



Year Group: Six

Value Focus: Aspire

SPRING TERM 2 School Year 2025-2026

RRS: Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

British Values: Democracy and Individual liberty

	Week 7 23.02.2026	Week 8 02.03.2026	Week 9 09.03.2026	Week 10 16.03.2026	Week 11 23.03.2026
Whole School Events	T&L Review Days SEND Review	World Book Week SIP Questionnaires Data Deadline	Science Week Strategy Day Reports Deadline Pick and Mix	PPMs Reports go home 4 day week – Eid	Eid celebrations Janet – singing workshops Display Deadlines
Enrichment		Brick Lane Bookshop visits Bow Arts – Year 5 and Year 6 KS2 Parasports	Bow Arts – Year 5 and Year 6 Sustainability Ambassadors & Y5 workshops Bank of England trips Year 6		Bank of England trip – Year 3
Class Read (Story time)	Canon of Literature books: whole class sets can be utilised for story time. T:\2. Curriculum Leadership\English\1a. Reading\Book Lists\0. Whole School Recommended Reading Lists Choose texts from Recommended Reading List				
English Reading	Y6 Pixl Assessments Complete any previous texts? Gap closing skills? Begin Skellig?		Skellig Block 10 Focus on the core text for summarising and understanding authorial intent Focus on an advert, a report and a narrative extract for retrieval Focus on the core text for predicting and giving a personal response Focus on a poem, a narrative extract and a report for inference	Skellig Block 11 Focus on the core text for summarising and understanding themes Focus on two narrative extracts and a report for inference Focus on the core text for comparing and giving a personal response Focus on a report, a diary entry and a discussion for retrieval	Skellig Block 12 Focus on the core text for comparing and authorial intent Focus on the poem and a narrative extract for retrieval Focus on the core text for summarising and a personal response Focus on the reports and a discussion for inference
Reading Outcomes			Know: Synonyms can be used to support retrieval Predictions should be based on evidence Be able to: Write a summary and review its accuracy	Know: Information can be implicit or explicit Identifying more than one piece of evidence helps to support a point Be able to: Retrieve a quotation to support a point	Know: Contrast means to find differences Authors can infer meaning through figurative language Be able to: Retrieve key information about how characters feel

			Infer an author's opinion using text evidence	Explain the impact of word choices on the reader	Use evidence to prove or disprove statements
English Writing	Autobiography Explicit teaching of the grammatical structures and text conventions required	Y6 Comparative Judgements Autobiography Structural understanding, planning and execution of extended task and focused editing teaching	Extended third person narrative (adventure stories) Explicit teaching of the grammatical structures and text conventions required	Extended third person narrative (adventure stories) Structural understanding, planning and execution of extended task	Extended third person narrative (adventure stories) Execution of the extended task and focused editing teaching
Writing Outcomes	Know The past progressive tense shows actions that took place in the past over time Relative clauses are used to give additional information about a noun by using a relative pronoun Be able to Sequence and describe events chronologically and factually Use conjunctions, adverbs and prepositions to express time, place and cause		Know Cohesion is the use of vocabulary and grammatical structures to link ideas within a text The past progressive tense indicates actions that took place in the past over time Be able to Use precise language and specific devices to describe characters and settings, and to develop atmosphere Write a cohesive narrative sustaining use of the third person		
VGPS	Introduce: Formal and informal speech Subjunctive form Revisit: Passive and active voice Synonyms and antonyms Colons, semi-colons and dashes for clauses Hyphens Consolidate: Verb Tenses Dashes, brackets or commas to indicate parenthesis				
Spoken Language Expectations	• listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication.				

