



St. Paul's C.E. Primary School

Year 6 Curriculum Overview 2025-2026

Summer 1



English

Year 6 will begin to explore the Matt Goodfellow novel 'The Final Year' – creating a range of writing opportunities for different audiences and purpose.



Year 6 have just completed their unit on letter writing, formally appealing to Mr Helliwell-Kenny to improve the school playground area.

They will continue developing their use of formal language in their writing by creating a school brochure / prospectus to advertise our school to perspective parents.

Following this, Year 6 will take part in a range of discursive debates around a variety of different topics. They will produce a balanced argument text, aimed at informing and persuading their target audience.

Maths

This half term we will be continuing to focus on:

- **Decimals**
- **Shape**
- **Statistics**

Year 6 pupils will further deepen their understanding of decimals, including calculating with them and solving reasoning problems.

In statistics, they will interpret and present data using a range of graphs and charts.

In position and direction, pupils will describe positions on a grid, use coordinates in all four quadrants, and interpret movement and translation.

In shape and space, they will explore properties of 2D and 3D shapes, including angles and nets.

Alongside this, children will continue to consolidate their arithmetic skills, developing accuracy, efficiency and confidence in the four operations.



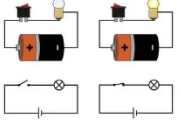



Religious Education

'How do religions help people live through good times and bad times?'

This half term in RE, Year 6 pupils will explore the key question: 'How do religions help people live through good times and bad times?' Through discussion, reflection and creative activities, they learn how different religious traditions guide people in responding to joy, challenge and suffering. Pupils investigate symbols such as light and darkness in festivals, consider big questions about life, death and meaning, and examine how practices like prayer, gratitude and belonging to a community can offer comfort and direction. They also compare beliefs about life after death in religions such as Christianity and Hinduism, alongside non-religious views, and consider how these beliefs influence how people live. By engaging with stories, ceremonies, art and personal reflections, pupils develop their ability to make connections between belief and action, and to thoughtfully evaluate how religion can support people in both good times and difficult moments.

Reminders

- **Please read regularly with your child – even just 10-15 minutes each night.** We collect spelling record each day from the children and monitor how much they are reading at home. We would love children to read each night to a grown up, as this will help them become a stronger reader. Please help us with this.
- **Healthy Snacks** – please can we ensure that all snacks provided to children for breaktimes are healthy and do **NOT** include nuts.
- Please encourage your child to continue learning their times tables – they can use **Times Tables Rockstars!** All login information is kept in the front of both their spelling and reading journals.

