

# Year 6

## Terms 5 and 6 Curriculum Outline



Welcome to our Curriculum Outline for the coming two terms. For general information on routines and homework, please visit our year group page on the website, using the following link [www.woodlands.kent.sch.uk](http://www.woodlands.kent.sch.uk) and click on the [year group pages](#) tab.

|          | TERM 5  | TERM 6  |
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| ENGLISH  | <p><b>Non-chronological report – how to survive as a Rooftopper</b><br/>The children will write an explanation on, ‘How to be a Rooftopper’. An explanation generally answers 'how' or 'why' questions and includes causes, motives, reasons and justifications. Explanations are often similar in structure and purpose to information texts and sometimes sound more like instructions or directions than explanations; there is frequent overlap. In preparation for writing explanations, children will invest time in discussion about reasons, motives and causes related to our topic. The logical and causal thinking and speaking required are an essential foundation for progress in many subjects of the curriculum throughout the school.</p> <p><b>Narrative - flashback story</b><br/>Stories, typically, have a four-part structure: introduction, build-up, dilemma or crisis, resolution and conclusion. Knowing about this structure from stories learned is a big help. Knowing about different generic story types and how they work helps even more e.g. cumulative stories, warning stories, losing and finding stories, journey and quest stories, defeating monsters and portal stories. Planning is a key strategy for children at every age to help them construct an overview of their story which gives them a helicopter view of where they are going, as they write. Paragraphing is the principal way in which the architecture of a plot is laid out. A good setting, combined with good characterisation, colour in the sketch of the plot. This unit of work is a chance for children to invent new and unusual descriptions which tell of tempting and unknown places, and to create atmospheres that set readers anticipating what might be about to happen. Children need to have spent time on ‘reading like a reader’ collecting ideas, vocabulary, turns of phrase and noticing how writers can hint and lay clues when creating settings.</p> | <p><b>Narrative – suspense story</b><br/>The penultimate piece of writing in Year 6 will focus on The Borrowers, enabling the children to showcase skills learnt throughout the year. The text is an exciting escape story centred on a ‘person’ just a few inches tall navigating their way in our world. The writing will challenge the children to use their imaginations as well as their skill sets. Setting descriptions will be key but employing techniques such as varying their sentence length to build suspense, incorporating speech to further the story and using appropriate and well-chosen figurative language throughout will demonstrate the pupils’ abilities as Y6 writers.</p> <p><b>Poetry</b><br/>Children’s poetry begins with a writing model that will liberate creativity, a writing idea or the experience itself. There are many different forms that children can use as part of their toolkit: list or collage poems, tongue twisters, alphabet and counting, shape/concrete/calligram and acrostic, couplets, free verse, haiku, cinquain, tanka, kenning or rap.</p> <p>This year we will be using The Final Year by Matt Goodfellow, a moving verse novel about change, adaptation, the power of words and the struggle to find your people. We hope by engaging with this text our children will begin to think about the changes that their transition to secondary will bring.</p> |
| SPELLING | Spelling words will be taught in class every day and the children will be tested on Friday. A rule or theme will be explored each week interweaved with recall of previous rules and themes.  |   |

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| READING | <p><b>Our class story is Holes by Louis Sachar.</b><br/>Children will explore poetry in Guided Reading sessions along with practising key skills such as retrieval and inference.</p>   | <p><b>Our class story is The Final Year by Matt Goodfellow</b><br/><b>Respond to text:</b> evaluation; response to author; authorial effect and intent; effect of vocabulary.</p>   |
| MATHS   | <ul style="list-style-type: none"> <li>• Metric measures</li> <li>• Miles and kilometres</li> <li>• Imperial measures</li> <li>• Ratio and proportion</li> <li>• Algebra</li> <li>• Roman numerals</li> <li>• Revision topics including fractions, decimals and percentages</li> </ul>  | <ul style="list-style-type: none"> <li>• Revision topics</li> <li>• Consolidation of place value, number, the four operations, shape and measure.</li> <li>• Reasoning and problem solving</li> </ul>   |
| SCIENCE | <p><b>Evolution and Inheritance</b><br/>The children will finish studying evolution and inheritance. They will be introduced to the idea that characteristics are passed from parents to their offspring. They will also learn that variation in offspring over time can make animals more or less able to survive in particular environments. They will find out about the work of Charles Darwin and how he developed his ideas on evolution.</p> | <p><b>Electricity</b><br/>The children will consolidate and extend previous learning from year 4 by constructing simple series circuits and drawing them using scientific symbols. They will conduct investigations to determine how the voltage in a circuit affects the brightness of a bulb. They will use their ‘working scientifically’ skills to plan an experiment to investigate variations in how components function and use the results to write a clear and concise conclusion.</p> |
| HISTORY |   |   |

