

English

By the end of the unit on persuasive texts and advertising, students will be able to:

- Identify and analyse the language features, images, and techniques used in persuasive texts and advertising.
- Explain how word choice, repetition, emotive language, and visual elements influence an audience's response.
- Create their own advertisements, making purposeful choices with language and images to effectively persuade others.
- Students will reread and edit their writing, checking for correct spelling, grammar, punctuation and meaning
- Compare and discuss a range of advertisements and texts, evaluating the ways in which authors and advertisers express opinions and encourage particular viewpoints.

At the end of the study of our class novel 'Blueback', students will be able to:

- Analyse and discuss the main themes, messages, and characters in Blueback.
- Identify important language features used by the author.
- Reflect on the novel's environmental messages and connect them to real-life situations.
- Respond to the text through a range of written and creative tasks, using evidence from the text to support their thinking



By the end of our spelling unit, students will be able to:

- Investigate the origins and history of words (etymology) to understand how language has developed over time.
- Identify and break down words into prefixes, suffixes, base words, and other morphemes (the smallest units of meaning).
- Recognise and explain the relationship between graphemes (the letters or groups of letters that represent sounds) and the sounds in spoken words.
- Apply their understanding of etymology, morphology, graphemes, and morphemes to decode unfamiliar words and improve spelling.
- Explain how knowledge of word origins, structures, and spelling patterns helps expand their vocabulary and strengthens reading and writing skills.

Students will develop the following dispositions in the above units of work:

- Critical Thinking – Students analyse and evaluate persuasive techniques and language used in various texts and advertisements to understand and make informed judgements about the messages being presented.
- Empathy – Students develop an understanding of different perspectives and emotions, particularly through exploring characters' experiences and the novel's environmental themes.
- Curiosity – Students are encouraged to ask questions and explore the origins, structures, and meanings of words, fostering a love of language and lifelong learning.

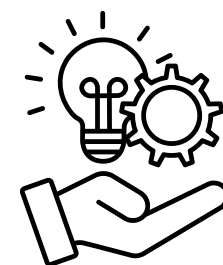
HASS Students will:

By the end of this unit on Economics & Business students will be able to:

- Distinguish between needs and wants, and explain how these influence the decisions people make in daily life.
- Describe how resources are used, why they are limited, and how people make choices about using them.
- Explain the concept of opportunity cost and demonstrate how each decision comes with a trade-off.
- Understand how businesses provide goods and services, and the steps involved in producing and distributing them.
- Identify the roles of consumers, producers, and governments in the economy and explain how they interact.
- Participate in practical activities involving budgeting and making financial decisions, using basic strategies for saving and spending.
- Plan, organise, and run a Market Day, where students will create and sell products or services, practising real-life business and financial skills.
- Reflect on their experiences from Market Day to evaluate the decisions they made as producers and consumers, consolidating their learning about economic choices.
- Have practical experience with economic concepts and decision-making skills, preparing them to understand money, resources, and the roles we play in the economy.

Students will develop the following dispositions in the above units of work:

- Collaboration–Students will work together to plan, organise, and run Market Day, learning to cooperate, communicate, and share responsibility as part of a team.
- Critical Thinking–Students will make informed decisions, solve problems, and evaluate the outcomes of their economic choices, particularly when managing resources and reflecting on Market Day experiences.



Maths

By the end of the unit on fractions, decimals and percentages, students will be able to:

- Explore how fractions, decimals, and percentages connect to each other and practise comparing them.
- Apply strategies they know for addition, subtraction, multiplication, and division to problems involving fractions and decimals.
- Explore financial maths, including how to calculate the percentage of a rate, helping them understand practical uses of percentages.

Students will develop the following dispositions in the above unit:

$$\frac{2}{3} + \frac{3}{5} =$$

- Resilient - Students demonstrate resilience by persisting when comparing fractions, decimals and percentages. They work through challenging calculation until they understand the connections between these concepts.
- Reflective - Students practice being reflective by reviewing their methods for solving problems involving fractions and decimals. They will consider the reasoning behind their answers and think about how their understanding of percentages can be applied in practical contexts like financial maths.

