



SUMMER TERM 2025
Termly Curriculum Overview
YEAR 6

ENGLISH	<p>In our Reading this term we will continue to develop the use of inference skills to make predictions, explain new vocabulary and summarise key characteristics of characters and settings- across a range of genres. Our Class book will be Kensuke’s Kingdom by Michael Morpurgo, which we will use to inspire some of our descriptive and non-fiction writing.</p> <p>In our writing editing for spellings will continue to be important, along with the use of dictionaries and a thesaurus. Independent editing will be an important focus where the checking for the correct use of Year 6 expected grammar and our spelling focus will be for, silent letters and the correct use of homophones: draught/draft, dissent/descent, precede/proceed and wary/weary.</p> <p>We will continue to consider when to use formal or informal language, depending on the audience and purpose of the writing task . The use colons and semi-colons to mark the relationship between independent clauses will be used in our writing.</p>
How to help	<p>Visit the library to find books about our topics. Enjoy reading with and to your child and encourage them to read often from a variety of sources, including books, magazines and comics and online texts.</p> <p>Continue to encourage your child to read on a daily basis.</p>
MATHEMATICS	<p>In mathematics we will be learning apply our knowledge and understanding of the 4 operations (addition, subtraction multiplication and division) to problems and secure them in our learning with fractions. We will continue to make and apply links between fractions, decimals and percentages and fluency will be developed in the selection of the most efficient calculation to use. In our Geometry learning, we will be investigating the properties of 2D and 3D shapes and find the area and perimeter of rectangles, triangles and parallelograms-using our knowledge of measures and conversions between measures.</p> <p>The recall of all multiplication facts to 12 x 12 and their related division facts is a very important skill to master- we will be learning to apply these facts when working with multiples of 10, 100 and 1000.</p> <p>Throughout our maths learning we will compare methods to consider which is the most efficient method and reason as to how or why an error has been made, and explain how to solve a problem using mathematical explanations. Links to prior learning will be very important this term as we apply our arithmetic skills to reasoning problems.</p> <p><u>Key Instant Recall Facts for fluency:</u> Calculating the areas of rectangles, triangles and parallelograms. (see Class Blog for formulae)</p>
How to help	<p>Wherever possible, promote the application of maths skills/ calculations in real life eg: shopping (addition, subtraction (change given) multiplication (how much would 6 cost?) division (cost per person), budgeting,</p> <p>Support you child with the learning of time and calculating time duration (12 and 24 hour clock) and reading timetables.</p> <p>Using TTRockstars to support the learning of multiplication facts to quick recall. Use My Maths to revisit class learning and play maths games. Use the OAK Academy revision lessons (see Class Information page on the website for the link.)</p>

SCIENCE	<p>The following area of science will be covered this term: Animals: including Humans and</p> <p>In our study of Animals, including Humans, we will be building on previous learning from Years 3 and 4 and covering the Year 6 strands:</p> <ul style="list-style-type: none"> ▪ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood ▪ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ▪ describe the ways in which nutrients and water are transported within animals, including humans
How to help	<p>Oak Academy Science Lessons. BBC Bitesize. Independent research.</p>
ART and DT	<p>The main focus for art this term is 3D work using a variety of mediums. During this unit we will be using both clay and papier mache. Children will learn how to create a feeling of depth in their clay tile relief work and mood in their use of colour in papier mache - discussing techniques used.</p> <p>In design technology we will be able to find a suitable recipe for their course, record the relevant ingredients and equipment needed, follow a recipe (including using the correct quantities of each ingredient), write a recipe, explaining the process taken and explain where certain key foods come from before they appear on the supermarket shelf.</p>
How to help	<p>Research sculptors and discuss their work, paying close attention to structures, shape, moods and how textures are used to create a desired effect. Join in with cooking at home, have discussions about how to use equipment safely.</p>
COMPUTING	<p>This unit introduces the learners to using a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model. Finally, learners will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building. In the second half of term, we will explore the links between events and actions, while consolidating prior learning relating to sequencing. Learners begin by moving a sprite in four directions (up, down, left, and right). They then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of Pen blocks.</p>
How to help	<p>Discuss the importance of how to stay safe on line and what to do if your child feels uncomfortable about something which happens on line. Pupils can access their J2e accounts at home to continue working on their school projects.</p>
HUMANITIES	<p>During our Geography learning this term we will be studying rivers and river processes. We will look at local, national and international locations of major rivers before studying different river processes of erosion. Finally, we will be taking part in a local river study (fieldwork). We will use a variety of sources to support our studies including, maps, atlases, graphs and fieldwork.</p> <p>In history this term we at the Ancient Maya Civilisation. We will consider changes and innovations in their way of life and explore possible answers to questions such as, Why did the ancient Maya change the way they lived? Children will study evidence to find clues and help them understand the way in which they lived.</p>
How to help	<p>Research different trends typical of significant periods of time in history. Consider what factors may have influenced these trends and why. Observe rivers in their local environment – do they flood? What might cause this? Where does the river start and end? They could also consider human influences on the river.</p>
PSHE	<p>This term we will be following Picture News which tackles current global issues on a weekly basis and SCARF for the Transition to Secondary School units. This will provide opportunities to discuss topics, give opinions and ask questions. We will also be welcoming Barnardos again this year for their ‘Healthy Relationships Workshop.’</p>
How to help	<p>Discuss transition to Secondary school with your child.</p>

R.E.	<p>Our RE units this term are:</p> <ul style="list-style-type: none"> ▪ Christianity: KINGDOM OF GOD: For Christians, what kind of King is Jesus? ▪ Does faith help people in Cornwall when life gets hard?
How to help	Discuss the above key questions with your child.
SPANISH	This term children will listen to and become involved in reporting on the weather and talking about the town locally and across different destinations. They will explore countries across the world along with cities and climates across Spain. They will explore festivals and cultural differences between ourselves and Spain. Children will explore where people live, giving directions and language used when going on holiday. They will build their vocabulary and begin to become involved in conversations where they will ask and answer questions along with sharing opinions.
How to help	Research and use some basic Spanish vocabulary in everyday life. Use Spanish when greeting each other or asking simple questions.
PHYSICAL EDUCATION	<p>Throughout the Summer Term we will have PAFC on a Friday</p> <p>Summer 1: PAFC on Fridays and Netball on Thursdays. w/c 9th June: Swimming every afternoon at the Leisure Centre</p> <p>Summer 2: Cricket (Fridays) Athletics (Thursdays)</p>
How to help	Ensure that you child has their correct PE kit in on the correct days.

Useful Information

The Summer Term is set to be a very busy term for Year 6, please take note of these key dates 😊 .

Key dates:

- Monday 12th May- Thursday 15th May: **Year 6 SATs**
- Monday 9th June- Friday 13th June Year 6 **Swimming** 1pm-3pm
- Monday 23rd June- Wednesday 25th June: **Year 6 Residential to Camp Kernow**
- Monday 22nd July @ 2pm- **Year 6 Leaver's Assembly**