




Windmill Hill Primary School

Summer Term 2025 Curriculum Plan

Year 6

English	<p>The final term will give the children many opportunities to showcase their independent writing across a series of projects including both fiction and non-fiction. We will work through a series of text types that they are familiar with and help all the children to showcase the best written work. All the children will be asked to savour the re-drafting process and learn to craft and manipulate the nuanced details within their work to provide a clear indication of the standard of their written work as they prepare for the transition to high school. Our final writing project will be a chance to reflect on the times the children will never forget from their primary school journey – they will read this live during our leavers’ assembly.</p> <p>Reading is, again, assessed and all children will continue to be encouraged to read a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. The children will continue to take part in weekly, text-type specific reading comprehension tasks to develop their understanding of the unit and improve their ability to infer and deduce.</p> <p>Pupils will practise handwriting and be encouraged to increase their speed, so that their accuracy of forming letters does not hinder their ability to quickly jot down their ideas. Our children will continue to develop their own learning style and given increasing freedom with how they structure their journaling and note taking during whole class teaching.</p>
Mathematics	<p>This term, the children will be completing their KS2 Statutory Assessment I Mathematics. It will consist of three papers: one arithmetic and two ‘reasoning’.</p> <p>In the position and movement chapter, pupils work with polygons on coordinate grids. They differentiate between translation and reflection before moving on to express movement using algebra.</p> <p>In penultimate chapter, Graphs and Averages, pupils will learn to present and interpret information in different ways. Our final short chapter will be on negative numbers: all pupils will learn how to add and subtract with negative numbers.</p> <p>All pupils will be exploring how to calculate the area of rectangles, triangles and parallelograms. Subsequently, the unit will progress to allow the pupils to explore multiple methods for calculating the area of a triangle. The chapter ends with the children finding the area for a parallelogram using the triangle method.</p> <p>The pupils will be developing their understanding of volume as it relates to cubes and cuboids. At the beginning of the chapter, they are working with concrete materials to expose the meaning of volume thoroughly. As the chapter progresses, pupils are determining the formula for the volume of cubes and cuboids, estimating volumes and</p>

	<p>calculating total volumes with a formula.</p> <p>In the final geometry unit, our pupils will be investigating angles on their own. The chapter begins with pupils looking at vertically opposite angles before solving word problems involving angles. They will then be looking at angles in triangles and quadrilaterals and using that information to complete lessons on word problems.</p> <p>The children will work with polygons on co-ordinate grids. They will differentiate between translation and reflection before moving on to expressing movement using algebra. Pupils will begin to use a co-ordinates grid from different starting points and recode the coordinates of the points. The co-ordinate grids become more complex as the chapter progresses, using all four quadrants and translating and reflecting objects.</p> <p>Our pupils will learn to present and interpret information in different ways. The unit begins with lessons exploring the mean, but also briefly looking at other ways of showing averages. They then move on to showing information on different types of graph. The pupils will revise different types of graphs and tables before spending several lessons drawing, reading and interpreting pie charts. This chapter ends with a Mind Workout that uses pupils' understanding of average.</p> <p>We will finalise our learning with a short chapter on adding and subtracting negative numbers. The first lesson involves recognising patterns that arise when adding and subtracting negative numbers on a number line. The second lesson has the pupils developing number stories for equations involving a negative number.</p>
Science	<p>Living Things and Their Habitats - The children will take part in classification training, gaining credits along the way to gain their Classification Connoisseur qualification. We will look at decontextualised examples of classification and the use of a key. Then, when they have familiarised themselves with the use of a classification key, the pupils will look towards our school environment and create a key to classify leaves and/or living creatures.</p> <p>After some initial research, the children will discover Carl Linnaeus's system used to classify all living and use it to identify a range of organisms. The challenge culminates with designing new creatures that fit within the classification system.</p> <p>Animals including Humans</p> <p>In this topic, children build on learning from Years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system).</p> <p>We will consider life processes that are internal to the body (such as the circulatory system) and the impact of lifestyle choices on bodies, particularly of humans, is also considered. We will discuss changes to recommendations over time and the idea that scientists are continually finding out what is good and bad for us so that the children can understand that, as more research is carried out, we will likely change the way we think about the human body continuously over time.</p>

	<p>We will consider the government food plate and whether it stands up to the latest research findings on diet and nutrition.</p> <p>Working scientifically, we 'plan, do and review' an investigation on how the human heart rate changes after exercise.</p>
Computing	<p>This term, the children will be introduced to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells and apply formulas to multiple cells by duplicating them. Learners will use spreadsheets to plan an event and answer questions. Finally, learners will create charts, and evaluate their results in comparison to questions asked.</p> <p>We will also complete an exciting unit based on advertising and the children will create an advertisement for a healthy drink with a USP of their choice. They will work in groups to design a unique logo and come up with a storyboard to illustrate their concept before recording and editing on the iPads using iMovie.</p> <p>A part of this project, we will be exploring photo editing. The children will learn to edit a photo/image using an online editor; take and crop a screenshot and learn about ratios; adjust the colours, brightness, contrast and filters. From there, we will learn to add drawing and text layers; import new images as layers and resize/add effects. Once we have a final product that satisfies our success criteria, we will learn the importance of saving a finished image to use in other projects.</p>
Art and Design and Technology	<p>During our first half term, the children will learn about still life compositions. They learn about composition for effect and how to draw images that show light and shade for impact. We will study the work of Paul Cezanne and draw fruit with realistic lighting, proportions and colour. We will also look at Patrick Caulfield and use examples to inspire original artwork. Caulfield was known for his brightly coloured still life paintings. Caulfield often used thick, smooth lines to draw the objects in a way that made them stand out.</p>  <p>All children will work on designing an action figure. We will study the proportions of the human torso and how we have movement across our joints. We will create the foundations for a realistic looking body by using lines and ovals before building on that to bring the character to life.</p>
Humanities	<p>Our final topic of the year will be Plagues and Pandemics. We will recall the events of the Covid Pandemic and use these chronologically to create timelines. Then, we will explore China, the origin of the pandemic, and explore its diverse physical geography from a range of maps. Using historical sources, we will begin to understand life in The</p>

