



What We Are Learning

Summer Term 2026

Year 6

English

Summer Term 1

'Thematic Studies'

- Embedding of/ mastery of VIPERS knowledge and skills
- Embedding of SPaG knowledge and skills

'The Eye of the Storm'

- Features of narrative writing revisited
- Importance of sub-plot
- Film techniques

The Highway Man

- History of highway men
- Reading a poem looking at language, rhyme and rhythm
- Features of a ballad
- Hot-seating
- VIPERS: vocabulary and inference focus

Summer Term 2

'Macbeth' by William Shakespeare

- The life and times of Shakespeare (introduction)
- Features of a script
- The language of Shakespeare
- The features of a Shakespearian play
- Choices and skills made when performing
- Appreciation for drama

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

Skills

- Plot development
- Performance of a script

Parents can support their child by watching a Shakespeare performance or by talking about the times in which he lived to support their historical understanding. You could also look at some images of The Globe Theatre together to see where Shakespeare's plays were originally performed.

Summer Term 1

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

- **Area, Perimeter and Volume**

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

Ratio

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

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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

Summer Term 2

Consolidation topic work:

- White Rose Tours
- Theme Park Project
- Bakery Project
- Algebra transition unit

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

	Focus Skills
	• All 4 operations • Fractions, decimals and percentages. • Using a protractor.
	Parents can support their child by • Ensuring they use TTRockstars at least 3 times a week. • Use Bootcamp to revise key areas their child is struggling with. • Complete some past test papers to develop familiarity with the style of questions. • Recap all 4 operations as essential maths skills. • Going on a shape hunt to identify different shapes that they can see in nature. • Compare and order angles considering whether they are acute, obtuse, right angles or reflex. • Practise using a protractor.

Science	Summer Term
	Let it Shine
	This topic looks at: • How light travels • How shadows are formed and how we can change the size of them • How light is reflected and the rule of reflection • Drawing ray diagrams to show how objects are seen • How a periscope works • How rainbows are formed
	We are evolving This topic looks at: • Why we look similar to our brothers and sisters but not the same • What are adaptations? • What is evolution? • The work of Charles Darwin
	Skills
	• Drawing line and bar graphs • Evaluating practicals
	Parents can support their child by encouraging students to share and discuss their work at home- reinforcing learning by teaching others. Science can be incorporated into everyday life. BBC Bitesize and nature documentaries are a good media to use for prior learning for these topics.

Summer Term**Op Art****Designing**

- To visually record what Op Art is and annotate with key points.
- To identify areas of animal markings and patterns that show strong contrast and pattern and explore them through drawing.
- To recognize and identify the difference between positive and negative space

Making and Evaluating

- To learn how to create a printing block of chosen design using the correct technique and process.
- To use the idea of contrast and tone to create a repeat pattern that links with Op Art.
- To make connections between Op Art and your own work by defining specific areas of the print using pencil crayon.

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

Skills

- Shading and tonal skills
- Control
- Shape and pattern techniques.

Parents can support their child by encouraging them to engage in creative activities outside of school. This could include workshops, visits to galleries or museums.

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:

1	Booklet health and safety	
2	Cheese Scones - Rubbing in method/safety/timing/oven/grating/sizing	
3	Tortilla Toasties - Dextrinisation Chopping skills/safety/timing/hob- grating	
4	Pasta Salad - Using hob/ chopping grating/safety/presentation/draining, gelatinisation	
5	Muffins -oven/safety/presentation/timing/folding/sizing	
6	Cowboy Bean Bake - hob/safety/chopping/using meat/draining, cross contamination	
7	Mini drizzle cakes - Oven/safety/creaming in/sizing/zesting	
8	Chicken Goujons - Oven/safety/safety using raw meat	
9	Assessment Planning- Time /following brief/planning/ healthy eating	
10	Assessment Making- Chopping/ independent working/grating/peeling/presentation	
11	Lemon Cheesecake - Partner work/ using mixer/folding method/ following recipe/chopping/presentation/timing	
12	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.		

DT

Product Design

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

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

Prior learning includes Year 5 - Use of basic hand tools to cut, shape and apply quality finish to work. Working to scale and with templates. Use of acrylic.

Key activities include

- Initial design
- Shading & annotation
- Development of designs
- Scroll saw & belt sander
- Hand tools
- Quality finish
- Use of wood and appropriate equipment
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Textiles

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

Students are taught how to think very 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
- Sewing machine driving test
- Introduction to CAD & CAM with an Embroidery Machine
- Hand sewing methods
- Tie Dye
- Applique
- Use of cotton and calico

Through the study of DT, 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.

DT

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.

Summer Term 1

Manger et bouger

cont.....

- To say some activities you do and don't do to stay in shape
- To follow a healthy recipe in French
- *Le weekend*
- To review the time in French

Summer Term 2

Le weekend cont..

- To review the time in French
- To recognise and say different activities you do at the weekend.
- To use a range of different verbs in the present tense
- To say when we do different activities

To use opinion phrases to say what we think of different activities

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

Skills

- Join in conversations by giving answers and asking follow-up questions.
- Use good pronunciation and intonation when speaking French and saying the time.
- Using Strategies for learning to work smart not hard.

Parents can support their child by accessing the available resources on Google Classrooms such Linguascope. Alternatively, parents and students can change the language settings on Netflix or another streaming service and enjoy their favourite programme in French.

Summer Term – Geography

Rivers

Geographical processes and case studies.

