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:

Addition and Subtraction
In this unit, children will build on their previous mathematical learning by developing fluency and confidence when using the four operations with increasingly large numbers. They will apply their understanding of place value to add and subtract whole numbers and decimals accurately, using both mental and written methods. Children will be encouraged to estimate answers, check the reasonableness of their calculations and use inverse operations to verify their work.

As the unit progresses, pupils will deepen their understanding of multiplication and division by working with larger numbers and tackling more complex calculations. They will use formal written methods to multiply and divide whole numbers and decimals, applying efficient strategies to solve problems accurately. Children will also explore factors, multiples, prime numbers and common factors, strengthening their understanding of number relationships and patterns.

Throughout the unit, a strong emphasis is placed on reasoning and problem-solving. Children will apply their calculation skills to a range of real-life contexts and multi-step problems, explaining their methods and justifying their choices. By the end of the unit, pupils should be able to select appropriate strategies confidently, perform calculations efficiently and use their mathematical knowledge to solve increasingly challenging problems independently.

Mulitiplication and division
In this unit, Year 6 pupils build on their understanding of multiplication and division to become fluent with increasingly complex calculations. Children learn to multiply and divide whole numbers and decimal numbers using a range of mental and written methods. They develop their understanding of factors, multiples, prime numbers, square numbers and cube numbers, and learn how these concepts help them solve problems efficiently.

Throughout the unit, pupils are encouraged to select the most appropriate strategy for a calculation, whether this is a mental method, formal written method, or the use of known facts. They will solve multi-step problems, explain their reasoning using mathematical vocabulary, and apply their skills to real-life contexts. Accuracy, efficiency and confidence with number relationships are key focuses, helping children prepare for more advanced mathematical learning at secondary school.

VOCABULARY:

Tier 1 (Everyday Words)	Tier 2 (Academic Words)	Tier 3 (Mathematical Vocabulary)
add	calculate	addition
subtract	solve	subtraction
total	compare	inverse

difference	explain	estimate
more	method	approximation
less	represent	rounding
increase	efficient	place value
decrease	justify	digit
altogether	reason	exchange
sum	strategy	regrouping
take away	partition	column method
count	accuracy	formal written method
number	operation	mental calculation
answer	sequence	multi-step problem
equal	interpret	missing number

Tier 1 (Everyday Words)	Tier 2 (Academic Words)	Tier 3 (Mathematical Vocabulary)
times	calculate	multiplication
share	solve	division
groups	explain	factor
double	compare	multiple
half	represent	prime number
equal	justify	composite number

altogether	method	square number
split	strategy	cube number
amount	efficient	product
number	reason	quotient
lots of	partition	long multiplication
divide	interpret	short division
answer	accuracy	formal written method
count	sequence	inverse operation
increase	evaluate	remainder

RECOMMENDED TALKING POINTS:

Addition and subtraction
Parents can support their child's learning by discussing how addition and subtraction are used in everyday situations. Useful questions include:

- How did you decide which method to use to solve that calculation?
- Can you explain your working out step by step?
- How do you know your answer is reasonable?
- What happens to the total if one number increases or decreases?

Multiplication and division
Parents can help deepen their child's understanding by discussing how multiplication and division are used in different situations. Useful questions include:

- How did you decide whether to multiply or divide?
- Can you explain your calculation method step by step?
- How do you know your answer is correct?
- Can you use the inverse operation to check your answer?



SUBJECT: SCIENCE

CURRICULUM THIS HALF TERM:

During this half term children will explore Evolution and inheritance, which is a Biology topic.
Children have previously learnt about animal and plant features and adaptations and how they are classified (all Biology topics) and that the habitat of an animal or a plant may change (Year 4 Biology – Living things and their habitats).
In this topic, children will explore the fascinating history of life on Earth, how living things pass on traits to their young, and the incredible ways plants and animals adapt to survive. This module builds on what they already know about animal habitats and lays the vital groundwork for Key Stage 3 Biology, where they will eventually learn about genetics, DNA, chromosomes, and how species diverge. Children will discover that living things have changed dramatically over millions of years. When prehistoric organisms died, their soft parts rotted away, but their harder remains left imprints in rock. These fossils act as a historical archive, providing crucial evidence of what ancient life looked like and proving how species evolved over time. At the same time, children will learn that while living things produce young of the same kind, the offspring are never completely identical to their parents. We explore inheritance, which is how features like eye colour, hair type, or leaf shapes are passed down. Because offspring inherit a unique mix of traits from both parents, natural variation occurs within families and across entire species. Finally, they will see how plants and animals have distinct adaptive traits that help them thrive in their specific environments. Whether it is a cactus storing water in a dry desert or a polar bear's thick fur in the Arctic, these features are essential for survival. Through the process of natural selection, organisms best suited to their environment survive long enough to breed and pass on those successful traits. Over vast stretches of time, these gradual adjustments lead to full evolution.