Science	Geography	PE	Art
<p>Energy: circuits, batteries and switches</p> <p>In this Science unit, pupils will develop their understanding of how electrical circuits work through practical investigation and modelling. They learn to identify and describe the function of key components such as bulbs, batteries, wires and switches, and use this knowledge to predict whether a circuit will work by recognising the importance of a complete loop.</p> <p>Pupils explore how changing a circuit affects its performance, including how adding more bulbs increases resistance and reduces brightness, and how voltage from batteries or multiple cells impacts the energy transferred. They also apply their understanding to different devices, such as buzzers and motors, making predictions based on voltage and circuit design. Through hands-on activities, pupils build and control circuits using switches, explaining how these can be used to solve real-life problems, and developing confidence in both scientific reasoning and practical skills.</p> 	<p>Can I carry out an independent fieldwork enquiry?</p> <p>In this Geography fieldwork unit, pupils investigate issues within their local area and learn how geographers collect and analyse data to understand them. They begin by identifying local concerns and formulating relevant enquiry questions, before selecting and justifying appropriate methods for data collection.</p> <p>Pupils design their own data collection templates and plan effective routes, using OS maps to choose suitable locations for gathering information. They also consider how to manage potential risks to ensure fieldwork is carried out safely and responsibly. During practical fieldwork, pupils collect and record data, which they later present using digital mapping tools. They then analyse their findings to identify patterns and draw conclusions, reflecting on the overall enquiry process and how geographical investigations can be used to better understand and improve their local environment.</p> 	<p>Fitness & Netball</p> <p>In this PE unit on fitness, pupils develop their physical strength, coordination and endurance through a range of challenging activities. They learn and refine techniques for exercises such as squat jumps, lunge jumps and press ups, focusing on control and accuracy of movement. Pupils also develop their core strength by holding a plank position and performing plank walks with stability, as well as improving coordination through skipping with a rope.</p> <p>Additionally, in Netball, pupils will develop their understanding of both attacking and defending skills within a team game context. They learn to pass the ball in a variety of ways with increasing confidence and control, and to move with the ball at speed while maintaining possession when under pressure from opponents. Pupils also focus on developing effective teamwork, showing awareness of others to support successful play. In defence, they practise key skills such as marking, tracking and covering to limit the opposition's opportunities.</p>	<p>Sculpture & 3D: making memories</p> <p>In this Art unit on sculpture, pupils explore how artists use different styles and materials to express ideas and emotions. They study the work of a range of artists, discussing techniques and influences, and considering how these can inspire their own creations.</p> <p>Pupils develop their ideas by exploring ways to represent memories through shapes, colours and imagery, recording their thinking through drawings and written notes in a sketchbook. They plan and design their own sculptures, learning to use tools such as scissors accurately and safely, before translating their ideas into 3D forms. Throughout the process, pupils are encouraged to work independently, experiment with materials and refine their techniques. They regularly reflect on their creative choices, identifying strengths and areas for improvement, and ultimately produce a final sculpture that demonstrates originality, technical skill and personal expression.</p> 
Music	PSHE	Computing	Spanish
<p>Baroque</p> <p>In this Music unit on the Baroque period, pupils are introduced to the distinctive features and styles of Baroque music. They learn key musical concepts such as recitative, canon, ground bass and fugue, and explore how these were used by well-known composers of the time.</p> <p>Pupils take part in vocal improvisation inspired by recitative, perform canons by reading staff notation, and compose their own ground bass patterns, which they learn to notate accurately. They also develop their performance skills by learning and performing parts of a fugue, gaining an understanding of how interweaving musical lines create texture and harmony.</p> 	<p>Finding My Voice</p> <p>In this PSHE unit, <i>Finding My Voice</i> by Aoife Dooley, pupils explore their feelings about the transition to secondary school and begin to understand how to manage the changes and challenges it brings. They reflect on their own emotions about starting a new stage in education and identify practical strategies that can help them feel more confident and organised during this transition. Alongside this, they are encouraged to think about their personal goals for secondary school and begin to consider their future aspirations beyond school, including potential career paths. Through discussion, reflection and goal-setting activities, pupils develop self-awareness, confidence and a positive outlook on their journey ahead.</p>	<p>Data Handling: Big Data 2</p> <p>Pupils explore how data is collected, transmitted and used in the modern world. They learn how data can become corrupted when sent across networks and why breaking information into packets makes it more reliable, as well as the importance of keeping devices and software updated.</p> <p>Pupils compare mobile data and Wi-Fi. They are introduced to key concepts such as the Internet of Things (IoT) and Big Data, making links to real-world applications like improving town planning. Building on this, pupils design their own ideas for how data and connected devices could be used to solve problems or improve efficiency within the school.</p>	<p>Free Time in Spain</p> <p>In this Spanish unit on free time in Spain, pupils develop their language skills by exploring how to talk about hobbies, interests and preferences. They learn to recognise and apply present tense verb endings, using a range of verb forms to ask and answer questions. Through reading activities, pupils practise extracting key information from short texts and build their understanding of descriptive phrases, which they learn to translate and use accurately. They then apply this knowledge to construct their own descriptive texts based on models, expressing opinions and making comparisons about different free-time activities. Throughout the unit, pupils build confidence in speaking, reading and writing Spanish, while gaining insight into leisure activities in Spanish-speaking contexts.</p> 