

Heathfield PRIMARY SCHOOL



Curriculum booklet

Year 6

Summer 2

Writing

Keywords

characterisation
perspective
adventure story
formal/informal language
story structure

problem
resolution

In school we will be learning

In writing this half term, children will continue exploring the genres of narrative and non-chronological report. They will be unpicking organisational and language features of each genre, furthering their knowledge of structure and cohesion. Furthermore, they will be using their knowledge of formal and informal language and applying a range of skills learned across KS2.

Children will continue working on grammar, punctuation and spellings with a particular focus on speech punctuation, complex and compound sentences and various cohesive devices.

Children will be drawing inspiration for their writing from our class texts. This will give them the opportunity to explore the themes more and delve deeper into characterisation.



At home you can

- Visit the websites below to gain further information about the genres we are covering this term.
- Encourage your child to keep a journal as this develops their writing skills.
- Encourage children to think about what they will include in a non-chronological report about life in the trenches.

Useful websites



[non-chronological report](#)



Effective speech/dialogue

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Reading

Keywords

retrieval
inference
evidence
text-mark
fact

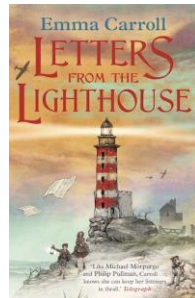
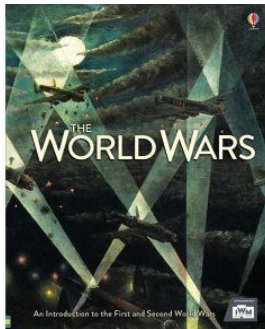
opinion
summary
impression

In school we will be learning

In reading this term, the children will be reading the non-fiction text, 'The World Wars' by Dowswell, Brocklehurst and Brook and 'Letters From The Lighthouse' by Emma Carroll.

The children will continue working on retrieval and vocabulary questions and ensuring that we have exposed the children to a variety of ways in which questions can be asked and answered.

In addition to this, children will take a deeper dive into the character's thoughts, emotions and actions by learning to make accurate inferences and providing evidence to support their opinions. The children will continue to develop their pace and accuracy of reading, increasing the complexity of the text and continuing to develop their knowledge and familiarity of different genres.



At home you can

- Listen to your child read daily
- Read their home enrichment book with them.
- Visit the BBC comprehension page that explains terminology and ways to improve reading.
- Heathfield book reviews - read a book and write a review on the Padlet site.

Useful websites



[HF Book Reviews](#)



[BBC Bitesize Comprehension KS2](#)

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Maths

Keywords

Angles
Obtuse
Acute
Reflux
Straight line

Protractor
Algebra
output
input

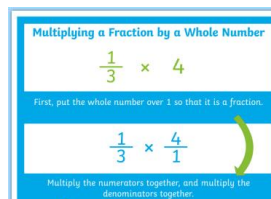
In school we will be learning

This term, children will be consolidating the topic of shape. They will begin by recapping the types of angles and then move on to using a protractor to measure angles, taking care when modelling which scale to use.

The children will begin to formally look at algebra for the first time by exploring function machines. This builds on their work in earlier years, using operations and their inverses to find missing numbers. Children need to learn the meanings of the terms "input", "output", "function" and "rule". At first, they will be given a number, told what to do to it using any of the four operations and calculate the output. They then move on to finding the input from a given output, using inverse operations.

Children will consolidate their learning of measurement from Year 5 and will further their knowledge of conversion between imperial and metric measurements. Children will learn to interpret data presented in various ways including line graphs and tables.

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At home you can

- Listen to your child recall their multiplication fact up to 12 x 12
- Explore and play the maths games on Topmarks
- Complete homework set on Atom Prime

Useful websites



[Topmarks – maths games](#)



[What is an angle? - BBC Bitesize](#)

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Science

Keywords

absorb
absorbed light
afterimage
artificial light source
beam
brain
coloured light
cone

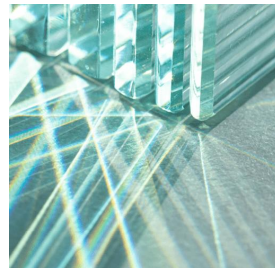
cornea
darkness
Earth
electrical signal
electromagnetic spectrum
focal point
gamma rays
infrared light

light wave
microwaves
natural light source

In school we will be learning

Light Theory

In the Light Theory project, your child will create a mind map to recap their prior learning about light sources, reflectors, day and night, sun safety and shadows. They will observe how light travels in straight lines. They will use their research skills to discover what happens to light when it enters the eye and how this relates to how we see. They will learn about the electromagnetic spectrum, finding out about visible light in detail. They will investigate how we perceive colour, learning that the stimulation of cells in the eye helps us perceive light, dark and colour. Using a torch for a light source, they will explore how shadows change, including their shape, size and how they become distorted. They will discuss what happens to light when it strikes a surface, learning about absorption, reflection, scattering and transmitted light. They will use different mirrors, including plane, concave and convex, to explore how they affect reflections. They will use a light meter to measure light and will observe refraction and ask and answer scientific questions about the phenomena.