VOCABULARY:

- adaptation: a feature of an organism which helps it to survive in a particular habitat
- adapted: suited to survive in a particular habitat
- fossil: the preserved remains or trace of any once-living thing
- habitat: the natural environment where an animal or plant finds the things it needs to live and grow
- organism: a living thing
- predator: an animal that hunts or catches other animals to eat
- reproduction: the process by which living things make more of their own kind
- species: a group of similar organisms which can reproduce and produce fertile offspring
- transparent/transparency: the property of allowing almost all light that falls on it to pass through, enabling a clear view of what lies behind it
- weathering: the effects of weather, breaking down the surface of rocks over time

RECOMMENDED TALKING POINTS:

- **Spot the Variation**: Look at family photos together. Talk about which traits your child might have inherited (like a hitchhiker's thumb, dimples, or hair texture) and point out the variations that make them completely unique.
- **Investigate Everyday Adaptations**: Next time you are walking in the park or watching a nature documentary, ask "how" questions. “How does that duck's webbed feet help it swim?” “Why do some plants have spikes instead of wide leaves?”

- **Explore Prehistoric Media**: If you want a fun family movie night, high-quality, scientifically grounded documentaries like Apple TV's Prehistoric Planet or Netflix's The Dinosaurs are brilliant for visualizing how ancient animals adapted to changing worlds

SUBJECT: HISTORY

CURRICULUM THIS HALF TERM:

In this unit, **The Vikings: how do we know so much about Viking York?**, pupils learn about the archaeological discoveries made at Coppergate in York. They find out how archaeologists and historians have used artefacts to build a picture of what Viking York would have been like. The unit develops pupils' understanding of how evidence from the past can be interpreted to answer historical questions.
Lesson 1: Discovery of Coppergate
Pupils explore the discovery of the Coppergate site in York and consider why this was an important find. They learn how archaeological excavations can reveal information about everyday life in the past.
Lesson 2: York's Importance to the Vikings
Pupils investigate why York was significant to the Vikings. They consider its location, its role as a settlement, and how it supported trade and communication.
Lesson 3: A Journey Through Viking York
Pupils follow a route through Viking York, identifying key features of the settlement. They learn about homes, workshops, streets, and public spaces, and begin to compare them with places today.
Lesson 4: Merchants and Traders
Pupils study the role of merchants and traders in Viking York. They explore how goods were bought, sold, and transported, and how trade contributed to the growth of the city.
Lesson 5: Artefacts
Pupils examine artefacts discovered at Coppergate and discuss what these objects can tell us about Viking life. They consider how physical evidence helps historians make informed interpretations.
Lesson 6: How We Know So Much About Viking York
Pupils bring together their learning to explain how archaeologists and historians have built up a detailed understanding of Viking York. They reflect on the value of evidence, artefacts, and careful historical enquiry.

VOCABULARY:

- archaeology
- artefact
- excavation
- merchant
- settlement

RECOMMENDED TALKING POINTS:

What can artefacts tell us about people who lived long ago?
Why was York an important place for the Vikings?
How do archaeologists help historians understand the past?

SUBJECT: GEOGRAPHY

CURRICULUM THIS HALF TERM:

This half-termly overview for Year 6 Geography explores natural resources: what are they, where are they found, and why are they important? The unit introduces natural resources, including food, water, minerals and energy. Pupils will investigate where different resources are found, how they are used, and the effects of this use on people and the environment.

Lesson 1: Introducing natural resources
Pupils will define natural resources and distinguish between resources that are naturally available and those that are manufactured. They will begin to consider how natural resources support daily life and local communities.
Lesson 2: Renewable and non-renewable energy sources
Pupils will identify examples of renewable and non-renewable energy sources and compare their features. They will explore how energy is produced and consider the advantages and disadvantages of different sources.
Lesson 3: Global food production and its impact
Pupils will study where food is produced around the world and why some foods are grown in particular regions. They will examine the environmental, economic and social impact of food production and distribution.
Lesson 4: Economic minerals and uses
Pupils will learn what economic minerals are, where they are found and how they are used in everyday life. They will consider the importance of minerals to industry, technology and construction.
Lesson 5: Wood and its uses
Pupils will investigate the uses of wood as a natural resource. They will think about how wood is sourced, how it is used in homes and industries, and why sustainable management matters
Lesson 6: Water and why it is essential
Pupils will explore the importance of water as a vital natural resource. They will consider its uses in homes, farming and industry, and discuss why access to clean water is significant for people and the environment.

VOCABULARY:

- natural resources
- renewable
- non-renewable
- minerals
- sustainability

RECOMMENDED TALKING POINTS:

Which natural resources do we use every day, and what would life be like without them?
How can people use natural resources responsibly?
Why is it important to protect natural resources for the future?



