



SUBJECT: ENGLISH

CURRICULUM THIS HALF TERM:

This half term prepares young people for the transition to secondary English by developing analytical reading and independent writing. Learners compare texts, analyse language and structure, explain writer intent and justify interpretations using precise evidence.

Writing focuses on extended, well-organised responses including narratives, reports, formal letters and balanced arguments. Young people edit independently, maintaining a consistent viewpoint while applying increasingly sophisticated vocabulary.

Grammar lessons consolidate colons, semi-colons, passive voice and formal tone, ensuring young people leave primary school with secure technical accuracy and confidence.

VOCABULARY:

analyse	Explore in detail.
compare	Identify similarities and differences.
structure	How a text is organised.
justify	Explain with evidence.
language	Words chosen by the writer.
effect	The impact on the reader.
colon	Punctuation introducing information.
semi-colon	Punctuation joining related ideas.
passive voice	When the action happens to the subject.
cohesion	How writing links together.

RECOMMENDED TALKING POINTS:

- What are you reading at the moment?
- What new vocabulary have you learnt this week?
- How has the writer created an effect?
- Which writing have you enjoyed most?
- Can you explain your answer using evidence?
- What skill are you most proud of this week?





SUBJECT: MATHEMATICS

CURRICULUM THIS HALF TERM:

Our focus is Place Value. Pupils build on their existing understanding of numbers to work confidently with values up to 10,000,000. They deepen their knowledge of the place value system, recognising the value of each digit in numbers with up to seven digits and comparing, ordering and rounding whole numbers with increasing accuracy. Pupils should understand that the position of a digit determines its value, and that numbers can be represented in different ways, including numerals, words, expanded form and on a number line. They will also revise and secure their understanding of negative numbers, including counting forwards and backwards through zero and placing them correctly on a number line.

This unit develops key skills in reading, writing, ordering and comparing large numbers, as well as rounding numbers to the nearest 10, 100, 1,000, 10,000 and 100,000. Pupils will use formal mathematical language, such as greater than, less than, equal to, ascending and descending order, to explain their reasoning. They will also apply their knowledge to solve problems involving larger numbers, using place value to identify patterns, complete sequences and estimate answers. Alongside procedural fluency, pupils develop a secure conceptual understanding of how the base-ten number system works, including the relationship between adjacent place values and how numbers can be partitioned and recomposed.

VOCABULARY:

- place value
- numerals
- thousands
- ten thousands
- hundred thousands
- millions
- negative numbers
- integer
- expanded form
- boundary

RECOMMENDED TALKING POINTS:

How does the value of a digit change depending on its place in a number?

Why is it important to understand place value when comparing large numbers?

How can we use rounding to estimate answers in real-life situations?

What is the difference between a number written in digits, words and expanded form?





SUBJECT: SCIENCE

CURRICULUM THIS HALF TERM:

During this half term children will explore Classification of Living things, which is a biology topic. Children have previously learnt a foundational understanding of classification and life processes across biology and chemistry. In biology, they progress from naming common plants, trees, and basic vertebrates to classifying both vertebrate and invertebrate animals. They explore the life stages of these animals and compare how plants grow from seeds versus bulbs. This knowledge expands into grouping flowering and non-flowering plants and mastering the use of branching keys to identify living things. Additionally, their classification skills are applied to chemistry through the grouping and study of different rock types.

In this module, children will learn to classify living things—including micro-organisms, plants, and animals—into broad groups by identifying their common observable characteristics, similarities, and differences. They will also learn to give clear reasons for how they group these plants and animals based on those specific characteristics. Children will continue to develop their scientific skills by learning to plan various types of practical investigations, which includes identifying and managing variables to ensure fair testing. They will also practice documenting increasingly complex data through tools like labelled scientific diagrams, classification keys, tables, and diverse charts such as scatter, bar, and line graphs. Finally, they will share their findings both orally and in writing, focusing on drawing clear conclusions, identifying cause-and-effect relationships, and explaining how much trust can be placed in their final results.

