



YEAR 6 – SPRING TERM 2026



Cultural Capital

- Broader understanding of the world.
 - Vocabulary
 - Cultural experiences
 - Personal skills



Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. Our cultural capital helps form our understanding, knowledge, experiences, thoughts and opinions. It helps us achieve goals, be successful, try different things and share our experiences with others.

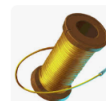
Spirituality

We work together to encourage everyone to develop the 4 concepts of spirituality: self, others, world and beauty and beyond.



- Encounter - Learning about life
- Reflection - Learning from life
- Respond - Putting into action what we believe

Golden Threads



- Sustainability
- Diversity
- Religion
- Outdoor Learning

Substantive concepts, or golden threads of sustainability, diversity and religion will weave throughout the curriculum.

British Values

- Democracy
- Rule of Law
- Individual liberty
- Tolerance of different faiths and beliefs
- Mutual respect

We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Through engaging lessons, challenge and appropriate activities, we can give them a better understanding of themselves and others in the 'community of communities' in which they live. Children will develop their understanding of British values

ENGLISH

Grammar, punctuation and spelling

- Use a range of grammatical features within writing, including: adverbial phrases, relative clauses, range of sentence lengths, wide range of conjunctions, passive and active voice and expanded noun phrases.
- Use a wider range of punctuation in writing, including parenthesis, inverted commas, commas to clarify meaning, dashes and hyphens, ellipsis, semi colons and colons.
- Explore spelling patterns and rules: including prefixes and suffixes, homophones, irregular plurals.

Writing

- Blogs – writing for different purposes, expressing opinions and supporting ideas with extra information, idioms and hyperbole (exaggerations)
- Journey to Jo'burg – describe settings, characters and atmosphere; organisational features of non-chronological reports including the full range of punctuation of KS2; writing in different formalities and viewpoints – a letter.
- Francis & Alma – describe settings, characters and atmosphere, develop emotive and descriptive language across a whole text, build suspense.
- Coming to England – write a diary and autobiography, use non-fiction devices

Reading

- Read, discuss and answer questions on a wide range of texts in whole class reading; inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Fluently and effortlessly read a wide range of texts.
- Read and retrieve relevant key information from a range of fiction and non-fiction texts.
- Make comparisons within and across books



Vocabulary – for effect

Tolerance of different faiths and beliefs – different lifestyles and experiences

MATHS

Ratio

- To solve problems involving the relative sizes of two quantities where missing values can be found by using multiplication and division facts.
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
- Solve problems involving similar shapes where the scale factor is known or can be found.

Algebra

- Use simple formulae.
- Generate and describe linear number sequences.
- Express missing number problems algebraically.
- Find pairs of numbers that satisfy an equation with two unknowns.

Decimals

- Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000.
- Multiply one-digit numbers with up to two decimal places by whole numbers.
- Use written division methods in cases where the answer has up to two decimal places.

Percentages

- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
- Solve problems involving the calculation of percentages and the use of percentages for comparison.

Perimeter, Area and Volume

- Recognise that shapes with the same areas can have different perimeters and vice versa.
- Recognise when it is possible to use formulae for area and volume.
- Calculate the area of parallelograms and triangles
- Calculate, estimate and compare volume of cubes and cuboids using standard units

Statistics

- Read, interpret and draw line graphs.
- Read interpret and draw pie charts
- Use of percentages with pie charts
- Radius, diameter and circumference of circles.



Vocabulary - Understanding of maths vocabulary.

Personal skills - Using maths within real-life contexts.

RE

Creation

- Understand and explain the events of Creation as explained in Genesis 1 and discuss the ways that this can be interpreted.
- Make clear connections between Genesis 1 and Christian belief about God as a creator.
- Show an understanding of why many Christians find science and faith go together.

Resurrection

- Explain what people mean by resurrection
- Explain how resurrection is significant within the Easter story and how this is expressed through art
- Explain our own response to the concept of resurrection through painting



Vocabulary - associated with Creation and Resurrection



Mutual respect - Deepen understanding of Christianity.

Respect different people's views and beliefs.



Religion – religion vs science

HISTORY

Why did migrants come to Britain, what were their experiences and what was the impact of migrants to Britain?

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066



Diversity – Which migrant groups moved to Britain and when? Legacy of what migrants brought to British society.

