



What We Are Learning

Spring Term 2026

Year 6

English

Spring Term 1 & 2

'Thematic Studies'

'The Boy at the Back of the Class' by Onjali Rauf – group reader

- Embedding/ Mastery of VIPERS skills
- Understanding of the challenges faced by others
- What is a refugee?
- Predicting character actions
- Features of writing to describe revisited
- Features of formal speeches (oracy)
- Features of recount writing revisited

Writing for a range of purposes and audiences through the term – fiction and non-fiction writing

Key vocabulary: Theme, impression (of), contrast, protagonist, inference

Through the study of English, your child will be expected to develop the following skills:

Skills

- Retrieval skills – finding and copying accurately from the text.
- Inference – using word and sentence level clues in a text to work out meanings and form conclusions.
- Writing – applying knowledge of various grammatical structures, vocabulary, writing purpose and audience to write successfully for the set task.

Parents can support their child by regularly reading with their child at home. Reading could be from any source: written blogs, match reports, newspapers, magazines, game walk-throughs, fiction or non-fiction. Find something you are both interested in and go from there.

Spring Term 1**Decimals**

- Place value within 1
- Place value – integers and decimals
- Round decimals
- Add and subtract decimals
- Multiply by 10, 100 and 1,000
- Divide by 10, 100 and 1,000
- Multiply decimals by integers
- Divide decimals by integers

Percentages

- Decimal and fraction equivalents
- Fractions as division
- Understand percentages
- Fractions to percentages
- Equivalent fractions, decimals and percentages
- Order fractions, decimals and percentages
- Percentage of an amount – one step
- Percentage of an amount – multi-step

Measurement (Converting Units)

- Metric measures
- Convert metric measures
- Calculate with metric measures
- Miles and kilometres
- Imperial measures

Position and Direction

- The first quadrant
- Four quadrants
- Translations
- Reflections

Spring Term 2**Statistics**

- Line graphs
- Dual bar charts
- Read and interpret pie charts
- Pie charts with percentages
- Draw pie charts Step
- The mean

Area, Perimeter and Volume

- Shapes – same area
- Area and perimeter
- Area of a triangle
- Area of a parallelogram
- Volume

Shape

- Measure with a protractor
- Draw lines and angles accurately
- Introduce angles
- Angles on a straight line
- Angles around a point
- Calculate angles
- Vertically opposite angles
- Angles in a triangle
- Angles in special quadrilaterals
- Angles in regular polygons
- Draw shapes accurately
- Draw nets of 3-D shapes

Ratio

- Use ratio language
- Introduction to the ratio symbol
- Ratio and fractions
- Scale drawing
- Use scale factors
- Similar shapes
- Ratio problems
- Proportion problems
- Recipes

Algebra

- 1-step function machines
- 2-step function machines
- Form expressions
- Substitution
- Formulae
- Form equations
- Solve 1-step equations
- Solve 2-step equations
- Find pairs of values
- Solve problems with two unknowns

Through the study of maths, your child will be expected to develop the following skills:

Skills

- Understanding and using numbers confidently, including whole numbers, fractions, decimals, and percentages.
- Estimation and approximation to check the reasonableness of answers.
- Mental arithmetic skills for quick calculations.
- Identifying what a question is asking and choosing appropriate methods to solve it.
- Breaking down complex problems into smaller, manageable steps.
- Logical reasoning to approach unfamiliar problems.
- Working in pairs or groups to solve problems collaboratively.
- Sharing and comparing solutions, fostering deeper understanding.

Parents can support their child by incorporating maths into everyday activities e.g. Use shopping trips to practise addition, subtraction, and working with money. For example, ask your child to calculate the total cost or change needed. Cooking or baking together can teach measurement, fractions, and proportions. Use travel time to explore time calculations, such as estimating arrival times or working out how long a journey will take. Practise times tables and mental maths - pose everyday puzzles or challenges, such as, "If we need 24 cupcakes and each tray holds 6, how many trays do we need?"

Spring Term

Classifying Critters:

- Classifying different animals and plants
- Using and creating their own classification keys
- Looking at the difference between vertebrates and invertebrates
- Looking at the different types of microorganisms and using a microscope to view these
- Understand how Edward Jenner used the scientific method to develop the first vaccine for smallpox

Key vocabulary: classification, vertebrate, invertebrate, microorganism, vaccine.

Cool Chemistry:

- Exploring properties of solids, liquids and gases
- Looking at the arrangement of particles in solids, liquids and gases, linking this to their properties
- Looking at acids and alkalis, and how we can test these using universal indicator
- Exploring the pH scale and creating their own using red cabbage
- Understanding what happens in neutralisation reaction

Key vocabulary: properties, particles, acid, alkalis, neutralisation.

