



Year Group: Six

Value Focus: Enjoy

SPRING TERM 1 School Year 2025-2026

RRS: Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities

British Values: Individual liberty and Mutual respect

	05/01/2026	12/01/2026	19/01/2026	26/01/2026	02/02/2026	09/02/2026
Whole School Events	Inset Day Establishing Week	Welcome Meetings/Books and Biscuits	After School Clubs and Job Centre starts IEP Meetings X Factor	E1 Moderations Budget closes	Attendance Focus Fortnight Children Mental Health Week HT Open Morning Number Day	Attendance Focus Fortnight Safer Internet Week and Buzz Day
Enrichment	Year 1 Teddy Bear Hospital Chess League	Y3 Ideas Store trip Bow Arts – Reception	Bow Arts Years 1-4	Bow Arts Years 1-4 Janet – KS1 and LKS2	Y3 trip to NPG Cameron – Bank of England Chess League Janet – EYFS + UKS2	Y3 trip to NPG Whiffin – Bank of England Y3 Science Workshops Bow Arts Years 1-4 Year 5 Life Exhibition
Class Read (Story time)	Canon of Literature books: these books are no longer on the curriculum and there are whole class sets so they can be utilised for story time. 0. Whole School Recommended Reading Lists Choose texts from Recommended Reading List					
English Reading	All Aboard the Empire Windrush Block 7 Focus on the core text for summarising and understanding authorial intent Focus on an extended narrative and a news report for retrieval	Year 6 PiXL Testing All Aboard the Empire Windrush Block 7 Focus on the core text for comparing and giving a personal response Focus on a poem, a letter and a narrative extract for inference	All Aboard the Empire Windrush Block 8 Focus on the core text for comparing and understanding themes Focus on a report, an advertisement and a narrative extract for retrieval	All Aboard the Empire Windrush Block 8 Focus on the core text for summarising and giving a personal response Focus on a discussion, a description and a narrative extract for inference	The Island Block 9 Focus on the core text for predicting and authorial intent Focus on an extended narrative and a report for retrieval	The Island Block 9 Focus on the core text for summarising and understanding themes Focus on a news report, an internal dialogue and an interview transcript for inference
Reading Outcomes	Know: Language used by an author is influenced by its intended impact Empathising with characters helps to understand them Be able to: Consider the relative strengths of multiple pieces of evidence Make comparisons		Know Paraphrasing is a way of summarising Evidence needs to be interpreted to show how it supports a viewpoint Be able to: Recognise and discuss key themes across texts Use life experiences to support inference		Know: Prediction is a form of inference Images can be used to both retrieve information and infer meaning Be able to: Make feasible predictions based on given information Use evidence to prove or disprove statements	

English Writing	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	Explanatory texts Explicit teaching of the grammatical structures and text conventions required	Explanatory texts Structural understanding, planning and execution of extended task and focused editing teaching	
Writing Outcomes	Know A range of descriptive devices and techniques How to develop an extended narrative over time How to balance description, dialogue and action Be able to Plan, structure and execute an extended narrative Consciously vary sentence structures Use dialogue to help tell the story			Know The present progressive tense indicates actions that are ongoing now The passive verb form places emphasis on the object of a sentence Be able to Use precise Tier 3 vocabulary to convey an expert voice Use organisational and presentational devices to help the reader navigate a text		
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		Statistics Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius Interpret and construct pie charts and line graphs and use these to solve problems Match the Matches Calculate the mean as an average Birdwatch NCETM Mean Average Power Maths NRich: Match the Matches, Birdwatch Assessment: White Rose Statistics, Answers	Number: Decimals Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places Multiply 1-digit numbers with up to 2 decimal places by whole numbers Use written division methods in cases where the answer has up to 2 decimal places Solve problems which require answers to be rounded to specified degrees of accuracy Power Maths Assessment: White Rose Decimals, Answers		Number: Percentages Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison Would You Rather? Recall and use equivalences between simple fractions, decimals and percentages including in different contexts Doughnut Percents Power Maths NRich: Would You Rather? Doughnut Percents Assessment: White Rose Percentages, Answer	
Maths vocabulary		pie chart, line graph, mean	Simplify/simplest form, proper/improper fraction, mixed number		Percent as per 100	
Maths Basic Skills	1.Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles 2. Compare and order fractions, including fractions > 1	1. 2. Multiply multi-digit numbers up to 4 digits by a two-digit whole number using formal written method of long multiplication 2. 1. Divide numbers up to 4 digits by a two-digit whole	1. Recognise, describe and build simple 3-D shapes, including making nets 2. Interpret and construct pie charts and line graphs and use these to solve problems	Mock SATs 1.Identify the value of each digit in numbers and multiply numbers by 10, 100 and 1000 giving answers up to 3 decimal places 2. Recall and use equivalences between	Gaps to fill from Mock SATs 1. 2. 3. <i>*Populate after gap analysis*</i>	Gaps to fill from Mock SATs 1. 2. 3. <i>*Populate after gap analysis*</i>