SUBJECT: COMPUTING

CURRICULUM THIS HALF TERM:

Pupils will learn how video can combine moving images, still images, text and sound. They will plan, record and edit a short video for a specific audience.

Activities could include:

- Exploring different types of video
- Planning a short video using a storyboard
- Recording short clips
- Importing clips into an editor
- Cutting unwanted sections
- Adding titles and transitions
- Adding or recording sound
- Exporting and sharing a finished video appropriately

VOCABULARY:

- Video
- Clip
- Recording
- Camera
- Microphone
- Storyboard
- Timeline
- Edit
- Trim
- Transition
- Title
- Soundtrack
- Export
- Audience

RECOMMENDED TALKING POINTS:

What makes a video interesting and easy to understand?

SUBJECT: ART

CURRICULUM THIS HALF TERM:

In this Year 6 Art unit, pupils will explore the process of overprinting, a printmaking technique in which layers of prints are placed over one another to create complex and visually interesting designs. Children will investigate how artists use repeated printing, colour, shape and texture to build depth and detail within their artwork. They will learn that overprinting allows a simple design to be transformed through the addition of multiple layers, creating new patterns, colours and visual effects.

Throughout the unit, pupils will experiment with different printing methods and develop their understanding of how colour combinations can change the appearance of a print. They will learn how transparency, overlapping shapes and careful placement can create contrast, movement and emphasis. By studying examples of printmakers' work, pupils will see how artists use overprinting to develop complex images and communicate ideas through layered designs.

As their confidence grows, children will plan and create their own overprinted artworks. They will evaluate the success of their compositions, consider the impact of each printed layer and make improvements through experimentation and refinement. This unit encourages creativity, problem-solving and resilience while helping pupils understand how artists build sophisticated outcomes through a series of carefully considered processes.

VOCABULARY:

- Overprinting
- Printmaking
- Layer
- Composition
- Transparency
- Texture
- Repeat
- Pattern
- Contrast
- Refine

RECOMMENDED TALKING POINTS:

What is overprinting and how does it differ from a single print?
How do layers change the appearance of an artwork?
What happens when different colours are printed on top of each other?
Why is planning important when creating an overprinted design?

SUBJECT: MUSIC

CURRICULUM THIS HALF TERM:

This unit explores a range of **rhythm patterns from around the world** and gives pupils the chance to perform them through **body percussion** and **untuned percussion**. The focus is on developing a secure sense of **pulse** while contrasting and layering different rhythms to create more complex musical textures. Pupils listen to, copy and perform rhythmic patterns, gradually increasing their confidence and accuracy.

The unit begins with **syncopation in songs**, helping pupils recognise rhythms that place emphasis away from the regular beat. Pupils then move on to performing **syncopated rhythms** themselves, using body percussion to internalise the pulse and improve coordination. Once they are secure with these patterns, they are introduced to **polyrhythm**, where two different rhythms are played together at the same time.

As the unit develops, pupils begin **layering rhythms** and exploring how contrasting patterns can work alongside one another. They transfer their body percussion skills onto **untuned percussion instruments**, allowing them to hear how different sounds can shape the overall effect. They then move on to **creating polyrhythms**, experimenting with combinations of rhythms and maintaining their own part within a group performance.

The final part of the unit focuses on **polyrhythmic accompaniments**, where pupils apply their learning to support songs or rhythmic performances. This gives them the opportunity to perform with others, listen carefully to different layers, and keep a steady pulse even when the rhythms around them become more complex.

By the end of the unit, pupils should be able to recognise and perform syncopated rhythms, understand the idea of polyrhythm and contribute to layered rhythmic performances with greater control. The unit provides an engaging introduction to global rhythm traditions while strengthening pulse, coordination, listening and ensemble skills.

VOCABULARY:

- **Beat** - the playing or showing of the steady pulse, like the ticking of a clock
- **Rhythm** - the pattern of sounds and silences that we play and sing
- **Syncopation** - rhythms that emphasise the offbeat
- **Offbeat** - weak beats or notes between the beats
- **Upbeat** - when music begins on any beat except for the first beat; also known as anacrusis
- **Rhythmic ostinato** - a repeating musical idea created from a rhythmic pattern
- **Body percussion** - to make a percussive musical sound with the body
- **Texture** - the combination of different layers of sounds
- **Polyrhythm** - playing two or more conflicting rhythms at the same time
- **Ensemble** - a group of people who perform together
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RECOMMENDED TALKING POINTS:

What is syncopation, and how does it sound different from a regular rhythm?
What does it mean to play a polyrhythm, and how is it different from playing just one rhythm?
How can body percussion help you keep a steady pulse when layering different rhythms?

