

# Heathfield PRIMARY SCHOOL



Curriculum booklet

Year 6

Summer 1

# 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 be 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. They will be applying their knowledge of direct and indirect speech to help them write a newspaper article to impact the reader.

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.
- Complete homework given by class teachers.

## Useful websites



[non-chronological report](#)



[Spag revision](#)

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# reading

## Keywords

retrieval  
inference  
evidence  
text-mark  
fact

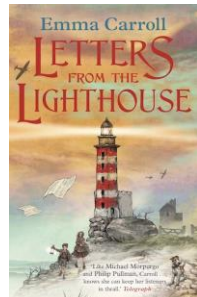
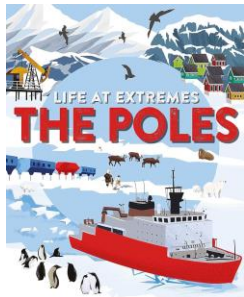
opinion  
summary  
impression

## In school we will be learning

In reading this term, the children will continue reading 'Life At Extremes: The Poles' by Josy Bloggs and begin '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.
- 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

fractions  
mixed number  
decimals  
data  
line graph

conversion  
metric  
imperial  
percentages  
multiplying

dividing  
decimal place

## In school we will be learning

This term, children will embed their knowledge of the relationship between fractions, decimals and percentages; learn to calculate area, perimeter, volume and use their knowledge of the four operations to solve multi-step problems.

Children will consolidate their learning of fractions. They will focus on dividing fractions where the numerator is a multiple of the integer they are dividing by, for example  $\frac{3}{5}$  divided by 3, or  $\frac{6}{7}$  divided by 2. Children will learn to recognise that they need to multiply the numerator by the integer. When multiplying mixed numbers, children will learn to either partition them into wholes and parts, multiplying each of them by the integer, or convert the mixed number to an improper fraction and then multiply the numerator by the integer.

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.

O	Tth	Hth	Thth

Multiplying a Fraction by a Whole Number

$$\frac{1}{3} \times 4$$

First, put the whole number over 1 so that it is a fraction.

$$\frac{1}{3} \times \frac{4}{1}$$

Multiply the numerators together, and multiply the denominators together.

## 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](#)



[fractions](#)

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# science

## Keywords

light source  
reflector  
day and night  
shadows  
spectrum

visible light  
colour perception  
data logger  
refracted  
rainbow

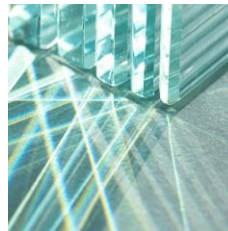
mirror  
sun

## In school we will be learning

### Light Theory

In this science project, children revisit learning about light from previous years, including light sources, reflectors, day and night, shadows, space and sun safety. They observe a range of demonstrations that prove that light travels in a straight line. They extend this learning to understand how light enters the eye and helps us to 'see', using research to learn more. Children explore the spectrum of light, focusing on visible light and use this learning to understand how we perceive colour. They investigate colour perception within the class seeking patterns and relationships in their data.

Children revisit learning about shadows and independently explore shadow making. They use their observations to draw diagrams and identify patterns in how shadows change. They explore reflected light by investigating plane, concave and convex mirrors, identifying their similarities, differences and uses. Children conduct a comparative test to measure reflected light from different coloured papers using data loggers with light sensors or light meters apps. They use their observations to discuss fair testing, repeat reading and how their results relate to real life. Finally, they explore refraction and how this relates to rainbows, vision and corrective glasses.



## At home you can

- Learn about how the [eye detects light](#) and [why shadows are made](#).
- What is a [rainbow](#)?
- Activities to [explore](#) light at home with your children.

## Useful websites



eye detects light / shadows



rainbow



exploring light

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# Humanities History

## 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 be learning all about this time in history through a topic called: Britain at war.

The children will learn about the causes, events and consequences of the First and Second World Wars.



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 diary entry from the point of view of a soldier waiting in the trenches.
- Create a poster promoting the war effort and the community support (British)
- Create a timeline of the key events during the WWI and WWII periods.
- Draw a label some of the wartime inventions and write about their cause and effects on the war and people.
- Write a description about London/ Coventry during the blitz.

## 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

2D / 3D shapes	handles	rotate	cuboid	placeholder	evaluate
select	resize	duplicate	sphere	hollow	modify
move	lift	group	cone	choose	
perspective	lower	cylinder	prism	combine	
view	recolour	cube	pyramid	construct	

## In school we will be learning

### 3D modelling

The children will develop their knowledge and understanding of using a computer to produce 3D models. They will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. The children will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Finally, children will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.

At the beginning of the unit, the children will be introduced to the concept of 3D modelling by creating a range of 3D shapes that they select and move. They will also examine shapes from a variety of views within the 3D space. Children will manipulate 3D objects digitally. They will resize objects in one, two, and three dimensions. They will also lift and lower 3D objects relative to the work plane and combine two 3D objects to make a new shape. Finally, learners will recolour 3D objects.