VOCABULARY:

- arthropod: an invertebrate group that includes insects, arachnids, crustaceans and myriapods
- cone: the hard 'egg-shaped' part of a conifer that opens and releases the seeds
- conifer: a division of plants that do not have flowers as part of their life cycle
- echinodermata: a class of invertebrates that have a calcium skeleton and tube feet operated by fluid pressure
- fern: a division of plants that do not have flowers as part of their life cycle
- flatworm: a class of invertebrates that have simple, flattened bodies with no blood vessels; for example, tapeworms
- monera: a kingdom of living things that contains the simplest form of organisms (single-celled)
- moss: a division of plants that do not have flowers as part of their life cycle
- mould: a type of fungus that thrives in moist, damp conditions
- needle: a narrow, pointed leaf of a conifer
- protista: a kingdom of living things that contains mostly single-celled organisms that do not fit into any other category; most are water-based and can move
- spore: a seed-like cell that allows ferns and mosses to reproduce
- taxonomy: a way of organising and classifying different living things

RECOMMENDED TALKING POINTS:

If you had to group all the items in your bedroom into three categories, how would you do it and why?
What makes a bird a bird, and how is it different from a mammal?
Why do you think scientists group a dolphin with a dog rather than a shark?



SUBJECT: HISTORY

CURRICULUM THIS HALF TERM:

This half term, pupils will study The Great War, also known as the First World War (1914-1918), with a particular focus on how it affected local people and their communities. The unit is designed to deepen pupils' understanding of the war through local history, helping them make connections between national events and the experiences of people in their own area.

Pupils will learn what the Great War was, including why it began, who was involved, and why it became a major conflict involving many countries across Europe and beyond. They will explore the scale of the war and its significance in world history.

A key area of study will be Trench Warfare on the Western Front. Pupils will investigate the conditions soldiers faced in the trenches, including mud, cold, disease, danger, and the constant threat of attack. They will consider how trench warfare changed the nature of fighting and why it had such a profound effect on soldiers' lives.

The unit will also look at the Home Front, examining how people in Britain supported the war effort. Pupils will learn about the roles played by women, children, and men who remained at home, including work in factories, farming, fundraising, and rationing. They will explore how the war changed daily life and affected local communities through loss, shortages, and new responsibilities.

VOCABULARY:

- Great War – another name for the First World War, fought between 1914 and 1918.
- Western Front – the main area of fighting in western Europe, especially in France and Belgium.
- Trench – a long, narrow ditch built to protect soldiers from enemy fire.
- Trench warfare – a way of fighting in which armies attacked and defended from trenches.
- Home Front – the activities and experiences of civilians in Britain during the war.

RECOMMENDED TALKING POINTS:

What was the Great War, and why do historians consider it such an important event?

How did trench warfare affect the lives of soldiers on the Western Front?

What might daily life have been like for local families during the war?

In what ways did the war change roles for men, women, and children at home?

Why were medals awarded to soldiers, and what might they have meant to recipients and their families?





SUBJECT: GEOGRAPHY

CURRICULUM THIS HALF TERM:

This geography unit helps pupils explore the importance of trees and forests in both local and global contexts. Children begin by learning about the benefits of trees, considering how they support wildlife, improve air quality, provide shade, prevent soil erosion and contribute to the beauty of landscapes. They also begin to understand the role trees play in human life, including their use for wood, food and recreation.

A practical element of the unit involves mapping trees locally. Pupils observe trees in their school grounds or local area, identify patterns in where they grow and use simple map skills to record their findings. This helps children develop fieldwork and observation skills while deepening their understanding of the immediate environment. They learn that even in familiar places, trees are an important part of the landscape.

Children also explore changes in the UK's forests, learning how woodland areas have altered over time due to deforestation, conservation, planting schemes and land use change. This introduces the idea that environments are not fixed and can be shaped by human decisions. Pupils may compare historic and modern forest cover, helping them to understand how geography connects to sustainability and environmental care.

The unit then broadens to forests around the world, allowing pupils to compare different forest environments such as temperate woodlands and tropical rainforests. They consider how forests vary in climate, biodiversity and human use, and why protecting them matters globally. This encourages children to think beyond their local area and recognise the worldwide significance of trees and forests.

VOCABULARY:

- tree
- forest
- woodland
- habitat
- biodiversity
- deforestation
- conservation

RECOMMENDED TALKING POINTS:

Why do you think trees are important in our local area?

How have forests in the UK changed over time?