- To identify key topographical features within UK regions.
- To use atlases and maps to identify key features of systems.
- To identify geographical features of the UK.
- To name and locate all the continents and know some of the countries within them.
- To understand the differences between human and physical geography using examples.
- To present geographical information in a range of different ways.

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

Skills

Geography: Map skills, spatial awareness, data collection, comparison, presentation.

Parents can support their child by: Exploring local landmarks like Ampthill Park, Houghton House, or local rivers to observe geographical features.

<https://waterways.org.uk/waterways/discover-the-waterways/river-great-ouse>

Summer Term – History**The Victorians**

Students will explore life in Britain during the Victorian era, focusing on the significant changes that took place during this period. They will learn about the impact of industrialisation, the growth of cities, and the experiences of different groups in society, including children. Pupils will also examine key developments such as education, inventions, and social reform, and consider how the Victorian period has shaped modern Britain.

Skills**History:**

- Develop an understanding of how society changed during the Victorian period and the causes and consequences of these changes.
- Compare life in the past with today, using historical evidence to support their ideas.
- Build skills in interpreting sources, asking questions about the past, and explaining the impact of historical developments.

Parents can support their child by: Make comparisons: Encourage your child to compare Victorian life with today (e.g. school, jobs, homes).

Explore real stories: Discuss what life was like for Victorian children and how it differed depending on wealth and class.

Bring it to life: Visiting museums, watching documentaries, or reading historical fiction can help deepen understanding.

Summer Term 1**Form and Structure**

- Learn about the different types of sections in music
- Learn about the impact of the order of the different sections to create contrast
- Programme / Sequence a piece of music and then create your own FORM
- Investigate how structure was used by the great composers to build a more complex piece of music
- Learn how to play a tune from a great composer.

Summer Term 2**Samba**

- Learn how to play a complex rhythmic pattern against other students playing a different rhythm.
- Learn about the history and culture of Samba music
- Learn how to lead a group or participate or follow visual clues for the a musical changes.
- Students to perform individual parts in an ensemble piece to be played in a concert/assembly
- Teaching of ensemble skill and working towards a performance

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

Skills

- Element of music knowledge
- How to create balance and contrast in a piece of music
- Programming development
- Cultural awareness
- Ensemble skills
- Performance of poly rhythmic ideas

Parents can support their child by

- Listening to a range of musical styles and listening out for verses and choruses and other sections to see the order of the musical ideas.
- Encourage your child to use their Yumu accounts at home and show you the work they are doing on the creative side of music.
- Singing along with your child or giving them the opportunity to sing through the pieces of music
- Encourage your child to come to extra-curricular music groups

PE	Summer Term 1 • Athletics • Basketball/Handball • Concept – Social Health and Wellbeing • Diet and nutrition Summer Term 2 • Striking and Fielding • Concept – Diet and nutrition Through the study of PE, your child will be expected to develop the following skills: Skills • Aiming for our personal best • Improving techniques in running (pace/speed), throwing and jumping • Improving handling, passing and movement skills • Attacking and defending skills and techniques • Striking and fielding techniques • Outwitting opponents Parents can support their child by: Assisting them in setting targets Improve throwing and catching skills by practicing at home Looking at local opportunities to continue learning at home and outside of school
PSHE	Summer 1 – Health and RSE 1. Identifying safe relationships 2. Changing bodies 3. Emotional changes 4. Periods and preparation 5. Hygiene Summer 2 – RSE 1. Personal behaviour and their effects on others 2. Antisocial behaviour 3. Online behaviour and gaming 4. Support network and advice Through the study of PSHE, your child will be expected to develop the following skills: Skills • Recognising dangerous situations • Knowing where to turn to for support Parents can support their child by promoting positive discussions around personal safety, identifying positive relationships between others and how to keep safe online and ensure that they have parental guidance set up on the child's devices.

Summer 1 – Judaism

This half-term, students will explore how Jewish beliefs and traditions shape the lives of Jewish people in Britain today. They will learn about key Jewish ideas, including beliefs about God (the Almighty), the importance of the **Torah**, and how Jewish teachings influence daily life. Students will also examine how Jewish sources of authority, such as religious texts and community leaders, guide Jewish people in their faith. They will explore the connections between Jewish beliefs and charitable work, understanding how Jewish communities contribute to wider society.

Finally, students will reflect on what it means to be Jewish in Britain today. Through this, they will develop a deeper appreciation of Jewish culture, values, and identity.

Summer 2 – Sikhi

Students will examine how Sikh sources of authority, such as the Guru Granth Sahib (Sikh holy scripture) and the teachings of the Ten Gurus, guide Sikhs in their daily actions. They will explore how Sikhs put their beliefs into practice through acts of charity, equality, and devotion.

By the end of the unit, students will reflect on what it means to be a Sikh in Britain today, considering both the challenges and the positive contributions Sikhs make to society.

Skills

- Religious understanding; critical thinking; interpretation; making connections; empathy & respect; reflection & communication

Parents can support their child by:

 **Encourage reading & discussions** – Talk with your child about what they've learned. You might discuss the importance of faith in different cultures or explore Jewish stories and values together.

 **Visit a place of worship or museum** – If possible, visit a local synagogue or a museum with exhibits on Judaism to bring learning to life.

 **Explore Jewish culture through food** – Try making or tasting traditional Jewish foods like challah bread, matzo, or latkes to explore how food plays a role in religious life.

 **Encourage respectful conversations** – Let your child ask questions and reflect on Sikh beliefs, helping them develop a respectful understanding of different faiths.