

## Year 6 - Summer 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English</b>	<p><b>Classic Fiction</b></p> <p>Use <b>Just William</b> texts, audio and TV programmes to discuss the story structure, characters and settings used and how dialogue advances the action. Study the use of informal and old-fashioned language, perfect and subjunctive verb forms. Write play script and stories.</p> <p><b>Grammar focus:</b> Use dashes to mark boundaries between independent clauses</p>	<p><b>Classic Fiction</b></p> <p>Use <b>Just William</b> texts, audio and TV programmes to discuss the story structure, characters and settings used and how dialogue advances the action. Study the use of informal and old-fashioned language, perfect and subjunctive verb forms. Write play script and stories.</p> <p><b>Grammar focus:</b> Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>	<p><b>Chronological Reports</b></p> <p>Use <b>When Jessie Came Across the Sea</b> and <b>Mr George Baker</b> to discuss the features of chronological report writing, revise punctuation and study past tenses including the perfect form and active/passive voices. Children write an article, a sister story and a biography.</p> <p><b>Grammar focus:</b> Use passive verbs to affect the presentation of information in a sentence</p>	<p><b>Chronological Reports</b></p> <p>Use <b>When Jessie Came Across the Sea</b> and <b>Mr George Baker</b> to discuss the features of chronological report writing, revise punctuation and study past tenses including the perfect form and active/passive voices. Children write an article, a sister story and a biography.</p> <p><b>Grammar focus:</b> Use hyphens to avoid ambiguity</p>	<p><b>Poet Study: Emily Dickinson</b></p> <p>Reading a selection of Emily Dickinson's poems, children explore figurative language and poetic devices. Children read and write poetry, investigate personification through drama and drawing, make careful observations of nature and research the life and works of Dickinson.</p> <p><b>Grammar focus:</b> Use expanded noun phrases to convey complicated information concisely</p>	<p><b>Poet Study: Emily Dickinson</b></p> <p>Reading a selection of Emily Dickinson's poems, children explore figurative language and poetic devices. Children read and write poetry, investigate personification through drama and drawing, make careful observations of nature and research the life and works of Dickinson.</p> <p><b>Grammar focus:</b> Use relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i> or with an implied (i.e. omitted) relative pronoun</p>
<b>Maths</b>	<p><b>Shape</b></p> <p>Begin by recapping the types of angles. Move on to using a protractor to measure an angle,</p>	<p><b>Shape</b></p> <p>Begin by recapping the rules of angles they have learnt so far, and then share a problem with the</p>	<p><b>Shape</b></p> <p>Children begin drawing simple shapes that can be done on squared paper, such as rectangles and right-</p>	<p><b>Position and Direction</b></p> <p>Begin by recapping what the coordinate grid is and the names of the two axes, x and y. Then consider</p>	<p><b>Themed Project</b></p> <p>Projects provide an opportunity to revisit many of the skills and curriculum content covered both in Year 6 and also the rest of Key Stage 2. This gives the opportunity to ensure any possible gaps in</p>	

	<p>taking care when modelling which scale to use. Encourage children to estimate the size of an angle before measuring it, as they are then less likely to read the wrong scale on the protractor. For example, if an angle is seen to be less than a right angle, its size will be less than 90°. Children should practise estimating angles by comparing them to known fractions of a turn.</p>	<p>class and discuss what methods are available based on the facts they know. Work through missing angle problems that begin with one focus, but move on to examples that require knowledge of more than one rule.</p>	<p>angled triangles where the base and height are given. This could be extended to drawing shapes where the perimeter and some of the sides are known. Children then produce an accurate drawing of a shape with known angles. They may need to begin by practising using a protractor.</p>	<p>points on the grid. Discuss how children can find the coordinates for a given point, reading the first value on the x-axis and the second value on the y-axis. Children then move on to plotting points with given coordinates.</p>	<p>understanding are addressed before children move on to secondary school. The projects have been designed to explore maths in real life contexts, allowing children to see how important maths is in all aspects of life. As well as this we, they provide cross-curricular links where appropriate, for example, including tasks that develop design and technology skills and geographical knowledge. They also provide a great opportunity to explore and develop enterprise.</p>
<b>Science</b>	<b>Light Theory</b>				
	<p>In the Light Theory project, your child will create a mind map to recap their prior learning about light sources, reflectors, day and night, sun safety and shadows. They will observe how light travels in straight lines. They will use their research skills to discover what happens to light when it enters the eye and how this relates to how we see. They will learn about the electromagnetic spectrum, finding out about visible light in detail. They will investigate how we perceive colour, learning that the stimulation of cells in the eye helps us perceive light, dark and colour.</p>		<p>Using a torch for a light source, they will explore how shadows change, including their shape, size and how they become distorted. They will discuss what happens to light when it strikes a surface, learning about absorption, reflection, scattering and transmitted light. They will use different mirrors, including plane, concave and convex, to explore how they affect reflections. They will use a light meter to measure light and will observe refraction, and ask and answer scientific questions about the phenomena.</p>		