## At home you can

### Introduction to 3D Space:

- Start by introducing your child to basic concepts of 3D space using modelling software like Tinkercad or SketchUp.
- Allow them to explore moving, resizing, and duplicating objects in a virtual 3D environment.
- Guide them in understanding how to manipulate objects in three dimensions and orient themselves within the space.

### Research and Inspiration:

- Explore examples of architectural designs and building models together, either through online resources or by visiting architectural landmarks in your area.
- Discuss different styles, materials, and construction techniques to inspire your child's creativity.

## Useful websites



[Tinkercad.com](https://www.tinkercad.com)



[Welcome to Tinkercad!](#)

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# Art

## Keywords

Pop Art  
Andy Warhol  
Lucy Arnold  
Kelly Stanford  
Rosalind Monks

mixed media  
collage  
observational  
contemporary  
materialism

medium  
popular culture

## In school we will be learning

In this art and design project, children revisit the theme of nature and the natural world as a starting point for their art. They explore observational drawings of insects and look at mixed media collages.

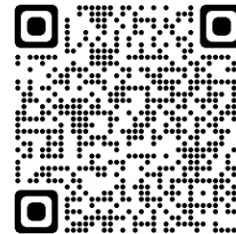
They learn about significant printmaker, Andy Warhol, and use what they have learned to create Pop Art bees. Pop art was an art movement that began in the United Kingdom and United States in the mid to late 1950s. It features images of everyday objects, words or people presented using vibrant colours and bold outlines. This movement was inspired by popular culture. They also gain inspiration from artists who draw insects: Lucy Arnold, Kelly Stanford and Rosalind Monks.



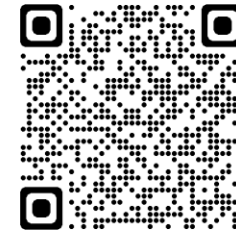
## At home you can

- Learn about [Andy Warhol](#).
- Learn how to do [zentangle patterns](#) like the artist Rosalind Monk.
- Learn to draw a [insects](#) in the style of the artists we are covering this term.

## Useful websites



Andy Warhol



zentangle patterns



drawing insects

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# Music

## Keywords

Little Eva  
The Chiffons  
The Drifters  
Carole King  
Bruno Mars

Gladys Knight  
Stevie Wonder  
Dionne Warwick  
Elton John  
Randy Newman

Stevie Wonder  
pop  
Pete Readman  
Luther Vandross  
Lionel Richie

Bob Dylan  
Tony Bennett

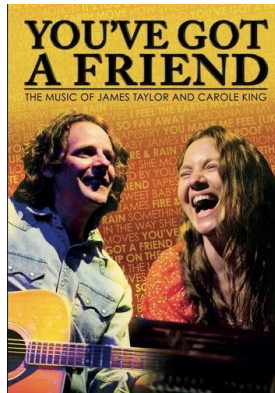
## In school we will be learning

This half term year 6 will listen to the song “You’ve got a friend”. Pupils will identify what style indicators, they can hear and describe the structure of the song.

Hopefully, the pupils will be able to sing the song “You’ve got a friend” and sing in unison.

Pupils will continue to play keyboards and play along with the new song.

We want students to play instrumental parts with the song by ear or from notation using up to 4 notes – B, A + G and C, D, E + F.



When pupils can play along well we will be asking them to improvise with claps, instruments and voice using notes; A, G and E.

We will then move on to composing a simple melody using simple rhythms choosing from the notes E, G + A or E, G, A, C + D.

This should follow on from the notes we used when playing along with the song.

We want pupils to know about the style of song so they can identify other



## At home you can

- I’ve included a link to a video of “You’ve got a friend” for pupils to listen, explore what they like and identify they type and structure of the song.
- I have included a link to a BBC website. This explores Hans Zimmer with some work called Earth. Hans Zimmer has made some of the most famous music for movies.
- I have included a year 6 lesson about exploring recitative and arias. Recitative is a style of delivery in which a singer is allowed to adopt the rhythms and delivery of ordinary speech. Recitative does not repeat lines as formally composed songs do. This may give pupils knowledge about a new area of music they don’t hear much.

## Useful websites



[Carole King -  
You've Got a Friend](#)



[Hans Zimmer – Earth](#)



[Exploring recitative  
and arias](#)

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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.



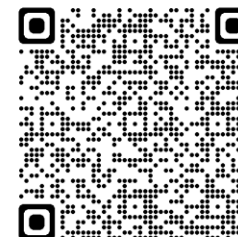
## At home you can

- 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

throw  
catch  
bowl  
bat  
field

strike  
underarm  
overarm  
bowler  
backstop

fielder  
batter  
tactics  
honesty  
self regulation

## In school we will be learning

### Health related fitness

For health-related exercise, this unit of work will consolidate pupils 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 and 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

- Play a game of [4 person rounders](#) with your family.
- Learn the [rules of rounders](#).
- Rounders [batting tips](#) and exercises to prepare you for rounders.

## Useful websites



Kids workouts



Morning stretches

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