Through the study of Science, your child will be expected to develop the following skills:

Skills

- Manual dexterity and accuracy for practical work
- Identifying hazard symbols
- Laboratory write up skills with an emphasis on identifying risks and evaluating their practicals
- Using a variety of equipment safely
- Making a classification key
- Use secondary resources for research
- Microscopy skills

Parents can support their child by encouraging pupils to share and discuss their work at home-reinforcing learning by teaching others. Science can be incorporated into everyday life. For example, asking your child what the symbols mean on everyday household chemicals (e.g. washing up liquid) or looking at the features of an animal that make it a mammal.

Spring Term**Crazy Shoes****Designing**

- To identify the parts of a shoe
- To interpret a word and visually communicate that word through the form of a shoe.
- To construct a spider diagram that explores design aspects that will represent the chosen 'person'.
- To learn how to draw a piece of footwear from different angles to show ideas from spider diagram.

Making and Evaluating

- To learn how to construct and basic clay structure based on a piece of footwear.
- To learn how to use the scratch and slip technique to attach details to your clay structure.
- To learn how to use the modelling tools to create texture in the surface of the clay.

Through the study of art, your child will be expected to develop the following skills:

Skills

- Construction of a 3D model using clay
- Modelling techniques – scratch and slip

Parents can support their child by encouraging creativity at home, or by looking at various different shoe designers.

Spring Term 1**Programming A – Variables in games**

- Introducing variables
- Variables in programming
- Improving a game
- Designing a game
- Design to code
- Improving and sharing

Spring Term 2**Introduction to spreadsheets**

- Collecting data
- Formatting a spreadsheet
- What's the formula?
- Calculate and duplicate
- Event planning
- Presenting data

Through the study of computing, your child will be expected to develop the following skills:

Skills

- Programming and coding
- Digital literacy
- Using technology safely and responsibly.
- Understanding online safety and how to protect personal information.
- Collecting, organizing, and presenting data using spreadsheets or other digital tools.
- Creating and editing digital content, such as text documents, presentations, or multimedia projects.
- Navigating software tools to achieve specific purposes, like designing a poster or creating a digital story.

Parents can support their child by Parents can support their child by encouraging the use of free tools like Code.org, Tynker, or Micro:bit for interactive coding challenges. Discuss responsible internet use, privacy, and the risks of sharing personal information. Use resources like ThinkUKnow or Be Internet Legends to reinforce safe online behaviour.

Cooking and Nutrition

Pupils make various recipes using oven and hob.

Prior learning includes Year 5 - Introduction to basic cutting techniques. H&S with food preparation. Use of Oven.

Key activities include

- Healthy eating
- Nutrition
- Allergies
- Use of hob, grill and oven
- Adaption of recipes
- Sustainability
- Source of materials
- Advanced cutting & chopping skills
- Blenders & Mixers

Through the study of cooking and nutrition, your child will be expected to develop the following skills:

Skills	
7/01/26-13/01/26	Booklet health and safety
14/01/26- 17/01/26	Cheese Scones - Rubbing in method/safety/timing/oven/grating/sizing
20/01/26- 24/01/26	Tortilla Toasties - Dextrinisation Chopping skills/safety/timing/hob- grating
27/01/26-31/01/26	Pasta Salad - Using hob/ chopping grating/safety/presentation/draining, gelatinisation
3/02/25-7/02/25	Muffins - oven/safety/presentation/timing/folding/sizing
10/02/26-14/02/26	Cowboy Bean Bake - hob/safety/chopping/using meat/draining, cross contamination
Half Term	Half Term
24/02/26-28/02/26	Mini drizzle cakes - Oven/safety/creaming in/sizing/zesting
3/03/26-7/03/26	Chicken Goujons - Oven/safety/safety using raw meat
10/03/26-14/03/26	Assessment Planning- Time /following brief/planning/ healthy eating
17/03/26-21/03/26	Assessment Making- Chopping/ independent working/grating/peeling/presentation
24/03/26-28/03/26	Lemon Cheesecake - Partner work/ using mixer/folding method/ following recipe/chopping/presentation/timing
	Cheesecake -- Partner work/ using mixer/folding method/ following recipe/chopping/presentation/timing
All dairy/meat put in the fridge at the beginning of the day.	Labelled container and dish for cheesecake
Parents can support the child at home by weighing ingredients, reading recipe prior the lesson, washing up at home and helping to cook meals for the family.	

Product Design

Pupils learn how to use machines and create a pencil holder.

Pupils are taught how to think creatively and produce their own designs through following and applying the design process.

