

# Year 6

# Shine Brightly Curriculum

## Summer 2025

### Overview of the summer term curriculum

Art	Computing	DT	French	Geography	History	Music
Focus: Sculpture Unit: Hand building Clay	Focus: Spreadsheets (Excel)	Focus: Mechanisms Unit: Renewables	Focus: The Hungry Giant  Focus: Going on a Picnic	Focus: Human Geography  Unit: Global Clothing Production	Golden Thread: Changes in Society  Unit: The impact of the Civil Rights Movement	Focus: Composing  Unit: Creating music with more than one part
PE	PSHE	RE	Science	Reading	Writing	Maths
Focus: Swimming Focus: Athletics Focus: Cricket	Focus: Changing Me Focus: Healthy Me	Focus: Islam  Unit: Actions and consequences	Focus: Living things and their habitats.  Focus: Evolution and Inheritance	Fiction: The Star Outside my Window Boy in the Tower  Non-Fiction: The Buildings that Made London  Poetry: Shakespeare Sonnet	Fiction: The Night Bus Hero Macbeth  Non-Fiction: Who is Macbeth  Poetry: Short burst writing	Statistics  Geometry – Shape  Geometry – Position and direction  Themed projects  Consolidation  Problem solving



As artists in Year 6, we are learning:

# Art

Term: Summer

Focus: Sculpture (clay)

As artists, we are learning to understand what a sculpture is and investigate materials that can be used to sculpt with.

As artists, we are learning to question and make thoughtful observations about why and how sculptors and others work to improve the quality of an environment.

As artists, we are learning to record from first-hand observation.

As artists, we are learning to investigate and combine visual and tactile qualities of materials and processes and develop control of tools and techniques.

As artists, we are learning to compare ideas, methods and approaches in our own and others' work and adapt our work accordingly.

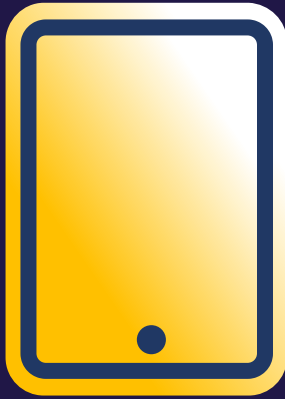
**Composite:** To build a small-scale sculpture from our designs.

As technologists in Year 6, we are learning:

# Computing

Term: Summer

Focus: Spreadsheets (Excel)



As technologists, we know what a spreadsheet looks like. We can navigate and enter data into cells.

As technologists, we will introduce some basic data formulae in Excel. We can demonstrate how the use of Excel can save time and effort when performing calculations.

As technologists, we will use a spreadsheet to model a situation.

As technologists, we can demonstrate how Excel can make complex data clear by manipulating the way it is presented.

As technologists, we will use formulae for percentages, averages, max and min in spreadsheets

As technologists, we will create a variety of graphs in Excel.

**Composite:** To create and use to working spreadsheet to assist us with our fiver challenge



As design technologists in Year 6, we  
are learning:

D.T

Term: Summer

Focus/Unit: Mechanisms/  
Renewables

As designers, we are learning to research what solar energy is and what it is used for.

As designers, we are learning how to make and cook in a solar oven.

As designers, we are learning to research how photovoltaic cells make electricity.

As designers, we are learning to make a photovoltaic cell

As designers, we are learning to create a solar powered rover.

**Composite:** To evaluate the products created and pitch design ideas to peers.

As linguists in Year 6, we are learning:

# French



Term: Summer 1

Focus: Fruits and Vegetables/Hungry Giant

As linguists, we are learning to understand and say some fruit and vegetable nouns.

As linguists, we are learning to recognise fruit and vegetable nouns in the plural form.

As linguists, we are learning to understand and enjoy a story about fruits and vegetables.

As linguists, we are learning to ask politely for fruits and vegetables.

As linguists, we are learning to write a polite request in French.

As linguists, we are learning to create our own “Hungry Giant” story.

Composite: To ask Mrs Julian for our lunch in French.

As linguists in Year 6, we are learning:

# French

Term: Summer 2

Focus: Going on a Picnic

As linguists, we are learning understand and name some picnic food and drinks.

As linguists, we are learning to listen and join in with a story about going on a picnic.

As linguists, we are learning to create our own picnic story.

As linguists, we are learning to use the verb phrase "I live in...".

As linguists, we are learning to ask the question "Where do you live?" And answer with "I live in..." In French.

As linguists, we are learning to create a simple conversation.

**Composite:** To apply knowledge whilst having a conversation in French with our partner.

As geographers in Year 6, we are learning:

# Geography



Term: Summer

Focus: Human Geography

As geographers, we are learning to explore natural and synthetic fibres and the origin of these.

As geographers, we are learning to investigate where clothes are made and how they arrive in our shops.

As geographers, we are learning to compare the geography of a range of clothes-producing nations.

As geographers, we are learning to understand how different employment laws affect who makes my clothes.

As geographers, we are learning to understand the environmental impact of the manufacturing process in the clothing industry.

As geographers, we are learning to understand what power we have as consumers to make a positive change.

**Composite:** Write a letter to a large brand offering advice and expressing an opinion.

As historians in Year 6, we are learning:

# History



Term: Summer

Unit: The impact of The Civil Rights Movement

Golden thread: Changes in Society

As historians, we are learning to understand how WWII impacted The Civil Rights Movement.

As historians, we are learning to know about the significance of individuals during The Civil Rights Movement.

