
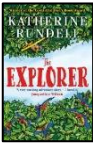
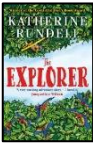
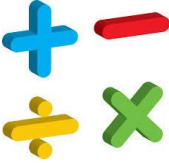
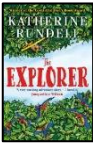





<p style="text-align: center;"><b>Science</b></p> <p><b>As Scientists, we will..</b>  <b>Year 6 - evolution and inheritance</b> focuses on three core scientific ideas:  how living things change over time, how characteristics are passed on, and how adaptation drives evolution.  Pupils apply scientific enquiry skills while studying evolution and inheritance:</p> <ul style="list-style-type: none"> <li>• <b>Planning enquiries</b> — Designing fair tests and recognising variables.</li> <li>• <b>Taking measurements</b> — Using equipment accurately and taking repeat readings.</li> <li>• <b>Recording data</b> — Using diagrams, tables, classification keys, and graphs.</li> <li>• <b>Using evidence</b> — Interpreting results and evaluating reliability.</li> </ul> 	<p style="text-align: center;"><b>RE</b></p> <p><b>For spiritual and moral development, we will..</b>  <b>What would Jesus do?</b>  Following decisions and choices that Jesus made to see the comparative situations and decisions that could be made in modern day life. Children are given situations to see how Jesus would have reacted and done – does this compare to the choices a person nowadays?</p> <p style="text-align: center;"><b>English</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;">Writing</th> <th style="width: 33%; text-align: center;">Grammar and punctuation</th> <th style="width: 33%; text-align: center;">Reading</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> We are looking at Newspaper reports focusing on the common features found and practising a level of formality found within a well-written and effective news articles. </td> <td style="vertical-align: top;"> Colons used to mark quotations within an article.  Parenthesis to mark clauses within sentences – use of commas/dashes.  Reported and Direct quotes using speech marks.  Active and passive voice for formality changes. </td> <td style="vertical-align: top;"> We will be reading a <b>The Explorer</b>   <i>Katherine Rundell</i>  An exciting new novel about a group of kids who must survive in the Amazon after their plane crashes. Fred, Con, Lila, and Max are on their way back to England from Manaus when the plane they're on crashes. </td> </tr> </tbody> </table>		Writing	Grammar and punctuation	Reading	We are looking at Newspaper reports focusing on the common features found and practising a level of formality found within a well-written and effective news articles.	Colons used to mark quotations within an article. Parenthesis to mark clauses within sentences – use of commas/dashes. Reported and Direct quotes using speech marks. Active and passive voice for formality changes.	We will be reading a <b>The Explorer</b>  <i>Katherine Rundell</i> An exciting new novel about a group of kids who must survive in the Amazon after their plane crashes. Fred, Con, Lila, and Max are on their way back to England from Manaus when the plane they're on crashes.	<p style="text-align: center;"><b>Maths</b></p> <p>As mathematicians, we will be learning about multiplication and division including:</p> <ul style="list-style-type: none"> <li>• Revision questions – practice 2 and 3 step problems.</li> <li>• Revision of Y6 concepts taught – as well as concepts taught across KS2.</li> <li>• Fraction and decimals re-cap.</li> <li>• Arithmetic practice – strategies for written methods in all FOUR operations.</li> </ul> 
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 <p><b>St. Matthew's CE (Aided) Primary School and Nursery Centre</b>  Half-termly Curriculum Map for Saint Thomas More  <b>Summer 1 2026 – St Padre Pio (Y6)</b></p> 									
<p style="text-align: center;"><b>Art</b></p> <p><b>As artists, we will:</b>  ‘Take a seat’ (Access Art)</p> <ul style="list-style-type: none"> <li>• A unit built around chairs as objects, symbols, and sculptural forms. Pupils explore drawing, design, structure, and creative interpretation, moving from observation to imaginative 3D outcomes.</li> </ul>	<p style="text-align: center;"><b>Music</b></p> <p><b>As musicians we will..</b></p> <ul style="list-style-type: none"> <li>• <b>Compare song versions, identifying lyrical changes, and other differences between them.</b></li> <li>• Create new verses lyrics to fit the song structure and melody.</li> <li>• <b>Copy improvised vocal phrases.</b></li> <li>• Identify when chords change within a song.</li> <li>• Play chords at the right time.</li> <li>• Improvise a musical conversation over a backing track.</li> <li>• <b>Sing all three melody lines of the song.</b></li> </ul>	<p style="text-align: center;"><b>Computing</b></p> <p><b>As computing scientists, we will:</b></p> <p>Learners will develop their knowledge and understanding of using a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy</p>	<p style="text-align: center;"><b>Spanish</b></p> <p><b>As linguists and learners of Spanish, we will..</b></p> <p style="text-align: center;"><b>Tapas culture</b>  Tapas culture in Spain, opinions, hotel breakfasts, café roleplay.</p> 						

<p style="text-align: center;"><b>History</b></p> <p><b>As historians, we will understand:</b></p> <ul style="list-style-type: none"> <li>• the growth of the British economy and the ways in which its growth impacted on British life.</li> <li>• the causes and consequences of a significant event in history.</li> <li>• Present a detailed historical narrative about a significant global event.</li> <li>• The human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</li> <li>• The growth of the British economy and the ways in which its growth impacted on British life.</li> <li>• the significance of a historical person, event, discovery or invention in British history.</li> </ul>	<p style="text-align: center;"><b>PSHE</b></p> <p><b>As members of our community, we will...</b></p> <ul style="list-style-type: none"> <li>• Personal learning goals, in and out of school</li> <li>• Emotions in success</li> <li>• Making a difference in the world</li> <li>• Motivation</li> <li>• Recognising achievements</li> <li>• Compliments</li> </ul>	<p style="text-align: center;"><b>PE</b></p> <p><b>As athletes, we will be...</b></p> <p>Learning the basics of strokes involved within swimming with a view to swimming 25m.</p> <p>Athletics in preparation for Sports Day.</p>
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