

	<h1>Brooklands Primary School – Curriculum Information for Parents 2025-26</h1> <h2>Year 6</h2>					
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Educational Visits:	Chester Zoo Bikeability		Canals – Fieldwork (Geography)		Residential Outdoor Adventure Day	
Mathematics	Pupils will work with multiples of 1,000 and numbers up to 1,000,000, developing fluency in addition, subtraction, multiplication, and division. They will also explore negative numbers and apply their knowledge of mathematical structures to calculate efficiently and accurately.	Children will build their understanding of order of operations, apply knowledge to solve problems involving area, perimeter, and volume, and explore position, direction, and angles. They will use their knowledge of mathematical structures to calculate with accuracy and efficiency.	Pupils will deepen their understanding of fractions, decimals, and percentages, and interpret and construct statistics, including pie charts. They will use their knowledge of mathematical structures to calculate accurately and solve problems with confidence.	Children will develop their skills in ratio and proportion, apply understanding of measure and properties of shape, and begin to explore algebra, including solving problems with one or two unknowns. They will use their knowledge of mathematical structures to calculate efficiently and accurately.	Pupils will focus on understanding and applying the mean average, revisit and consolidate key learning from Autumn 1 to Spring 2, and work on securing arithmetic skills. They will continue to use their knowledge of mathematical structures to calculate accurately and with confidence.	Children will interpret and present data through statistics, take part in maths projects, and consolidate their understanding of calculation and structures. They will apply these skills to problem solving, using their knowledge of mathematical structures to calculate with accuracy and efficiency.
English	<p><b>Writing to Entertain – classic poetry</b> The children will read some classic poetry such as 'The Kraken' and 'The Wreck of the Hesperus'. They will focus on language and symbolism before writing their own additions to 'Sea Fever' and creating their own poems.</p> <p><b>Writing to Entertain – Narrative</b> The children will use the intriguing images from <i>The Mysteries of Harris Burdick</i> as inspiration to write their own story openings. They will focus on creating atmosphere, introducing characters, and setting the scene, using description and suspense to hook the reader and leave them wanting to read more.</p> <p><b>Writing to Inform</b> The children will read the novel 'Holes' by Louis Sachar and explore the themes within it. They will develop their knowledge of non-fiction writing by constructing biographies, reports, diaries and letters.</p>	<p><b>Writing to Entertain – Poetry</b> The children will read a variety of narrative poems such as 'The Highwayman' and 'The Listeners'. They will analyse language and structure as well as recording personal responses to the poems.</p> <p><b>Writing to Entertain - Narrative</b> Through looking at the videos 'Alma', 'Francis', and 'Dracula's Whitby', the children will explore creating atmosphere and tension in stories. They will begin to read their first longer novel 'The Haunting of Aveline Jones' and read extracts from other novels and picture books before writing their own short story using a model.</p> <p><b>Writing to Persuade</b> Children will study the features of persuasive texts and then apply their learning by writing their own, linked to a topic from another curriculum area.</p>	<p><b>Writing to Entertain - narrative</b> Linked to a study of World War 2, the children will read 'When the Sky Falls' and 'Rose Blanche'. They will develop their skills in historical writing, using appropriate vocabulary, settings and characters.</p> <p><b>Writing to Entertain – poetry on a theme</b> The children will look at poetry linked to the city of Manchester, analysing the work of Tony Walsh (the Manchester Poet) and looking at important song lyrics linked to the city.</p> <p><b>Writing to discuss</b> Linked to their Cottonopolis topic, the children will explore various questions such as 'Should children have been evacuated in WW2?' and 'Was industrialisation positive for the city of Manchester?'</p>			