<b>Guided Reading</b>	<b>Twitch</b>	
	 <p>The book <i>Twitch</i> by M.G. Leonard supports teachers in encouraging children to engage with themes of friendship, trust, and perseverance, while also exploring a love of nature and wildlife. The gripping narrative, combined with vivid descriptions of settings and well-developed characters, offers a strong foundation for discussions around mystery, bravery, and compassion. <i>Twitch</i> provides a rich stimulus for creative writing, inspiring children to build suspense, develop character motives, and describe immersive natural environments. This captivating story serves as an excellent model for writing, encouraging young readers to craft their own adventurous tales with depth and emotional resonance.</p>	
<b>Topic</b>	<b>Coffee Republic</b>	
	<p>This project will take students on a fascinating global adventure, uncovering the story behind one of the world’s most popular commodities. The children will learn about the origins of coffee, starting with the legend of its discovery in Ethiopia by a goatherder named Kaldi.</p>	<p>They will explore how coffee is grown, harvested, and processed, while also learning about the two main types of beans—Arabica and Robusta—and the unique conditions required for coffee plants to thrive. Through this project, children will develop an understanding of coffee’s cultural significance around the world, from historical coffeehouses that inspired intellectual conversations to coffee’s role in Ottoman and Arab traditions.</p>

<b>Art &amp; DT</b>	<b>Distortion and Abstraction</b>	
	<p>This term, our exciting new project <i>Distortion and Abstraction</i> will be linked to our <i>Britain at War</i> topic. Through this project, children will explore the artistic concepts of abstraction and distortion, learning how artists use these techniques to express emotions and ideas in unique and powerful ways. They will study the visual characteristics of abstract art, examining how shapes, colours, and forms can convey feelings and stories without relying on realistic imagery.</p>	<p>Inspired by music, the children will then create their own abstract paintings, using sound and rhythm as creative triggers. This project will encourage imagination, self-expression, and a deeper appreciation for the role of art during challenging times in history. We look forward to sharing their creative journey with you!</p>
<b>PSHE</b>	<b>What will change as we become more Independent?</b>	
	<p>Students will take part in essential lessons on relationships, respect, and safety, helping them develop important life skills.</p>	<p>They will begin by exploring the concept of family, recognizing that families come in different forms and understanding the importance of love, care, and support in building strong relationships.</p>
<b>PE</b>	<b>Athletics</b>	
	<p>In Year 6 PE, children will develop their athletic abilities through an exciting six-week unit focused on key disciplines in athletics. They will begin with <i>Athletic FUNdamentals</i>, refining essential movement skills such as speed, agility, and coordination. In <i>Sprint Relays</i>, they will learn baton-passing techniques and teamwork strategies for effective sprinting. <i>Middle-Distance and Long-Distance Running</i> will help them build endurance, pacing, and mental resilience. <i>How to Hurdle</i> will introduce the correct technique for clearing hurdles efficiently while maintaining speed and rhythm. In <i>Jumping Jamboree</i>, students will explore different jumping events, focusing on power, take-off, and landing techniques. Finally, in <i>The Heave Throw</i>, they will develop strength and coordination to master throwing techniques used in events like shot put and discus. This unit will not only enhance physical fitness but also encourage perseverance, goal setting, and sportsmanship in a supportive environment.</p>	