	<p>Middle Ages and how The Bubonic Plague, during this period, impacted changes in European history. With our knowledge of the 2 pandemics, we will compare and contrast them to analyse similarities and difference in attitudes and behaviours between the past and present.</p> <p>As we near our transition to high school, we will use OS maps to plot and draw a walking route from here to there, identifying key features along the way. Time permitting, we will use our maps to physically walk one of the routes to ensure the accuracy of our work as cartographers.</p>
French	<p>After we have revisited the names of the planets in English, we will try to learn the names of each of the planets in French using the order of their distance from the Sun:</p> <p>Mercury (<i>Mercur</i>), Venus (<i>Vénus</i>), Earth (<i>la terre</i>)...</p> <p>Towards the end the year, we will be building on the Year 5 unit of French celebrations and festivals. The children will look at each one individually and learn key facts whilst discussing some of the differences and similarities to comparable festivals in the UK. As this unit was missed due to the 2020 lockdown, we will begin adjust the lesson sequencing so that all children will gain exposure to a wide array of French traditions. Our learning journey will begin by looking at the two most widely celebrated holidays in France, Bastille Day (14 July) and All Saints Day (1 November).</p>
Music	<p>Our first half term will be focused on improving their skills in drumming sessions taken by a music specialist. The children will build on their learning from term one and can showcase their efforts individually for the final part of each lesson. The goal will once again be to plan and deliver their own whole class performance after a half-term of honing their skills.</p> <p>This term, in weekly singing assemblies, children will learn a variety of new songs across different genres and cultures, helping to broaden their musical appreciation. Each session focuses on developing vocal technique, including posture, breathing, pitch, and articulation, in a fun and inclusive environment. Pupils will build confidence in singing as a group, improve their listening skills, and work towards clear diction and dynamic expression. These assemblies also support community spirit and wellbeing, with opportunities to perform songs as part of school events or celebrations.</p>
Physical Education	<p>In the first half term, the children will do lessons based on athletics. In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They will learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to</p>

	<p>others.</p> <p>The second half term will consist of striking and fielding lessons. This unit focuses on developing pupils' striking skills and their ability to give and receive feedback through the games of rounders and cricket. Pupils learn and practise key techniques such as grip, stance, and timing when striking a ball, along with basic fielding and catching skills. The unit emphasises teamwork, communication, and the ability to reflect on performance. Through peer and teacher feedback, students identify strengths and areas for improvement, setting simple personal goals. The unit encourages active participation, fair play, and builds confidence in giving constructive feedback to others.</p> <p>As with all units, pupils develop physical, social, emotional and thinking 'whole child' objectives.</p>
RE	<p>Learning during the first half term will focus on Buddhism. We will look at what it means to live a good life.</p> <p>The children will learn, for Buddha, the path to happiness starts from an understanding of the root causes of suffering. We will learn about The Four Noble Truths: truth of suffering, the truth of the cause of suffering, the truth of the end of suffering, and the truth of the path that leads to the end of suffering. The children will also study The Eightfold Path: right view, right resolve, right speech, right conduct, right livelihood, right effort, right mindfulness, and right samadhi (meditative absorption or union).</p> <p>Our second half term will continue our focus on Christianity. The children will debate the age-old question, 'If life is like a journey, then what is the destination?' The children will learn about the concept of forgiveness and salvation and that The Holy Spirit helps Christians to follow the teachings of God, and God recognises that everyone will sin but that they will turn to God in repentance</p> <p>As always, we will discuss religion openly and ensure that no bias is put onto any religions.</p>
PSHE	<p>Our final half term will focus on Changing Me. This unit of work will be designed to allow the children to stop and consider the fact that they may, themselves, need to deal with tragic and difficult situations. We will discuss coping mechanism and how to deal with conflict appropriately. We will try to instil the message that conflict is inevitable, yet violence achieves nothing.</p> <p>We will also focus on Relationships. By the end of this unit, the children will be able to explain the feelings they might experience if they were to lose somebody special. They will understand how people typically react when they need to stand up for themselves and their friends in real or online situations. They will learn strategies to help them to manage these feelings and situations.</p>

	We will also receive a visit from professionals at the Citizen’s Advice Bureau who will explain about budgeting and the cost of living in UK households.
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