



During this half term our enquiry is:

How is our World changing?

Subject	Activities / areas to be covered in school	Possible learning at home
English	<p>This half term, our focus in English will be on developing children's writing skills across a range of genres.</p> <p>We will begin by exploring the short, animated film <i>Broken: Rock, Paper, Scissors</i>. Throughout the unit, we will be focusing on dialogue and how we can use it to effectively enhance action and convey character.</p> <p>Following this, we will take inspiration from the clip <i>Alma</i>, which will inspire the children to write their own scary narratives. Through this, the children will be focusing on building suspense and creating atmosphere in their writing. As part of this unit, the children will have the opportunity to write from different characters' perspectives, helping them to deepen their understanding of viewpoint and empathy in storytelling.</p> <p>In addition to narrative writing, we will also be developing children's skills in non-fiction writing. This will include writing reports and explanations linked to our Geography topic on coasts. The children will learn how to write clearly and accurately to explain geographical processes.</p>	<p>Children should continue to read regularly at home for pleasure – try to encourage them to read a wider range of materials.</p> <p>Suspense and Mystery Stories <i>Linked to: Alma and writing scary narratives</i></p> <p>Read a spooky short story or mystery (age-appropriate) and complete one of the following:</p> <ul style="list-style-type: none"> ○ Create a <i>story map</i> showing how tension builds throughout the story. ○ Write a <i>character diary entry</i> imagining how the main character felt during the scariest part. ○ Design a <i>new book cover</i> and write a blurb to capture the atmosphere.
Maths	<p>This half term in maths, the children will be applying their learning across a range of exciting cross-curricular contexts. For example, they will explore mathematical concepts such as depth and distance through perspective drawing in art, investigate shape and tessellation when designing and creating wave bowls, and use data handling and measurement skills during fieldwork in geography. Alongside this, we will continue to develop core arithmetic skills, with regular practice of number bonds, times tables and related division facts to build fluency and confidence. As we look ahead to the transition to secondary school, we will also focus on strengthening problem-solving</p>	<p>Regular practise of times tables and the related division facts is crucial to ensure that all children begin secondary school, confident and competent with all facts up to 12x12. Please practise these at home.</p>



	strategies and deepening mathematical reasoning to ensure a smooth and confident move into the next stage of their learning.	
Science	<p>This half term's unit is designed to develop pupils' Working Scientifically skills through practical enquiry, investigation, and evidence-based reasoning. Pupils will learn how to think and work like scientists by asking questions, planning and carrying out investigations, and drawing conclusions from evidence. By the end of the unit, pupils will be able to:</p> <ul style="list-style-type: none"> • Plan and carry out fair tests, identifying and controlling variables. • Make predictions based on prior experience or simple reasoning. • Use appropriate equipment to take accurate measurements. • Record data systematically using tables, charts, and diagrams. • Interpret and analyse results to identify patterns and relationships. • Draw conclusions and explain findings using scientific evidence. • Evaluate the reliability of results and suggest improvements. 	<p>Ask questions about what you see happening around you. Design mini-investigations to test theories.</p> <p>Here are some ideas: https://www.science-sparks.com/ https://www.bbc.co.uk/teach/terrific-scientific</p>
Geography	Children will begin by learning about weathering and erosion; exploring how and why rocks erode and change coastlines. They will investigate what is meant by the term 'coastline': naming features and locating/naming coastlines around the UK. Following on from this, the children will explore how coastlines change over time thinking specifically about coastal erosion and flooding. Finally, the children will plan and carry out fieldwork on our trip to the coast.	<p>Visit the coast. Identify where you are on a map. Observe features of the coast and group them into physical and human features.</p> <p>Research coastal erosion and flooding.</p>
Physical Education	<p>Year 6's PE days are Monday and Thursday, so please ensure children are wearing school PE Kit for those days. Both PE slots this term will be outdoor as the children take part in Outdoor and Adventurous Activities (OAA) and Golf. Key sporting dates are:</p> <p>🚲 Wednesday 8th July – Leavers Bike Ride to Archers Helmets on – it's time for an adventure on wheels! 🚲</p> <p>🏊 Friday 10th July – Sports Day (PM)</p>	Children to look for opportunities to increase their exercise and be aware of their pulse rate etc before, during and after this.