At home you can

Light Sources and Reflectors:

- **Activity:** Go on a light scavenger hunt around the house. Identify and list natural and artificial light sources, as well as objects that reflect light.
- **Materials:** Flashlights, mirrors, shiny objects (e.g., aluminium foil), everyday items.
- **Discussion Points:** Discuss why certain objects reflect light better than others and the differences between light sources and reflectors.

Useful websites

<https://www.bbc.co.uk/bitesize/topics/z3nnb9q/year/zncscw>



SCAN ME

<https://www.theschoolrun.com/what-light>



SCAN ME

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H

Humanities

Keywords

Commonwealth
Britain
war effort
evacuation
trenches

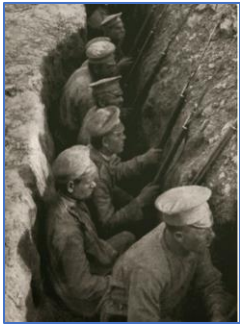
blitz
conflict
bombing
campaign
warfare

propaganda
dictatorship
Nazi
home front
Dunkirk

liberate
rationing
Treaty of Versailles
recruit
truce

In school we will be learning

The children will continue to learn about the impact of Britain during WWII. They will learn about the causes, events and consequences of the First and Second World War.



They will consider what some of the influences of new inventions were on warfare. They will also explore how life in Great Britain was affected and what was the legacy of the wars in the post-war period.

The historical skills the children will be developing will include:

Cause and consequence, investigating sources of evidence, historical interpretation and significance. In addition, continuity and change and chronological understanding of these significant events.



At home you can

- To write a newspaper report about D Day and V Day.
- To write a descriptive piece of writing to explain what it was like during the blitz of London.
- To design and make a model of a war shelter.
- Draw a silhouette painting/ picture of St Pauls cathedral during the Blitz.
- Create a fact file about the foods that were rationed in Britain during the war.
- Write a poem about remembering the war heroes (remembrance day).
- Make an evacuation box and decide/ list what you would have found in it during WWII and what you would put in it today.

Useful websites



[World War II - Kids | Britannica Kids | Homework Help](#)



[World War Two \(WW2\) for Kids \(primaryhomeworkhelp.co.uk\)](#)

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Computing

Keywords

Micro:bit,
MakeCode,
input,
process,
output,
flashing,

USB,
trace,
selection,
condition,
if then else,
variable,

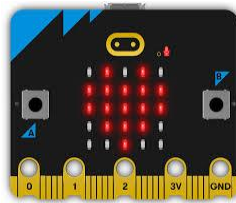
random,
sensing,
accelerometer,
value,
compass,

In school we will be learning

Sensing

This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 – 'Programming A'. It offers pupils the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit. The unit begins with a simple program for pupils to build in and test within the new programming environment, before transferring it to their micro:bit. Pupils then take on three new projects in Lessons 2, 3, and 4, with each lesson adding more depth.

Design features prominently in this unit. A design template is introduced in Lesson 3, initially scaffolded to give pupils the opportunity to create code from a given design. In Lesson 4, that scaffolding is gradually reduced, then in Lesson 5, pupils create their own design, using the same template. In the final lesson, pupils will apply their knowledge of the programming constructs and use their design to create their own micro:bit-based step counter.



At home you can

Combining Constructs in a Project:

Activity: Design a more complex project in Scratch, such as a basic game or interactive story, that incorporates sequence, repetition, selection and variables.

Materials: Computer or tablet, internet access, Scratch account.

Steps:

- Plan the project together, deciding what actions will happen and when.
- Use sequences for the storyline or game flow, loops for repetitive actions, conditionals for choices and variables to track scores or states.
- Build and test the project step-by-step.

Discussion Points: Discuss how different programming constructs work together to create complex behaviours.

Useful websites



scratchJr



ScratchJr
Tutorials -
click on
'Tutorials' ta
b at the top
of the
webpage

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D & T

Keywords

Bias binding
Blanket stitch
darn
fastening
recycling
Running stitch

Tacking stitch
utility
Whip stitch

In school we will be learning

This half term, Year 6 is learning about WW1 and WW2 and they will be focusing on textiles in DT. This project teaches children a range of simple sewing stitches, including ways of recycling and repurposing old clothes and materials.

In this unit, the children will be encouraged to investigate ways to repair damaged clothing and how to repurpose clothing that is no longer wearable as it is.

They will develop their sewing and cutting skills and learn a range of different stitches, choosing the most appropriate one for a task. They will be given the opportunity to use recycled fabrics to design and create a useful item of their choosing.

Building on previous skill development, children will be encouraged to critically evaluate their own work as well as offer constructive criticism to others.



At home you can

- Gather some unused items of clothing and consider how they can be repurposed.
- Could you cut it up and use the fabric to make something else?
- Does it need repairing? How could this be done?