What is different about forests in the UK and forests in other parts of the world?





SUBJECT: COMPUTING

CURRICULUM THIS HALF TERM:

In this unit, students will be introduced to the exciting world of game development using Scratch, a visual programming language designed to help learners develop programming skills through creative projects. They will learn how games are planned, designed, programmed, tested, and improved while developing the computational thinking skills that underpin all areas of Computer Science.

Students will explore the core features of Scratch, including sprites, backdrops, costumes, sounds, and code blocks. They will learn how to use sequence, selection, repetition (loops), variables, and broadcasts to create interactive games that respond to user input. As their confidence grows, students will add scoring systems, timers, levels, and simple animations to make their games more engaging and challenging. Throughout the unit, students will learn how to design algorithms before programming, breaking larger tasks into smaller, manageable steps. They will develop problem-solving skills by testing their games, identifying bugs, and debugging their code to improve functionality and user experience. Students will also learn the importance of planning, evaluating, and refining their work based on feedback and testing. Creativity plays a key role in this unit, as students will design original characters, stories, and gameplay while considering the needs of different players. They will investigate what makes games fun, fair, and accessible, thinking about clear instructions, balanced difficulty, and effective visual and audio design.

VOCABULARY:

- Algorithm
- Sprite
- Sequence
- Variable
- Debug
- Loop
- Test
- Broadcast

RECOMMENDED TALKING POINTS:

How do game designers create games that are fun, fair and challenging to play?

How can programming bring your own game ideas to life?

Why is testing and improving a game just as important as creating it?





SUBJECT: ART

CURRICULUM THIS HALF TERM:

This half term, pupils will explore collage and mixed media in the unit focusing on colour, shape and storytelling through art. Children will be introduced to the work of Romare Bearden, an influential artist known for combining different materials, images and textures to create powerful narrative artworks. They will learn how Bearden used collage to represent everyday life, culture and personal experiences.

The unit will focus on how artists use cutting, layering and arranging materials to build an image. Pupils will experiment with a range of media, including coloured paper, printed images and drawing materials, to explore how shapes and colours can be combined to communicate meaning. They will develop their understanding of composition, learning how to organise different elements to create a balanced and effective piece.

Children will be encouraged to think about storytelling in art, using their own ideas, memories or themes to inspire their work. They will explore how facial features, backgrounds and objects can be simplified into shapes while still conveying meaning.

VOCABULARY:

- Composition – How different parts of an artwork are arranged.
- Layering – Placing materials on top of each other to create depth.
- Texture – How a surface feels or looks like it feels.
- Balance – When parts of an artwork feel evenly arranged.
- Contrast – Differences in colour, shape or texture that make elements stand out.

RECOMMENDED TALKING POINTS:

What do you notice about how Romare Bearden uses collage to tell a story?

How do colours and shapes help to show meaning in your artwork?

What materials did you choose, and how did you combine them?





SUBJECT: MUSIC

CURRICULUM THIS HALF TERM:

This unit builds on pupils' existing vocal performance skills by encouraging them to think carefully about the lyricist's intention and how to convey meaning through song. Pupils deepen their understanding of dynamics, vocal timbre, texture and structure, while also developing their ability to sing in parts and perform as an effective vocal ensemble. The unit continues to explore the question of why we sing, linking this to earlier learning about the meaning and purpose of songs.

Across the six lessons, pupils explore how music can communicate powerful ideas and emotions. They begin with civil rights songs and the impact of repetition, learning how music can support messages of equality and justice. They then consider how lyrics and music can express feelings, before moving on to instrumental music and how it can still carry meaning without words. Pupils also reflect on the way songs from the past can connect people emotionally across time.

Later in the unit, pupils compare rap and beat poetry, recognising how both can inspire hope and positive action. The unit concludes by bringing these ideas together, as pupils use song to express emotion and understand how music can be a force for change in the world.

VOCABULARY:

- Repetition - the purposeful use of repeating a phrase in lyrics or music
- Calypso - a style of music from Trinidad and Tobago where lyrics are often improvised and often on a topical theme
- Syncopation - rhythms that emphasise the off-beat
- Lyrics - the words of a song
- Riff - a short repeated musical idea
- Timbre - the description of the sound or tone of an instrument
- Texture - the combination of different layers of sounds

RECOMMENDED TALKING POINTS:

How can repetition in a song help to make its message more powerful?