By the end of the unit on patterns and order of operations, students will be able to:

- Investigate patterns in number calculations (addition and subtraction) and extend these concepts to geometric patterns.
- Apply the order of operations, learning to work step-by-step through complex calculations and solve problems accurately.
- Practise identifying and creating patterns, which helps develop their logical thinking and attention to detail.

Students will develop the following dispositions in the above unit:

- Resilient - Students develop resilience by persisting with complex calculations, working step-by-step through problems. They will continue to investigate until they reach accurate solutions.
- Resourceful - Students become resourceful as they try different strategies, apply the order of operations, and adapt their methods to explore both numerical and geometric patterns.



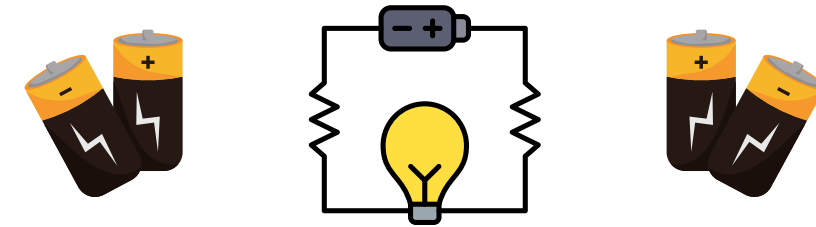
Science

By the end of the unit on forces and energy, students will be able to:

- Explore different forms of energy, including light, heat, and sound. They will learn how energy is transferred and transformed in everyday situations.
- Design and build simple electric circuits. They will use diagrams to show how components such as batteries, wires, switches, and bulbs connect and work together.
- Investigate materials to determine which are conductors and which are insulators. They will learn what allows or blocks electricity from flowing in a circuit.

Students will develop the following dispositions in the above unit

- Open-minded - Students will be open-minded as they revise their questions and ideas based on new observations during energy and circuit investigations.
- Curiosity - Students will foster curiosity by proposing and conducting experiments. This enables them to identify patterns and relationships, deepening their understanding of scientific concepts.



Visual Arts students will:

Inspiring Creativity

'What keeps life fascinating is the constant creativity of the soul'

- Deepak Chopra

Art show art - exploration of assemblage art

Year 6 Overview



Term 2 2026



The Arts

This term we will focus on how we express our ideas through media arts to grow as creative thinkers and imaginative communicators.

Students will:

- plan, script, and produce media works, such as documentaries, news reports, or digital presentations, using a variety of digital tools and editing techniques.
- investigate how media artworks communicate ideas, influence audiences, and represent different viewpoints, developing skills to critically analyse language, images, and sound.
- review their own and others' media projects, reflecting on the effectiveness of creative choices and making adjustments to improve their work.



Italian

Languages and cultures are a part of identity and build a sense of belonging. Students will continue to share information about themselves using Italian language.

Students will develop being community-minded by participating actively in songs, class activities and games.

At the end of our learning students will:

- have created a Mother's Day/Special Person card and write the language structure of a greeting card.
- use simple greetings relevant to the time of the day eg ciao, buongiorno, buonasera, buonanotte.
- use manners for politeness eg grazie, prego, per favore, scusa.
- express how they are feeling and say their age.
- imitate Italian speech in shared oral texts, such as when singing and reciting.

Health & PE

Our focus this term is developing fundamental movement skills and cooperation with students.

Students will be able to:

- Cooperate, share equipment and take turns whilst performing fundamental movement skills such as running, jumping, hopping, dodging and skipping.
- Demonstrate their knowledge of personal strengths, friendships and basic hygiene.
- Explain the purpose of participation, teamwork and safe use of equipment.
- Demonstrate their ability to show curiosity and resilience in group activities.

Technologies & ICT

Learners play with simple algorithms and find creative ways to represent step-by-step instructions. By the end of Reception, students will:

- Follow a sequence of simple steps or instructions to complete a familiar everyday task.
- Create a short series of instructions to move a person or a robotic toy, showing resilience if it doesn't work at first.
- Identify when it's important to do things in a certain order, such as steps for handwashing or using an app.
- Identify how a clear order of steps is needed to reach a successful outcome.