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:

Curriculum this half term: Young people will explore the exciting world of dance while developing their physical and creative skills. They 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 the opportunity to choose their own music and style for their routines. They will develop sequences in a specific style, linking these sequences to specific timings, and will combine their own work with that of others to create collaborative performances. Throughout the lessons, they will perform dances using a range of movement patterns, fostering their creativity and confidence in expressing themselves through movement.

VOCABULARY:

- Choreographer
- Choreography
- Fluency
- Precision
- Flexibility
- Perform
- Dynamics
- Spatial awareness
- Canon
- Unison

RECOMMENDED TALKING POINTS:

What style of dance have you been looking at and how did the movement fit this style?
How did you make sure your sequence fitted the timing and music?
What does canon and unison mean? How did you use these in your dance?
What does dynamics mean?
How has your performance improved and what are you most proud of as a dancer or choreographer?

ANY OTHER KEY INFORMATION:

Suitable footwear
Suitable clothing
Refillable water bottle

SUBJECT: RE

CURRICULUM THIS HALF TERM:

This term in Religious Education, Year 6 children will explore what Bible narratives teach Christians and Jewish people about covenant: a special agreement or promise between God and people. They will investigate stories including God's promises to Noah and Abraham, the covenant with Moses and the Israelites, and Christian understandings of the new covenant through Jesus. Children will consider the signs and symbols associated with these promises, such as the rainbow and the Ten Commandments, and discuss how covenant stories influence beliefs about trust, responsibility, faithfulness and living well with others. Through storytelling, discussion, comparison and creative activities, pupils will develop their understanding of how ancient Bible narratives continue to shape religious beliefs and everyday choices, while showing respect for different interpretations.

VOCABULARY:

- Covenant – A special agreement or promise between God and people in the Bible.
- Bible – A collection of sacred writings used by Christians.
- Torah – The first five books of the Hebrew Bible, sacred in Judaism.
- Promise – A commitment to do something or keep your word.
- Faith – Trust or belief in God.
- Noah – A Bible figure who received God's promise after the flood.
- Rainbow – A sign of God's covenant with Noah in the Bible.
- Abraham – A Bible figure to whom God made promises about family and land.
- Moses – A leader who received God's law for the Israelites.
- Ten Commandments – Ten important laws given to the Israelites in the Bible.
- Israelites – The people described in the Bible as descendants of Israel.
- Responsibility – Something you are expected to do or care for.
- Faithfulness – Staying loyal and keeping a promise.
- New Covenant – A Christian understanding of God's relationship with people through Jesus.
- Interpretation – The way someone understands the meaning of a story or teaching.

RECOMMENDED TALKING POINTS:

What does the word covenant mean?
Why is the rainbow important in the story of Noah?
What promises did God make to Abraham, and what did Moses teach the Israelites?
How might covenant stories influence the choices people make today?

SUBJECT: PSHE

CURRICULUM THIS HALF TERM:

This Year 6 PSHE unit helps pupils develop an understanding of economic wellbeing and how to make informed financial choices in an increasingly digital world. Children will explore different influences on spending, including advertising, social media, online gaming, and targeted marketing, and consider how these can affect decision-making. The unit encourages pupils to think critically about online content, recognise persuasive techniques used by companies, and understand the potential financial risks associated with online purchases. Through discussions and real-life scenarios, pupils will learn strategies for managing money responsibly, staying safe online, and protecting themselves from financial harms, helping them become informed, thoughtful, and responsible consumers.

VOCABULARY:

- Economic wellbeing
- Targeted advertising
- Online spending
- Financial harm
- Digital consumer
- Marketing
- Personal information
- Subscription
- In-app purchase
- Scam
- Fraud
- Influencer

RECOMMENDED TALKING POINTS:

How do targeted advertisements, influencers, and online marketing encourage people to spend money, and how can we make informed choices?
What are the potential risks of online spending, including scams, subscriptions, and in-app purchases, and how can we stay safe?
How can effective budgeting and responsible financial decision-making support our economic wellbeing both now and in the future?

SUBJECT: MODERN FOREIGN LANGUAGE

CURRICULUM THIS HALF TERM:

In this unit, Year 6 pupils will develop fluency in recognising, saying, reading, and writing numbers from 1–20 in Spanish. They will apply number knowledge in practical contexts such as giving their age, counting objects, playing games, carrying out surveys, and solving simple mathematical problems. Pupils will use numbers confidently in speaking, listening, reading and writing activities.

Pupils will be taught to listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations, ask and answer questions, and express information confidently. Speak in sentences using familiar vocabulary and increasingly accurate grammar. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Read carefully and show understanding of words, phrases and simple texts. Write phrases and sentences from memory and adapt them to create new language. Broaden vocabulary and develop strategies for understanding unfamiliar language

VOCABULARY:

Number	Spanish
1	uno
2	dos
3	tres
4	cuatro
5	cinco

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?