How do lyrics, melody and dynamics work together to express emotion in music?

Why can songs be used to inspire change and communicate important ideas?





SUBJECT: DESIGN TECHNOLOGY

CURRICULUM THIS HALF TERM:

Cams – automata.

In this unit, pupils will develop their understanding of mechanisms by exploring how cams create movement. They will learn how these mechanisms work and how they can be used in a finished product such as an automaton.

Pupils will also build their knowledge of wood as a material, learning about its properties and how to select suitable materials for a specific purpose. They will consider how material choice affects the functionality of a design.

Throughout the unit, pupils will be introduced to wood construction and joining techniques, which they will apply as they plan and make their own automaton. They will learn how to cut, assemble and join materials carefully in order to create a moving model.

This unit will encourage pupils to explore how cams create movement, learn about the properties of wood, choose suitable materials for function and purpose, use basic wood construction techniques, apply joining methods carefully and accurately and design, make, test and improve an automaton.

VOCABULARY:

- Tier 1: Move, turn, push, pull, make, wood, cut, join, glue, build, toy, shape, wheel, handle, picture.
- Tier 2: Mechanism, create, design, plan, test, improve, select, materials, suitable, function, accurate, careful, construct, evaluate.
- Tier 3: Cam, automaton, cam mechanism, axle, follower, rotation, movement, wood grain, properties, joining technique, construction, prototype, output, input, component.

RECOMMENDED TALKING POINTS:

How do cams help create movement in an automaton?

Why is it important to choose suitable materials when making a model?

What properties of wood make it useful for construction?

How can testing and improving help make an automaton work better?





SUBJECT: PE

CURRICULUM THIS HALF TERM:

Game play

Young people will learn to compare their performances with previous ones, demonstrating improvement as they strive to achieve their personal best. Students will practise demonstrating stamina and will have opportunities to lead others in game situations, forming teams and effectively communicating their plans. They will also learn to officiate, explain rules, and play to agreed rules during activities. Throughout the lessons, they will engage in competitive invasion games applying basic principles of attacking and defending. This aims to enhance their physical abilities, teamwork, and understanding of sportsmanship.

VOCABULARY:

- Sportsmanship
- Leader
- Analyse
- Modify

RECOMMENDED TALKING POINTS:

What invasion games have you been learning about?

What are the rules?

Why is it important to analyse and reflect on your own ability?

What is sportsmanship and why is it important?

What makes a good leader?

ANY OTHER KEY INFORMATION:

Suitable footwear

Suitable clothing

Refillable water bottle



SUBJECT: RE



CURRICULUM THIS HALF TERM:

This term in Religious Education, Year 6 pupils will explore how and why Jewish communities celebrate their festivals and the significance these celebrations have for Jewish identity and belief. They will study key festivals, including Rosh Hashanah, Yom Kippur, Hanukkah and Passover, examining the historical events, religious teachings and traditions connected to each one. Pupils will consider how festivals help Jewish people remember important events, strengthen community bonds and express their faith. Through discussion, enquiry and reflection, children will develop a deeper understanding of Judaism and explore how traditions and celebrations shape the lives of believers today.

VOCABULARY:

- Judaism – The religion of the Jewish people.
- Jewish – A person who follows Judaism.
- Festival – A special religious celebration.
- Rosh Hashanah – The Jewish New Year.
- Yom Kippur – The Day of Atonement, a time for reflection and forgiveness.
- Hanukkah – The Festival of Lights.
- Passover – A festival remembering the Exodus from Egypt.

RECOMMENDED TALKING POINTS:

Why are festivals important to Jewish communities?

What does Passover help Jewish people remember?

How do Jewish festivals strengthen a sense of belonging and identity?





SUBJECT: PSHE

CURRICULUM THIS HALF TERM:

In this Year 6 PSHE unit, pupils will revisit and build upon their previous learning about mental health and wellbeing. They will develop a deeper understanding of how thoughts, feelings and behaviours can influence emotional wellbeing and learn that mental health, like physical health, is something that everyone experiences and should care for.