PSHE

Keeping Myself Safe

- Understand the ease with which something posted online can spread.
- Describe safe behaviours when using communication technology.
- Know how to keep information private online.
- Understand some of the basic laws in relation to drugs.
- Describe some of the effects and risks of drinking alcohol.
- Suggest positive ways people can get their emotional needs met.

Rights and Respect

- Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them.
- Know the legal age (and reason behind these) for having a social media account.
- Describe the different ways money can be saved, outlining the pros and cons of each method
- Explain what is meant by living in an environmentally sustainable way
- Suggest actions that could be taken to live in a more environmentally sustainable way
- Recognise reasons for rules and laws; consequences of not adhering to rules and laws



Democracy -elections, Individual liberty – Human rights
Mutual respect – listening and respecting others in context.



GEOGRAPHY

Why did migrants come to Britain, what were their experiences and what was the impact of migration to Britain?

Locate the countries of the world from where the migrants came to Britain from and where they settled. Use Ordnance Survey maps) to build their knowledge of the UK.



Rule of law/Democracy – how laws and rights differ.
Tolerance of other faiths and beliefs – learning about other cultures.



Diversity – understanding geographical impact on cultures.



Broader understanding of the world – Which countries did the migrants come from?

SCIENCE

Animals and humans

- The circulatory system.
- Measuring pulse rate investigation.

Evolution and inheritance

- Evolution - Darwin.
- Adaptation leads to evolution.

Living Things

- Introduction to reasons for classification.
- Identify living things using keys.

Electricity

- Compare and give reasons for variations in how components function, including the brightness of bulbs

Light

- Refraction
- Understanding how shadows change.



Vocabulary - Scientific vocabulary



Mutual respect - in collaborative group work.

MFL

Intercultural understanding – looking at how Christmas and New Year is celebrated in Spain.

Las Ropas

- Compare and contrast Spanish culture and traditions with those of the UK—New Year.
- Create and share sentences to describe clothes using interesting and exciting vocabulary which demonstrate understanding and use of accurate grammar.
- Devise a fashion show.
- Retell the Easter story in Spanish.
- Writing letters to Spanish penpals



Diversity - Intercultural understanding



Vocabulary - associated with clothes and Easter

MUSIC

Musical Styles Connects Us

- Performing rhythms confidently either individual or as a group.
- Identify the sounds of different instruments and discuss what they sound like.
- Recall the names of several instruments according to their orchestra sections.
- Sing with control and confidence.
- Name and copy rhythms correctly with a good sense of pulse.
- Draw rhythms accurately.
- Show a difference between musical variations.
- Show creativity in a finished musical product.



Broader understanding of the world – listen and appraise music from across the world.



Interpreting beauty and demonstrating beauty in our responses and compositions.

ART

Explore Identity

- Discover how artists use layers and juxtaposition to create artwork which explores identity.
- Make own layered portrait
Digital artist, Mike Barrett



Diversity – Artists from different backgrounds and time periods.

COMPUTING

Web Page Creation

- Create websites for a chosen purpose.
- Identify what makes a good web page and use this information to design and evaluate their own website using Google Sites.
- Pay specific attention to copyright, fair use of media and creative commons, the aesthetics of the site, and navigation paths.
- Understand how to be a respectful and responsible user of technology online.

Programming: Variables in games

- Learn what variables are and relate them to real-world examples of values that can be set and changed.
- Experiment and use variables to create simulations and games in Scratch.



Cultural experiences – exposure to computer technology.

Vocabulary – related to computing and ICT.

Personal skills – problem solving, creation

PE

Hockey

- Learning to dribble, pass, receive, tackle and intercept a ball
- Maintain possession of a ball and move towards a goal to score
- Play by the rules to ensure safe play

OAA

- Develop map reading skills
- Work collaboratively as well as individually to solve problems

Gymnastics

- Learn straddle, forward and backward rolls
- Counter balance and counter tension, shoulder stands and handstands
- Work collaboratively to develop sequences

Tag rugby

- Maintain possession of a ball and move towards a try line to score a goal
- Learn to throw, catch, run, change direction and speed
- Play competitively



Personal skills - Achieving goals



Mutual respect - working as a team, competitive play, sportsperson ship.



DT

Food

Design, make and evaluate cuisine from Asia for children to appreciate the legacy of migrants to Britain.



Broader understanding of the world - exploring Indian culture and food linked to celebrations.



Sustainability – using foods in season and from the locality.