



# Teversham Church of England Primary School





## Curriculum Plans Summer 2026 - Hawk Class Year 6













**Enrichment: STEM Trip to Illumina for a DNA-themed day, History Trip to Kensington Palace in London, Bottisham Sports Event, KS2 Summer Play, Year 6 Leavers events (BBQ, water-fight, Graduation)**

**Marble Treat: Making Slime!**

**Learning will include:**

<p><b>English</b></p> 	<p>This term, children will finish reading <i>The Giant's Necklace</i> by Michael Morpurgo. This will enable us to write diary entries from the perspective of key characters using emotive language and varying sentence openers to avoid being too repetitive. Following this, we will read the popular book <i>Holes</i> by Louis Sachar. Children will hone their skills to write their own narrative including dialogue and a discussion text about methods of punishment. We will also use a movie to inspire children to write a dialogue between two characters to help advance the action and capture the characters' personalities. We will further develop our reading skills by summarising, predicting, clarifying vocabulary, inferring and questioning. Also, children will prepare for their KS2 Summer Performance by reading and performing play scripts.</p>
<p><b>Maths</b></p> 	<p>Maths in the summer terms will include lots of consolidation of key areas such as calculating with the 4 operations, calculating with fractions and becoming increasingly familiar with percentages in problem-solving contexts. We will ensure children are secure in applying knowledge of scale factors and properties of both 2D and 3D shapes (including knowledge of nets). Area, perimeter and volume of 3D shapes will be covered as well as handling data. Children will be expected to interpret and draw line graphs, bar charts and pie charts, including constructing pie charts. As their primary school education draws to a close, we will give plenty of opportunities for children to solve mathematical problems using reasoning skills and investigative skills.</p>
<p><b>Science</b></p> 	<p><b>First Half Term: Living Things and their Habitats</b>          Children will learn how to classify plants, animals and micro-organisms according to their observable characteristics. This will include working scientifically by creating classification keys as well as presenting their findings using the appropriate scientific knowledge.  <i>(this builds on from learning about life cycles and food chains in Year 4 and Year 5)</i></p> <p><b>Second Half Term: Light</b>          Children will learn to recognise that light travels in straight lines. They will use this information to explain how light enables us to see objects around us; this will include looking at how the eye and the brain work together to help us see. Children will work scientifically by designing an experiment to track how shadows can be changed. This will include measuring accurately and presenting findings in a table and graph.  <i>(this builds on from learning about shadows in Year 3)</i></p> <p><b>Additional Unit: Electricity</b>          Due to the short and busy spring term, we need to catch up on this unit! Children will learn to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit; compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. They will also learn to use recognised symbols when drawing diagrams of circuits.  <i>(this builds on from learning about building circuits and switches in Year 4)</i></p>
<p><b>Religious Education</b></p> 	<p><b>Big Questions in RE</b></p> <p><b>First Half Term:</b>  <b>Christianity</b> - Should believing in the resurrection change how Christian's view life and death?</p> <p><b>Second Half Term:</b>  <b>Christianity</b> - How do the 'Heroes of Faith' encourage Christians today?</p>