	<p>Spectators welcome. Get training for the parents' race!</p> <p>🏃 Wednesday 15th July – Colour Run</p> <p>Get ready to get messy – and colourful! One of the most fun events of the year! 🤪🏃</p>	
PSHCE	<p>This term, we will be covering the statutory elements of the Relationships and Sex Education (RSE) programme. We will re-cover puberty and ensure that all children are aware of the changes that will affect boys and girls during this stage. We will be establishing what happy and positive relationships look like and emphasising the importance of this before considering starting a sexual relationship. We will learn about sexual intercourse and how babies are created and what happens throughout pregnancy. Please contact the class teacher if you require any further information.</p> <p>We will be considering transition for the remainder of the term, ensuring that children feel supported with their forthcoming moves to secondary school. We will be discussing what will change, how to manage it and where to go for support and covering some of the main issues that children may be worried about during this period.</p>	<p>Support your child at home, alongside our RSE lessons. Your child may well want to ask you questions about our learning in school that they may not feel confident enough to do so in school.</p> <p>Please talk to your child about their transition to secondary school and look at the school's website under their transition tab.</p>
Art	<p>Our Illusions unit introduces children to illusion and perspective through practical, drawing-focused activities. Children explore how artists create depth, distance and movement by working with outdoor and interior perspective, foreshortening, trompe l'oeil, impossible shapes and optical art. Through step-by-step modelling, discussion and independent practice, children develop key techniques such as vanishing points, horizon lines and construction lines, applying these skills to create imaginative and realistic artwork.</p>	<p>Try this activity to learn how objects look smaller when further away: One-Point Perspective Room Drawing</p> <p><i>Draw a dot in the centre of the page (vanishing point).</i></p> <p><i>Draw a square around it (back wall).</i></p> <p><i>Add lines from each corner to the edges of the page to create a 3D room.</i></p> <p><i>Add furniture (bed, table) using the same vanishing point.</i></p>
RE	<p>What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?</p> <p>This half term in RE, children will explore key beliefs and practices across Hinduism, Christianity, and Islam. They will make connections between what people believe and how these beliefs influence their behaviour, focusing on concepts such as ahimsa (non-violence), grace, and the sense of community in the Ummah. Through stories and teachings from sacred texts, they will deepen their understanding of these values and how they guide followers in daily life. The children will also consider the challenges faced by individuals practising</p>	<p>Talk together about what it means to live peacefully and show kindness to others.</p> <p>Encourage children to carry out small acts of kindness at home or in the community—helping a sibling, writing a thank you note, or picking up litter.</p> <p>Get involved in a local community activity or charity event and talk about the importance of being part of a supportive community, reflecting the value of Ummah.</p>

Year 6

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	these religions in modern-day Britain and reflect on both the similarities and differences between the beliefs and behaviours found in different faiths.	
Computing	Creating Media – Web page creation: This unit introduces learners to the creation of websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.	Compare websites - look at two of your favourite websites and sketch them, detailing the similarities and differences. Find out about 'Copyright' and 'fair use' linked to websites and website creation.
Music	This term, we are thrilled to welcome Durham Music Service into school every Wednesday to deliver exciting Rock Choir sessions. This is a fantastic opportunity for our pupils to develop their singing voices and build confidence in performance. These sessions will support our preparations for the final performance of the year—our much-anticipated Leavers Play! With plenty of singing and rehearsals ahead, we are looking forward to showcasing our talents and celebrating the end of our primary school journey with a memorable performance.	Encourage your child to practise their songs at home. Set aside time to listen together, sing along, or even perform as a mini "home concert." This builds confidence and helps with memorisation. Talk about how it feels to sing or perform in a group. Celebrate progress and effort—every step builds their confidence for the big end-of-year performance!