Building on prior learning in Year 5, pupils will use basic hand tools to cut, shape and apply a quality finish to work.

Pupils will be taught how to work to scale and use templates.

Pupils will learn how to work with acrylic.

Key activities include:

- Initial design ideas.
- Shading & annotation techniques.
- Developing designs.
- Using the scroll saw & belt sander.
- Working with hand tools.
- Creating a quality finish.
- Using wood and appropriate equipment.
- Applying math skills to mark and measure.

Through the study of product design, your child will be expected to develop the following skills:

Skills

- Drawing, shading techniques and annotation of drawings.
- How to safely use and develop the skills in using a scroll saw and belt sander.
- Finishing and assembling techniques in wood.

Parents can support their child by encouraging their child to draw and allowing them to assist you with any DIY activities, explaining what you are doing and why, especially when unforeseen problems arise that require solving.

Textiles

Pupils learn how to use a sewing machine and create a pencil case.

Pupils are taught how to think creatively and produce their own designs.

Prior learning includes Year 5 - Basic hand sewing including running and back stitch.

Cutting felt, working to scale, design, and shading techniques. Use of felt.

Key activities include:

- Setting up and using a sewing machine.
- Developing sewing machine skills by completing the 'driving test' activity.
- Introduction to CAD & CAM with an Embroidery Machine.
- Hand sewing methods.
- Tie Dye.
- Applique.
- Use of cotton and calico.

Through the study of textiles, your child will be expected to develop the following skills:

Skills

- Setting up and developing sewing machining skills.
- Understanding how to use the embroidery machine and its application in the real world.
- Further development of hand sewing techniques.

Parents can support their child by allowing your child to assist with any hand sewing you may do, such as sewing on a name tag or a button, etc.

French

Spring Term 1

Au café

- To learn vocabulary for different a range food and drink items
- To learn how to order food and drink and in a café
- To ask how much something costs and to ask for the bill

Spring Term 2

Manger et bouger

- To learn food/drink items that are deemed good/bad for your health.
- To learn the partitive articles (words for some in French)
- To 'manger' to say what you eat and drink and don't eat and drink

Through the study of French, your child will be expected to develop the following skills:

Skills

- Pupils will be able to ask for food and drink and understand prices.
- Pupils will be able to say what they eat / drink to be healthy.
- Pupils will be able to say what they do to stay in shape and follow instructions for a healthy recipe.

Parents can support their child by accessing the available resources on Google Classrooms such Linguascope.

Geography

Spring Term - Geography

Australia and Tropical Rainforests

- To identify and locate significant lines of longitude and latitude.
- To make simple observations about a location.
- To describe key aspects of physical and human geography.
- To describe similarities and differences between locations.
- To suggest suitable geographical questions using a range of geographical skills to investigate place and environment.
- To identify and locate significant lines of longitude and latitude.
- To make simple observations about a location.
- To describe key aspects of physical and human geography.
- To describe similarities and differences between locations.
- To suggest suitable geographical questions using a range of geographical skills to investigate place and environment.

Through the study of geography, your child will be expected to develop the following skills:

Skills

- Use maps, graphs, fieldwork data, and research to investigate and answer geographical questions.
- Relate geographical concepts like climate, biodiversity, and urbanisation.
- Use atlases, globes, and digital maps.

Parents can support their child by cooking Australian recipes together, listening to Aboriginal music, or learning about Australian traditions to connect geography with culture.

Spring Term 1 – The Anglo Saxons

In this unit, pupils study Britain after the Roman withdrawal and learn about the arrival, settlement, and impact of the Anglo-Saxons. They explore daily life, beliefs, kingdoms, conflict and cooperation, and how Anglo-Saxon rule shaped England's language, laws, and identity.

Through the study of history, your child will be expected to develop the following skills:

Skills

- Chronological understanding of early medieval Britain
- Historical enquiry and questioning about the past
- Source analysis using artefacts, images, and written evidence
- Understanding cause and consequence (e.g. migration, settlement, conflict)
- Comparing past societies and life today

Parents can support their child by:

Talk with your child about what they have learned and encourage them to explain ideas

Read age-appropriate books or watch child-friendly programmes about the Anglo-Saxons

Discuss how Anglo-Saxon life has influenced England today (language, place names, laws)

Visit museums or explore online resources linked to early British history

Spring Term 2 - The Vikings

In this unit, pupils explore the Viking Age, learning about where the Vikings came from, their raids, settlements, and daily life in Britain and Scandinavia. They will study Viking society, culture, beliefs, and legacies, as well as consider how the Vikings have been remembered and portrayed in history.