As historians, we are learning to understand how The Civil Rights Movement gained momentum: The Little Rock Nine & Freedom Riders.

As historians, we are discussing the impact of 'The March on Washington' and Martin Luther King Jr's 'I have a Dream' speech.

As historians, we are learning to understand the impact that the movement had on improving the lives of African Americans, changing legislation and laws: Civil Rights Act (1964); Voting Rights Act (1965); and Fair Housing Act (1968).

**Composite:** To write and present a speech that directly answers the enquiry question: How has The Civil Rights Movement impacted society today?





As musicians in Year 6, we are learning:

# Music

Term: Summer

Focus: Composing

As musicians, we are learning to create a piece of music with multiple sections.

As musicians, we are learning to use chord changes as part of an improvised sequence.

As musicians, we are learning to extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.

As musicians, we are learning to plan and compose an 8- or 16- beat melodic phrase using the pentatonic scale.

As musicians, we are learning to compose melodies made from pairs of phrases in either G major or E minor.

As musicians, we are learning to enhance our melodies with rhythmic or chordal accompaniment.

**Composite:** To create a piece of music with more than one part.  
Transition project – look at slide 5.



As sports people in Year 6, we are learning:

P.E

Term: Summer

Focus: Athletics

As sports people, we are learning to understand pace and applying different speeds to appropriate distances.

As sports people, we are learning to develop techniques and fluency in relay changeovers.

As sports people, we are learning to develop running, jumping, throwing and catching in isolation and in combination.

As sports people, we are learning to develop an understanding of how to improve in different physical activities and to evaluate our own success.

As sports people, we are learning to develop flexibility, strength, technique, control and balance.

As sports people, we are learning to compare our performances with previous ones and demonstrate improvement to achieve their personal best.

**Composite:** To complete in a whole school athletics competition.



As sports people in Year 6, we are learning:

P.E

Term: Summer

Focus: Cricket

As sports people, we are learning to develop throwing accuracy and catching skills.

As sports people, we are learning to develop underarm bowling accuracy.

As sports people, we are learning to use a wide range of fielding skills with increasing control under pressure.

As sports people, we are learning to use the rules of the game consistently to play fairly.

As sports people, we are learning to use defensive and driving hitting techniques.

As sports people, we are learning to understand the need for tactics and can identify when to use them.

**Composite:** To play a competitive match of cricket.



As successful citizens in Year 6, we  
are learning:

# PSHE

Term: Summer

Focus: Changing Me

As successful citizens, we are learning about our own self-image and how our body image fits into that.

As successful citizens, we are learning ways about the ways our bodies change during puberty

As successful citizens, we are learning about how a baby develops from conception through to birth.

As successful citizens, we are learning that being physically attracted to someone changes the nature of the relationship.

As successful citizens, we are learning about the importance of self-esteem and what we can do to develop it.

As successful citizens, we are learning about how to deal with any worries or anxieties about the transition to secondary school.

**Composite:** To have a class discussion about how to deal with transition fears and anxieties.



As successful citizens in Year 6, we  
are learning:

# PSHE

Term: Summer

Focus: Healthy Me

As successful citizens, we are learning to take responsibility for our health and to make choices that benefit us.

As successful citizens, we are learning about different types of drugs and their uses and effects on the body.

As successful citizens, we are learning that some people can be exploited and made to do things against the law.

As successful citizens, we are learning why some people join gangs and the risks this involves.

As successful citizens, we are learning what it means to be emotionally well and can explore people's views towards mental health.

As successful citizens, we are learning to recognise stress and the triggers that cause this.

**Composite:** To have an oracy discussion about how to deal with stress and how to support people dealing with it.



As theologists in Year 6, we are learning:

# R.E

Term: Summer

Focus: Islam

As theologians, we are learning about what motivation means to me and consider how people can be helped when others are motivated to do good deeds.

As theologists, we are learning to interpret some things the Qur'an says about life after death.

As theologists, we are learning to say how instructions in the Qur'an can help Muslims lead a good life.

As theologists, we are learning to explain some actions a Muslim might take as Jihad.

As theologists, we are learning to discuss example of times our choices have been influenced and have changed when the consequences have been considered and explain how believing in Akhirah influences Muslims to do their best to lead good lives.

As theologists, we are learning to express a vision of how leading a good life could make the world the place we want it to be.

**Composite:** To reflect on their own positive vision of the world and design a class 'patchwork quilt' collage to express their own vision of how they'd like the world to be.



As scientists in Year 6, we are learning:

# Science

Term: Summer

Focus: Living things and their habitats.

As scientists, we are learning to explore our previous knowledge of living things.

As scientists, we are learning about ecosystems.

As scientists, we are learning to understand why we classify living things.

As scientists, we are learning to classify living things.

As scientists, we are learning about the Linnean system.

As scientists, we are learning how micro-organisms can be helpful in the way we live today.

**Composite:** To write a non-chronological report explaining the purpose and processes of classification.

As scientists in Year 6, we are  
learning:



# Science

Term: Summer

Focus: Evolution and  
Inheritance

As scientists, we are learning to explore our previous knowledge of evolution.

As scientists, we are learning about how we got our features and characteristics.

As scientists, we are learning about the scientific evidence for evolution.

As scientists, we are learning how animals have evolved to survive.

As scientists, we are learning how animals have evolved using camouflage.

As scientists, we are learning how animals are suited to their habitats.

**Composite:** To create a plant or animal that could survive a catastrophic event to end the world.