Maths	Week 1 - Year 6 PiXL Assessments		Measurement: Perimeter, Area and Volume		Number: Ratio
	Number: Algebra		Recognise that shapes with the same areas can have different perimeters and vice versa Dicey Perimeter , Dicey Area		Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts Jumping , Rectangle Tangle , Orange Drink , Pumpkin Pie Problem , Fraction Fascination
	Use simple formulae Finding 3D Stacks , Doplication , Diagonal Sums		Recognise when it is possible to use formulae for area and volume of shapes		Solve problems involving similar shapes where the scale factor is known or can be found
	Generate and describe linear number sequences Domino Sets , Break it Up! , Holes , Button-up Some More		Calculate the area of parallelograms and triangles		Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
	Express missing number problems algebraically Plenty of Pens , Two and Two		Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm ³ , m ³ and extending to other units (mm ³ , km ³) Next Size Up		NCETM Ratio Power Maths NRich: Jumping , Rectangle Tangle , Orange Drink , Pumpkin Pie Problem , Fraction Fascination
		NCETM Area and Perimeter			
		Power Maths			
		NRich: Dicey Perimeter , Dicey Area , Next Size Up			
Maths vocabulary					
Maths Basic Skills					
Science	Light - recognise that light appears to travel in straight lines - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them				
	How does light travel?	What colour is light made of?	How does light help us to see objects?	Why do we see objects as a particular colour?	What happens to the appearance of objects when placed in water?
			Which surfaces make the best reflectors?		
T2: impurity, emit, absorb, constituent, filter, artificial T3: refraction, incidence, spectrum, prism, lux, pigment					

	Week 7 23.02.2026	Week 8 02.03.2026	Week 9 09.03.2026	Week 10 16.03.2026	Week 11 23.03.2026
Whole School Events	T&L Review Days SEND Review	World Book Week SIP Questionnaires Data Deadline	Science Week Strategy Day Reports Deadline Pick and Mix	PPMs Reports go home 4 day week – Eid	Eid celebrations Janet – singing workshops Display Deadlines
Enrichment		Brick Lane Bookshop visits Bow Arts – Year 5 and Year 6 KS2 Parasports	Bow Arts – Year 5 and Year 6 Sustainability Ambassadors & Y5 workshops Bank of England trips Year 6		Bank of England trip – Year 3
Foundation Subjects (Blocked)	PSHE Feelings and Emotions Worry recognise our thoughts, feelings, and emotions identify how we can reduce our feeling of worry explain how we can support others who feel worried recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people Summative Topic During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.	Geography <u>Human geography – economic, settlement and trade links</u> https://vimeo.com/unitysp/geography6-settlements <u>National Curriculum:</u> Human and physical geography Describe and understand key aspects of human geography, including: • types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <u>Outcomes:</u> What are settlements and where are they found? Do settlements have a pattern? Do people, their movement and economic activity have patterns?	Science Week – See separate information. Focus on practical activities, enrichment opportunities and revisit previous learning using &iLearn to identify and address any curriculum gaps.	Continue Geography	RE U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Describe and make connections between examples of religious creativity (buildings and art). Show understanding of the value of sacred buildings and art. Suggest reasons why some believers see generosity and charity as more important than buildings and art. Apply ideas about values and from scriptures to the title question.

Vocabulary		Tier 2: Location, Resource, Distribute Employ, Production, Consumption Tier 3: Trade, Economy, Navigable Lowland, Migrant, Refugee			
Computing	(Junior Jam) iMedia – iCreate				
Music	(Junior Jam) Keyboards				
Spanish	(Junior Jam) Unit 4				
Singing	https://www.singup.org/singing-schools/quick-sings https://www.singup.org/song-bank/sing-up-playlists/singing-schools#c867 Teacher Share – KS1 and KS2 Voices Curriculum and resources - Singing				
P.E. Russell – Y1, Y3, Y5 Leire – Y2	Athletics • Accurately and confidently judge across a range of athletics activities • Record accurately scores given in variety events • Demonstrate accuracy and good technique when throwing for distance • Show good technique and control for jumping activities • Choose appropriate run up distance as an individual for athletic jumps • Use appropriate pace for different running distances • Demonstrate improvement when working with self and others • Use appropriate language to deliver a taught activity to their peers				
	Safety, rules, targets, record, set, take over, pass, strength, judge, trajectory, sprint, shuttle, assess.				
PSHE Weekly Reflection (Scheme Blocked)	I have a dream – you've got to have a dream to have a dream come true	You have brains in your head and feet in your shoes	I am special – 10 fascinating facts about me.	Spring has sprung! Turning over a new leaf.	You're never too young to change the world
P4C Skills	Recognise opposing viewpoints and use evidence to weigh up sides of an argument.				
P4C Enquiries	Resilience and growth mindset		Curriculum area		Gender, culture and diversity