

Year 6 Topic Web

Summer 2, 2026



Our value this term is: **Respect**

English: Continue to revise different types of genres of writing.

- As part of our **fiction** focus, we will continue to develop our descriptive techniques to evoke atmosphere in settings and use considered dialogue to portray characters and advance the story.
- During our **non-fiction** writing, we will be writing for purpose and revising the following non-fiction genres: recount, persuasion and discussion.
- Our **spelling** focus will continue to be editing our work to ensure that all of the previously taught spelling rules are consistently applied to independent writing.
- Our **guided reading** focus will be to consistently use taught strategies and the evidence in the text to accurately respond to a variety of different comprehension-based questions.

Maths: In addition to developing our fluency skills in the four operations, we will continue to focus on applying knowledge and reasoning skills to everyday practical investigations and introduce the use of calculators to check and prove our answers.

Later in the term, we will learn personal finance and importance of budgeting in our daily lives. We will:

- Consider reasons and consequences of borrowing money.
- Discuss what it means to get value for money.
- Explore fair trade and ethical trading.
- Learn about the different aspects of balancing a budget within the home.
- Create simple budget plans.

Fluency: We will focus on rapid recall of number facts in preparation for Year 7.

RE: How can following God bring freedom and justice?

We will learn from Christianity how God's power and teachings can show how actions have a significant impact on others, specifically on their freedom.

During our learning we will:

- Think about what life would have been like for an Israelite in Egypt, living as a slave.
- Discuss the key events in Moses' life.
- Reflect upon how Christians should behave.
- Consider and present our understanding on how Christians put their beliefs into practice by trying to bring freedom to others.

Outdoor PE: How can I develop my accuracy of aiming at a target?

This term, in golf, we are aiming to be more accurate in our control skills. This includes being able to:

- Develop technique for hitting accurately over a short distance.
- Develop technique for hitting accurately over a long distance.
- Select an appropriate shot for the situation.
- Design a course and complete it using the skills we have learnt.

Indoor PE: How can we fluently link balances together to form a 5-8 action sequence?

Also this term, we will continue to use a variety of ways to feedback constructively and respond to feedback in order to make a gymnastics performance more impactful. We will:

- Explore different group balances.
- Demonstrate good posture and body tension.
- Consider different ways to roll the body.
- Use a range of different methods for jumping and flight.
- Develop the skills we have learnt to choreograph a partner sequence.



PSHE: Can I express how change is something to be celebrated and maintain my positive self-esteem?

This unit of work will enable us to prepare ourselves emotionally for the coming year and understand how our bodies will change during puberty. We will:

- Reflect upon our self-image and consider how we can improve our self-esteem.
- Explain how the bodies of boys and girls change during puberty.
- Describe how a baby develops from conception through the nine months of pregnancy.
- Understand how being physically attracted to someone changes the nature of a relationship.

Computing: Can I build a simple program for pupils to test within the new programming environment, before transferring it to a Microbit?

We will develop our knowledge and understanding of how the hardware and software components that make up computer systems communicate with one another and with other systems. We will:

- Create a program to run on a controllable device.
- Explain how selection can control the flow of a program.
- Use a conditional statement to compare a variable to a value.
- Design a project that uses inputs and outputs on a controllable device.

French: What have I learnt this year? How can I recall it?

We will recall information previously learnt to build upon our conversational skills. We will:

- Read a humorous text for meaning and perform for meaning.
- Give opinions using nouns and adjectives.
- Reply to different questions with complete and varied sentences.
- Hold detailed conversations.

Key Dates

Pencelli week sharing assembly: Thursday 4th June @ 2:30pm

Junior Good Citizen trip: Wednesday 10th June

Year 6 production of 'Pirates of the Curry Bean':
Wednesday 8th July @ 2:00pm and Friday 10th July @ 9:30am

Leavers' Assembly: Thursday 16th July @ 2:15pm.

Leavers' BBQ: Thursday 16th July from 4:00-6:00pm.

Science: How do variations in electrical current impact the outcomes?

We will build on our learning from Year 4 to be able to problem solve and consider what consequences adding and removing different components have on a circuit. We will:

- Ensure we are safe around electricity.
- Research the history of electricity.
- Learn how electricity gets to our homes.
- Represent electrical circuits using diagrams.
- Investigate what affects the brightness of a bulb.
- Consider how we can solve problems within a circuit.
- Explain our thinking using the correct technical vocabulary.

Art: How can our cultural heritage inform our portrait compositions?

We will build upon our skills from this year to strengthen the visual impact and application of our work. We will:

- Explore and apply patterns and colours that represent our heritage.
- Analyse and create a background which is inspired by my cultural heritage using a breadth of mediums.
- Consider a range of skills which can be implemented when sketching a portrait.
- Represent individual characteristics within artistic representations.

History: How did propaganda influence people's views and decisions during World War 2?

We will develop our historical enquiry skills by generating key questions and using a range of different sources to answer them. We will conclude the unit by presenting our findings in a self-selected format. We will:

- Investigate our own lines of enquiry by posing historically valid questions to answer.
- Identify which sources of information are primary and which are secondary.
- Be able to select and use a wide range of different evidence to address historically valid questions and construct detailed, informed responses.
- Present our findings in an appropriate and engaging way.