

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: Geographical Fieldwork and Skills Unit: London as a Megacity	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 Romeo and Juliette 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 explore different ceramic techniques and artists.

As artists, we are learning the hand building technique of pinching.

As artists, we are learning the hand building technique coiling.

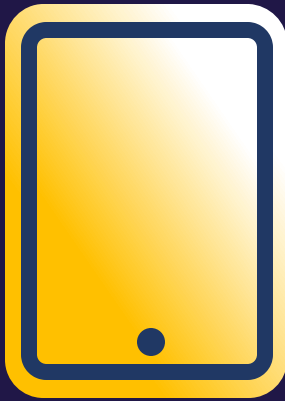
As artists, we are learning the hand building technique of slab building.

As artists, we are learning to create a vessel in our preferred technique.

Composite: A final vessel made from clay with 3D sketches to support the design process.

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: Geographical Fieldwork and Skills

As geographers, we are learning to locate London and identify significant landmarks using six-figure grid references.

As geographers, we are learning to explore the population of London and how it compares to other Megacities.

As geographers, we are learning to explore how transport systems – particularly the underground network – enable London to grow as a Megacity.

As geographers, we are learning to predict and collect data on popular tourist destinations in London.

As geographers, we are learning to present data on popular tourist destinations in London and draw conclusions.

As geographers, we are learning to present our findings on London as a megacity and hold a conference.

Composite: As Geographers, we are learning to present our fieldwork and evaluate our results.

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.

Composite: To write and present a speech inspired by Martin Luther King's 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 develop my own and others sprinting technique.

As sports people, we are learning to identify a suitable pace for the event.

As sports people, we are learning to develop power, control and technique for the triple jump.

As sports people, we are learning to develop power, control and technique when throwing for distance.

As sports people, we are learning to develop throwing with force and accuracy for longer distances.

As sports people, we are learning to work collaboratively in a team to develop the officiating skills of measuring, timing and recording.

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 and catching under pressure and apply these to a striking and fielding game.

As sports people, we are learning to develop bowling under pressure whilst abiding by the rules of the game.

As sports people, we are learning to strike a bowled ball with increasing consistency.

As sports people, we are learning to develop fielding techniques and select the appropriate action for the situation.

As sports people, we are learning to understand and apply tactics in a game.

As sports people, we are learning to apply skills and knowledge to compete in a tournament.

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: Concept cartoon 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: Concept cartoon about how to deal with stress and how to support people dealing with it.



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

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

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

As theologians, 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 theologians, 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 create a flow chart to classify plants or animals.

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 write an explanation text linked to evolution.