin and contributions he made to scientific knowledge about evolution. • How fossils provide evidence about evolution. 	<p>WOWS: Visit to a Hindu Temple, the scale and size of the animal kingdom</p> <p>OWS: Artificial Intelligence vs human interaction</p> <p>NOWS: How mental health is just as important as physical health</p>	
<p><u>Physical Education:</u></p> <p>Gymnastics Units 1 and 2 – Experiencing flight on and off apparatus, using equipment in a rhythmic gymnastics sequence, performing increasingly complex sequences.</p> <p>Badminton – Develop a wider range of shots, begin to use more sophisticated tactics, play with a partner in a doubles scenario.</p> <p>Tag rugby – Develop strategies to attack and defend, combine more complex strategies at speed, suggest, plan and lead warm ups in a small group.</p>	<p><u>Music:</u></p> <p>Ukelele: The children will learn to play some simple chords on the ukelele as well as a melody. They will rehearse and perform together as a group.</p> <p>Theme and variations (Pop Art)</p> <ul style="list-style-type: none"> • Compare and contrast different variations. • Use complex rhythms and create music notations for more complex rhythms. 	<p><u>History:</u></p> <p>What can the census tell us about local areas? Through this Kapow unit we will learn to;</p> <ul style="list-style-type: none"> • Identify the type of information the census gives about people. • Use the census to make inferences about people from the past. • Create questions about Victorian working conditions and the thoughts and feelings of a Victorian working child. • Identify and describe the changes between periods of time using the census. • Use other primary and secondary sources to verify the data in a census. • Use a range of sources, including the census, to build an understanding of a period. • Describe the changes in the 1921 census. <p><u>Geography:</u></p>
		<p><u>Art and Design:</u></p> <p>Painting and mixed medium artist study: The children will explore narratives and descriptive language in art, looking at meanings behind paintings and developing personal interpretations and abstract art pieces based on selected artists including David Hockney and John Singer Sargent.</p>



Spring Curriculum Map 2026 Year Six

		Retrieval: Human and physical features. Continents and oceans- can you name them all?	
		<u>Design and Technology:</u> Structures – Playgrounds: Children will design and create playground apparatus, securing it to a base.	<u>Spanish:</u> Vocabulary and conversation around sports, hobbies, food, travel, families, animals, places of interest, conversational phrases.