Useful websites



How to
do a
blanket
stitch



How to
do a
running
stitch



How to
do a
tacking
stitch

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Music

Keywords

Anna Meredith,
Shiva Feshareki,
Eska,
Afrodeutsche,
Pulse,

Rhythm,
Rap,
Pitch,
Improvise,
Compose,

Melody,
Bass,
Guitar,
Drums,
Percussion

In school we will be learning

During this last term of Year 6, pupils will complete the music unit Music and Me - Inspirational female artists.

As pupils have had a lot of exposure to different genres of music in their school career, we hope pupils know what musical identity is and identify different genres of songs.

To encourage a love of music we will listen to some songs and know what the song is about and the meaning of the lyrics. We want pupils to know the instruments they might play or be played in a band or orchestra or by their friends.

Building on previous learning, know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure

When listening to songs we want pupils to identify the dynamics, tempo and texture of the song.

Pupils will practise to write suitable lyrics for a song or rap and create and practise melodies.



At home you can

Since pupils have been learning about inspirational female artists, I have included a link to a video that discusses 20 of the most influential women in music. This gives a very brief history of women in music but does expose pupils to a variety of musical genres and types.

With pupils hopefully having a good grasp of a range of instruments, I have included a guess the instrument quiz game. The questions are quite simple but the explanations are very good and a good learning tool. Because Year 6 will be leaving us for secondary school soon, pupils could write their own songs about their time at Heathfield. I have included a beat if pupils wanted to write a rap about their experiences.

Useful websites



[Top 20 Influential Women in Music of All Time](#)



[Quiz : Can You Guess What Instrument Is This?](#)



[Freestyle Type Beat - "Slow"](#)

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RE

Keywords

joy
happiness
beauty
express
disposition

Eid ul Fitr
Eid ul Adha
The Lord's Prayer
Islam
Christian

In school we will be learning

This half term we will be looking at the dispositions of 'Expressing Joy' and 'Appreciating Beauty'.

Expressing Joy

We start looking at this disposition by talking about how people express joy. Also, discussing if there is any the difference between happiness and joy. Following this, we look at the joy people who follow Islam get from the religious events Eid ul Fitr and Eid ul Adha. Along with how followers of Islam express their joy in worship.

Appreciating Beauty

The exploration of this disposition starts with us discussing how do we respond to something that is beautiful. Then, we look at how Christian's use The Lord's Prayer to worship God and consider the ways that could be said to be beautiful. We end this disposition by considering if there is any negatives to saying that some things are beautiful.



At home you can

- Learn about different [Christian](#) prayers.
- Learn about [Ramadan and Eid ul Fitr](#).
- Learn about [Eid ul Adha](#).
- Discuss at home the beauty and joy in the religion that your family follow. Talk to religious leaders at your place of worship about it and tell your class what they say.

Useful websites



Christian prayers



Ramadan and Eid ul Fitr



Eid ul Adha

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PSHE

Keywords

change
friendship
relationship
independence
responsibility

maturing
opportunity
courage
peer pressure

In school we will be learning

As we head into our final term at primary school, Year 6 will be focussing on what it means to become more independent.

They will be discussing how friendships change as they grow and how this is a normal part of growing up. They will learn skills to help them manage friendships: making new friends and separating for others.

They will consider the fact that people have different kinds of relationships in their lives and that some last for a long time, while others are short lived.

They will learn to recognise healthy and unhealthy relationships as well as dangerous associations.

A big hurdle in Year 6 is managing change and moving to secondary school. Together, we will discuss how to ask for support or where to seek further information and advice regarding growing up and changing.



At home you can

- Thinking about all the unknowns of secondary school can be upsetting for your child. Discuss strategies for handling challenges that may arise in secondary school, such as peer pressure, conflicts with classmates, or difficulties with coursework. Teach your child problem-solving skills and encourage them to seek help when needed.
- Help your child develop organizational skills by encouraging them to pack their own school bag, lay out their clothes, and prepare their lunch. This fosters independence and responsibility.
- Start transitioning to a school schedule a few weeks before school begins. Set regular wake-up times, meal schedules, and bedtime routines to get your child accustomed to the new routine.

Useful websites



[How to
prepare
for
secondary
school](#)



[Moving
up! The
transition
to
Secondary
School](#)

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PE

Keywords

integrity
fair play
tactical
co-operative
opponent

Running
Stretches
Sportsmanship
Respect
Tactics

In school we will be learning

Health related fitness

For health-related exercise, this unit of work will consolidate pupil's understanding of strength, flexibility and cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits, enhancing their own fitness.

Athletics

This unit of work will challenge pupils to apply their knowledge, understanding and skills into a series of competitions. Pupils will experience competition across all the different areas of athletics that they have explored. Pupils will have to work hard individually to apply the correct technique as well as collaborating in teams.

Key Skills

Physical: running, jumping, throwing, balance, flexibility
Social: communication, respect, co-operation
Emotional: honesty, self-regulation, sportsmanship
Thinking: select and apply skills, reflection, assess, tactics



At home you can

- Complete a Joe Wicks workout
- Running between two points timed (bleep test)
- Stretches to help flexibility
- Practise throwing and catching a ball to help with reaction time
- Practise balancing on one foot

Useful websites



Kids workouts



Morning stretches

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