Pupils will explore a range of practical strategies that can support positive mental health. They will reflect on techniques such as mindfulness, relaxation, physical activity, positive self-talk, problem-solving and seeking support from trusted adults, friends and family members. Children will learn how to recognise when they may be experiencing stress, worry or other strong emotions and how to respond in healthy and constructive ways.

A key focus of the unit is resilience and coping with change. Pupils will explore how people deal with challenges, setbacks and uncertainties, recognising that everyone responds differently to difficult situations. They will consider how self-confidence, perseverance and supportive relationships can help them maintain positive wellbeing.

VOCABULARY:

- Wellbeing
- Behaviour
- Reflect
- Recognise
- Strategies
- Respond
- Constructive
- Maintain
- Perseverance
- Responsibility
- Transition

RECOMMENDED TALKING POINTS:

How do our thoughts, feelings and behaviours affect our mental health and wellbeing?

What strategies can help us maintain positive mental health and manage change?

How can resilience help us prepare for and manage the transition to secondary school?





SUBJECT: MODERN FOREIGN LANGUAGE

CURRICULUM THIS HALF TERM:

This unit of learning is designed for Year 6 pupils and follows the aims of the National Curriculum for Modern Foreign Languages. Pupils will develop confidence in listening, speaking, reading and understanding Spanish through engaging, practical and supportive activities.

Children will learn and practise key vocabulary linked to days of the week (*lunes, martes, miércoles, jueves, viernes, sábado, domingo*), months of the year (*enero–diciembre*), colours (*rojo, azul, verde, amarillo, negro, blanco*), and numbers, extending their knowledge from simple counting to larger numbers appropriate for their age and ability. They will also learn common classroom instructions such as *escucha* (listen), *mira* (look), *siéntate* (sit down), *levántate* (stand up), *abre el libro* (open your book), and *escribe* (write).

Teaching will be highly structured and inclusive, using visual prompts, word mats, actions, songs, repetition, games and multi-sensory activities to help pupils remember and apply new vocabulary. Regular opportunities will be provided for speaking and listening practice through paired work, role-play and interactive tasks. Vocabulary will be revisited frequently to support retention and build confidence.

Lessons will be carefully adapted for pupils through differentiated resources, simplified language, additional modelling and scaffolding, visual supports, and extra processing time where required. Adults will provide encouragement and targeted support to ensure all pupils can access learning and experience success.

VOCABULARY:

Classroom Objects

- la mesa – table
- la silla – chair
- la puerta – door
- la ventana – window
- el ordenador – computer
- el papel – paper

RECOMMENDED TALKING POINTS:

¿Qué día es hoy? (What day is it today?)

¿De qué color es? (What colour is it?)

¿En qué mes estamos? (What month are we in?)





SUBJECT: CAREERS

CURRICULUM THIS HALF TERM:

In this half term, pupils will build on their understanding of different careers by exploring the range of jobs, pathways and opportunities available in the local community and beyond. They will consider how people use a combination of skills, qualities, experiences and qualifications in their working lives, and how careers can change over time. Pupils will learn to identify a wider range of jobs and sectors, including health, education, construction, transport, retail, emergency services, digital technology and public services. They will also begin to reflect on their own strengths, interests and ambitions, and how these may influence future choices. This topic supports pupils to develop informed aspirations and an appreciation of the importance of different roles in society.

VOCABULARY:

- **Career** – the different jobs, roles and experiences a person may have during their working life.
- **Occupation** – a person's job or profession.
- **Employer** – a person, company or organisation that gives people work.
- **Employee** – a person who is paid to work for an employer.
- **Sector** – a group of jobs that are linked by the type of work they involve.
- **Workplace** – the place where someone does their job.
- **Skill** – something a person can do well, either through practice or learning.
- **Qualification** – a certificate, award or level of learning needed for some jobs.
- **Experience** – knowledge or practice gained by doing something over time.
- **Responsibility** – a duty or task that someone must carry out.
- **Teamwork** – working well with other people to achieve a shared goal.
- **Aspiration** – a hope or ambition for the future.

RECOMMENDED TALKING POINTS:

What different career pathways can people take after Year 6?

Which skills do you think are important for success in a wide range of jobs?

How do school subjects help prepare people for future careers?

Why is it important not to judge jobs by stereotypes?

What are your strengths, and how might they help you in the future?