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| GEOGRAPHY | <p><b>Coasts</b><br/>This unit will allow children to revisit one of their first topics they studied when joining this school. This topic consolidates their learning on the physical and human features of coasts before they move on to secondary school. It will ensure that the children have a sound understanding of the physical geography of a coastline, including rivers, oceans, coastlines and the water cycle. They will also look at the human geography of a coastline including types of settlement and land use.</p>                     | <p><b>Global Trade &amp; Economics</b><br/>A new topic – details to follow.</p>  |
| P E       | <p>The children will be taught rounders. They will engage in competitions, explore effective decision making and develop peer assessment skills.</p>  | <p>The children will prepare for sports day by completing an athletics unit. They will also focus on positive interactions and the ability to work together to solve and perform a range of tasks in their OAA unit. They will learn about accurate compass work including following a bearing and plan appropriate pair/small group tasks.</p>  |
| PSHE      | <p><b>Relationships</b><br/>The children will learn about healthy relationships. They will analyse some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways, including online. They will consider ways of standing up for themselves and their friends when others are using controlling behaviour, and judge between those likely to be effective and those that may aggravate the problem. They will also appraise the effectiveness of different strategies to help me manage my feelings.</p> | <p><b>Changing Me</b><br/>The children will learn about their changing bodies. They will learn the correct terms to describe penis, testicles, anus, vagina and vulva. They will explain why they are private but also learn when it might be appropriate to talk about these. They will learn about things that might change for them in the future and what sort of feelings they might experience if/when these changes happen.</p> |
| FRENCH    | <p><b>L'école</b><br/>The children will continue their learning about school.</p>   | <p><b>Les pays francophones</b><br/>Children will be learning about French speaking countries. They will learn the continent names, some geographical features and en/au feminine and masculine words for 'in'. They will also learn how to use 'is' in a sentence.</p>  |
| COMPUTING | <p><b>We are publishers.</b><br/>In Terms 5 and 6, the children will learn the skills required to plan a big project like a yearbook or magazine. They will gather and commission content for their profile in the 2026 Yearbook and use software to create it. Finally, the children will proofread and assess their own work.</p>   |  |

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| ART   | <p><b>Talking textiles</b><br/> This topic allows children take ownership of how art can be used to spread messages and show key events. Linking to their Science topics of Living things and their habitats, this unit allows some exploration for endangered animals and their environments. Children can apply their learning from DT to create a meaningful message and collaborative art project to share with other year groups.</p> |   |
| DT    |  | <p><b>Steady hand game</b><br/> This term the children will state what they like about existing toys and learn about the skills developed through play. They will use this knowledge to identify the components of a steady hand game and design a steady hand game of their own. The children will produce four different perspective drawings before creating a secure base for their game, with neat edges. They then need to make and test a functioning circuit and assemble it within a case.</p> |
| RE    | <p>In Terms 5 and 6, the children will continue to explore the question:<br/> What difference does it make to believe in Ahimsa, Grace and Ummah?</p>  |   |
| MUSIC | <p><b>Garage band and performance</b><br/> The children will continue their learning about music technology by using the App Garage Band on the iPads. They will then begin to learn the songs for our end of year production.</p>   | <p><b>End of year production preparation</b><br/> They will continue to learn the songs, and develop their performance skills, thinking about dynamics and how to perform effectively.</p>  |