	3. Draw and translate simple shapes on the coordinate plane, and reflect them in the axes	number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context 3. Draw 2-D shapes using given dimensions and angles	3. Calculate and interpret the mean as an average	simple fractions, decimals and percentages, including in different contexts 3. Use common factors to simplify fractions; use common multiples to express fractions in the same denomination		
Science	Animals including Humans – Water Transportation Describe the ways in which nutrients and water are transported within animals, including humans					
	Remember circulation and digestion: how are these two systems connected?	Where are the kidneys and what do they do?	How do kidneys keep us healthy?			
	T2: filter, expel, substance, function, regulate, transform T3: kidney, bladder, urine, excretion, toxin, nutrient					

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Foundation Subjects (Blocked) • History • Geography • RE • Art • DT • PSHE		History Windrush Generation National Windrush Museum Greenwich National Curriculum: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Cusp outcomes: • Where are the Caribbean islands? What's their history? • How did the people of the Caribbean help Britain in the war against Nazi Germany and Hitler? • Why did people migrate from the Caribbean to England in 1948? • What was life in London like for the Windrush pioneers? • Who was Sam King and what did he do? Who was Norma Best and what did she do? • How did the Windrush migration change Britain for the better?	Art Year 5 Block D 3D Know: An armature can be used to create a piece of 3D art Clay can be joined by a score and slip method U Be able to: Use armatures to produce 3D forms Join two or more pieces of clay https://vimeo.com/578778333/f8ed3fd59d Year 6 Block D 3D Know: A 2D object can change its form and shape to become 3D Asymmetrical means balance is created where there are elements of colour or shape on both sides that make each side equally important Be able to: Use different media to create shapes and forms Match visual and tactile elements to their intentions to create visual balance https://vimeo.com/578817641/c5f9163892	Computer Safety Making Friends Online list the key applications that we may use now and in the future know and understand why some applications have age restrictions identify ways to keep yourself and others safe in a range of situations online and offline recognise that people may not always be who they say they are online 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.
Vocabulary		<i>Intolerance</i>	Year 5	

		<i>Immigrate</i> <i>Prejudice</i> <i>Colony</i> <i>Emigrate</i> <i>discrimination</i> <i>Racism</i> <i>Segregation</i> <i>Diversity</i> <i>Disembarked</i> <i>Demolished</i> <i>iniquitous</i>	Armature Papier-Mache Slip Analogous colours Contour Score Year 6 Translucent Glassblowing Starch Asymmetrical balance Amorphous Biomorphic	
Computing	Junior Jam			
Music	Junior Jam			
MFL - Spanish	Junior Jam			
Singing	https://www.singup.org/singing-schools/quick-sings https://www.singup.org/song-bank/sing-up-playlists/singing-schools#c867 T:\2. Curriculum Leadership\Singing			
P.E.	Striking and Fielding - Cricket • Apply with consistency standard rules of (modified) games • Use a range of tactics for attacking and defending in the role of bowler, batter and fielder • In rounders use correctly the rules for running around bases • Strike a bowled ball and attempt a small range of shots • Attempt to track and catch high balls in isolation and game play • Demonstrate control and consistency in a range of fielding skills, e.g. throwing, catching, tracking, intercepting • Play within small sided games using standard field/pitch layout e.g. boundaries, posts bowling areas • Work collaboratively in teams to compete against themselves and others			
	Urgency, acquire, high ball, tracking, short delivery, long balls, on drive, off side, on side, slip, short leg, silly point, innings, retires, attack			
PSHE Weekly Reflection (Scheme Blocked)	New Year's Resolutions	Be happy on purpose	Enjoy your learning	Thomas Buxton is a Bully Free Zone Accentuate the positive, eliminate the negative. Calm Down! Ways to keep your cool.
P4C Skills	Explain reasoning. Explore further questions.			

P4C Enquiries	PSHE		Religion or spiritual education		Wellbeing	
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