<p><b>History</b></p> 	<p>In history, children will be learning about the changing power of monarchs. This will involve learning about the role and power of Kings and Queens of England. We will compare and contrast William the Conqueror, Henry VIII and Queen Victoria. We will be questioning how these monarchs compare with modern-day Kings and Queens. We will develop children's knowledge of reading historical sources and questioning their reliability. We will also consider <i>who</i> and <i>where</i> the sources were created to help the children understand that when learning about the past, we must consider that people's opinions can be influenced and changed depending on their social and economic situation.</p> <p><i>(This builds on children's existing knowledge of chronology that they have built over their time at Teversham as well as importance of key historical individuals)</i></p>
<p><b>Geography</b></p> 	<p><b>Energy and Climate Change: How should we power the Earth in future?</b></p> <p>In this unit, children will explore what uses land can have. They will discuss solar power, wind power, and using land for food production such as farming. Children will compare maps now to maps in the past to see how land use has changed over time. They will consider reasons why certain areas of land are used for certain purpose. Children will begin to understand the current climate crisis including the following areas: what is affected, population growth, fossil fuels and renewable energies, human choices effecting the world, agriculture and farming, Greta Thunberg and sustainability.</p> <p><i>(Follows on from Year 3 unit on water resources and Year 4 units on the future of our cities and food)</i></p>
<p><b>Music</b></p> 	<p><b>The History of Classical music:</b></p> <p>This term the children will be finding out about how Classical music has changed and developed over the years. They'll start their journey right back in 1640 by learning a song written in Medieval times and follow through to the modern Classical music written nowadays. As they learn about the musical styles, they will listen to a range of different music, play accompaniments, sing songs, identify instruments (or their modern-day relatives), create rhythm patterns and accompaniments, sing in parts and compose music inspired by the masters. Within this topic they'll continue to develop skills on the keyboard as well as in reading musical notation.</p>
<p><b>Art and Design</b></p> 	<p><b>Sculpture:</b></p> <p>In Art, children will focus on refining their sculpting skills. Children will be introduced to the artwork of Salvador Dali who was known for his surrealist paintings. Children will be challenged to create a surrealist sculpture made from plasticine which has been inspired by Dali's work.</p>
<p><b>Design and Technology</b></p> 	<p><b>Electrical:</b> After re-capping prior learning about electricity in science, children will have gained enough knowledge to design and build a movable vehicle powered by electricity. This will involve using a motor to control speed and movement. They will use appropriate finishing techniques to create a quality product.</p> <p><i>(This builds on from children making lighthouses with switches in Year 4)</i></p>
<p><b>Computing</b></p> 	<p><b>Programming:</b></p> <p>Using Scratch, children will learn about variables and how these can be set and changed to create a game with a scoreboard. They will apply the 'Use-Modify-Create' model to design and evaluate their own projects.</p> <p><b>Data and Information:</b></p> <p>This unit will introduce children to spreadsheets. They will be supported to organise and format a set of data. They will learn how to apply formula to multiple cells and then use this skill to plan an event.</p>
<p><b>Physical Education</b></p>  <p>Physical Education</p>	<p><b>Games:</b> Children will develop skills of running, throwing and catching through games of rounders and cricket. They will develop understanding of tactical play by communicating with team mates.</p> <p><b>Athletics:</b> Children will be learning various athletics skills. This will include developing their long-distance and short-distance running. They will also develop technique for throwing and jumping (including technique for triple jump). They'll compare their performances and demonstrate improvement to achieve their personal best. We aim to use iPads in these lessons so that children can record themselves participating in each event and know where to refine their techniques.</p>

<p><b>French</b></p> 	<p>This term we will look at language associated with school life. This will include learning vocabulary for pencil case items, classroom furniture, school subjects and the numbers 0-40. Grammar-wise, children will revise when to use 'il' and when to use 'elle' and how to construct questions using, "est-ce que je peux....?" meaning, "Can I...?" They will also gain confidence in expressing their opinions in French by comparing two things.</p>
<p><b>PSHE</b></p> 	<p><b>Managing Change</b>  Children will think about what positive and negative changes people might experience. They will learn to manage the changing influences and pressures on friendships and relationships. We'll learn what different strategies people use to manage their feelings. Children will share positive and negative changes they've experienced. In particular, we'll discuss what strategies will help them to thrive at secondary school. We'll especially talk about how change isn't always a bad thing.</p> <p><b>Personal Safety:</b>  Children will continue to think about how taking risks could affect their mental health and their safety. This will link with their learning in the Bikeability programme.</p> <p><b>Sex and Relationships Education:</b>  Children should be able to describe some emotions associated with the onset of puberty and have strategies to deal with these. They'll understand that puberty affects people differently, both physically and emotionally. They should be able to describe some characteristics of a loving and trusting relationship, showing awareness of some family arrangements which are different from theirs. They will also learn how babies are made at a level appropriate to their age. Both boys and girls will have the opportunity to ask questions.</p>
<p><b>Whole School Collective Worship Themes for Summer Term 2026</b></p>	
	<p>In the first half of term, we will explore the idea of <b>Christian Service</b>, considering the actions each of us can take. We will be engaging with the summer stewardship challenge from the Diocese of Ely and will take part in the "God's Green Guardians" challenge, developing pupils' abilities to see injustice, to become change makers and to be courageous in their actions.</p> <p>In the second half of the term we will explore the value of <b>truthfulness</b>. We will explore sharing the truth with compassion, considering the feelings of others. We will also think about the importance of telling the whole truth; avoiding exaggeration and telling the truth when it is difficult. We will consider people who have had the courage to be truthful in the face of challenges.</p> <p><b><i>We love because He first loved us. 1 John 4:19</i></b></p>