Through the study of history, your child will be expected to develop the following skills:

Skills

- Chronological understanding: Place the Viking period in the timeline of British and world history, identifying when and where the Vikings lived.
- Historical enquiry: Recognise significant events during the Viking era, such as their raids, settlements, and interactions with other groups like the Anglo-Saxons.
- Analyse how Viking culture, trade, language, and settlement influenced the development of Britain and Europe.

Parents can support their child by:

- **Talk** with your child about what they have learned and encourage them to explain ideas
- **Read** books or watch age-appropriate programmes about the Vikings
- **Discuss** how Viking life and culture have influenced modern Britain (e.g. place names, mythology)
- **Explore** museums or online resources to see artefacts and historical sites
- **Visit** the British Museum in London, which has an incredible collection of Viking artefacts.

Spring Term 1 – Learning the Ukulele

- Learning how to play chords and melodies on the Ukulele.
- Stay in time and develop strumming picking technique
- Play a range of whole class songs as part of an ensemble

Spring Term 2 – Rhythms in music

- Exploring grid rhythms and reading rhythms in music
- Revisiting the elements of music from year 5
- Creating Rhythmic patterns and performances
- Teamwork of performing percussion instruments in a group
- Developing listening skills and awareness of the elements of music

Through the study of music, your child will be expected to develop the following skills:

Skills

- Performing in time with dexterity on a new instrument
- Developing patient practice skills of repetition and development
- Learning how to use the elements of music in a creative way.
- Building confidence in your choices.

Parents can support their child by encouraging them to practice the materials where a ukulele is available at home. The lesson materials will be available through the Yumu website, and the pupils have their own logins.

Spring Term 1

- The power of positivity through Badminton, Dance,

Spring Term 2

- Intra-Personal Skills through Handball
- Intro to Volleyball

Through the study of PE, your child will be expected to develop the following skills:

Skills

- Physical literacy, linked to the appropriate sport/activity
- Concept development of self-reflection and improvement
- Developed knowledge and understanding of rules, techniques and tactics in specific sports and physical activities
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Parents can support their child by promoting and supporting healthy lifestyle choices, encouraging daily activity and exercise and involvement in sport and physical activity outside of school. Development of understanding asking children about their PE lessons and how they would like to improve.

Spring 1:**Inspirational People**

Pupils will explore how inspirational people bring believers closer to God by examining religious teachings and texts about living a good life. They will compare leaders from different religions, such as saints and gurus, and analyse how their examples inspire devotion, compassion, and virtuous living. Pupils will make connections between beliefs about leadership and the impact of these role models, raising questions about what makes someone inspirational and expressing their own views. Key vocabulary includes inspiration, leadership, saint/guru, devotion, compassion, values, and virtues.

Spring 2:**Resilience**

Pupils will explore how religions guide people through good and challenging times by examining beliefs about life after death, such as resurrection, judgement, heaven, karma, and reincarnation, comparing these across at least two religions. They will analyse how beliefs about God influence responses to suffering and bereavement and consider how ideas of the afterlife shape how people live. Pupils will also interpret artistic expressions of the afterlife and offer their own reasoned responses to these concepts. Key vocabulary includes faith, resilience, religious, spiritual, secular, and sources of wisdom.

Through the study of RE, your child will be expected to develop the following skills:

Skills

- Cultural Awareness: Recognising and respecting the diversity of religious traditions and worldviews.
- Self-Awareness: Reflecting on their own beliefs, values, and experiences in light of what they learn.
- Moral development: Exploring ethical questions and considering how religious teachings can inform their own decision-making.

Parents can support their child by encouraging discussion; ask your child what they've been learning in RE and discuss their thoughts and feelings. Questions like, *"What do you think about that belief or idea?"* or *"How does this relate to our own experiences?"* can spark meaningful conversations. Be open to questions: Let your child ask questions about religion, even if they are challenging or philosophical, and explore the answers together.

Spring 1: RSE

- Identifying safe friendships
- Changing bodies
- Emotional changes
- Period and preparation
- Hygiene
- Consent in different situations and personal boundaries

Spring 2: Health and Wellbeing

- Laws, risks and effects of smoking
- Laws, risks and effects of vaping
- Laws, risks and effects of alcohol
- Media and drugs
- First aid

Through the study of PSHE, your child will be expected to develop the following skills:

Skills

- Developing emotional literacy
- Understanding of others emotions and feelings, as well as knowing how to support a peer or where to access support for themselves.
- Understanding risks and how we can make positive choices to minimise any risks to our health.

Parents can support their child by providing a positive environment, so they feel able to ask questions about the topic and their bodies. Go through where any sanitary products are kept in the bathroom so they know where they are if and when they are needed.