<b>Topic</b> (Includes History, Geography, Art and Design Technology)	<b>Amazing Americas</b> <p>The topic will begin with a study of the history of the Americas, focusing on the Maya civilization (2000 BC–1697 AD). Children will use maps and timelines to place the Maya in context, explore their daily life and achievements, compare Maya city-states with Britain's kingdoms, learn about the Spanish Conquest, and study early settlers, including the Mayflower and the First Thanksgiving. The unit will end with the Big Question: <i>Who was more advanced – the Maya or the British?</i> They will then move on to the geography of the Americas, exploring landmarks, human and physical features, and developing map skills by locating cities, regions, and countries. Children will compare settlements and land use, and investigate tectonic plates, mineral distribution, and natural disasters. In DT, they will design and make a healthy Mexican feast, and in Art, they will focus on Frida Kahlo and create prints linked to the Day of the Dead.</p>	<b>Water, Water, Everywhere</b> <p>The topic will begin with the children developing their geographical knowledge by locating and exploring different bodies of water around the world. They will investigate aquatic biomes such as coral reefs and consider the impact of over-fishing, tourism, and diving. In Art, they will link to this work by using a range of textiles to create sea creatures. The focus will then move to weather and rivers, with children recapping the water cycle, learning what causes rainfall in different locations, and studying the causes of flooding in relation to rivers they have already explored. They will also take part in fieldwork linked to rivers, canals, and rainfall. Finally, the children will study the sinking of the Titanic, investigating what life was like on board, using primary and secondary sources to examine why it sank, and evaluating different accounts of the disaster. In DT, they will complete an enterprise project, researching, designing, and making a product to sell.</p>	<b>Cottonopolis</b> <p>The topic will begin with a history of England and the city of Manchester through time under the Georgian and Victorian rulers before focusing on the role that Manchester played in the industrial revolution. The children will learn about the cotton industry and explore Manchester and its industrial development through the building of the Bridgewater Canal. The children will then track the history of Manchester through its role in women's suffrage (including work on key figures such as Millicent Fawcett, Emeline Pankhurst and Emily Davison) to the Battle of Britain where they will experience an air raid and finding out all about the Blitz and the blackout. Using their drawing skills, they will explore the different ways artists including Henry Moore represented the Blitz and will find out how the Blitz affected people who lived in their area. They will explore collage and mixed media linked to the theme of poppies. They will learn what it was like to move away from the city and will hear first-hand accounts of the Battle of Britain and D-Day, finding out about the people from their area who took part in it. They will look in depth at some of the key figures involved, learning about the roles they played in these events.</p>			
<b>Online Safety</b>	<p>Children will take part in a weekly online safety lesson that builds their understanding of how to stay safe, respectful and responsible online. The lessons will cover a range of key themes, including Self-image and Identity, Online Relationships, Online Reputation, and Online Bullying. Children will also learn how to manage online information, understand the impact of technology on their health and wellbeing, protect their privacy and security, and explore the importance of copyright and ownership. These sessions aim to equip children with the knowledge and confidence they need to navigate the digital world safely.</p>					
<b>Computing</b>	<b>Computing Systems and Networks – Communication</b> <p>In this unit learners explore how data is transferred over the internet.</p>	<b>Creating Media – webpage creation</b> <p>This unit introduces learners to the creation of websites for a chosen purpose.</p>	<b>Programming - Variables in games</b> <p>This unit explores the concept of variables in programming through games in Scratch.</p>	<b>Data and information - spreadsheets</b> <p>This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set.</p>	<b>Creating Media – 3D modelling</b> <p>The children will develop their knowledge and understanding of using a computer to produce 3D models.</p>	<b>Programming – sensing</b> <p>The unit begins with a simple program for pupils to build in and test within the new programming environment, before transferring it to their micro: bit.</p>

<b>Science</b> <p><b>Evolution and Inheritance</b> The children will learn how living things have changed over time and how animals and plants are adapted to suit their environment. They will study inheritance linked to physical traits in humans and animals. The children will also study the scientist Charles Darwin, as well as completing investigations linked to the theme of adaptation and evolution.</p> <p><b>Animals including humans</b> The children will learn how the human body works, including the heart, the lungs and other organs. They will learn about the ways in which they can stay healthy, as well as examining the impact of smoking, alcohol and drugs on health.</p>	<b>Living things and their habitats</b> Children will learn how living things are classified into broad groups according to characteristics, including micro – organisms, plants and animals.	<b>Light</b> Children will investigate light, how it travels and reflects. They will be introduced to the idea of refraction and use a prism.  <b>Electricity</b> Children construct circuits and investigate resistance, bulbs and switches. The children will link this to their work in DT, where they will use electrical circuits to make a product.
<b>R.E.</b> <p>Is it better to express your beliefs in art and architecture or charity and generosity?</p>	<p>What difference does it make to believe in ahimsa, grace or Ummah?</p>	<p>What can be done to reduce racism? Can religion help?</p>
<b>P.E.</b> <p><b>Outdoor</b> – Football <b>Indoor</b> - Gymnastics</p>	<p><b>Outdoor</b> – Volleyball <b>Indoor</b> – Orienteering</p>	<p><b>Outdoor</b> – Danish Longball <b>Indoor</b> – Dance through the ages</p> <p><b>Outdoor</b> – Netball <b>Indoor</b> – Health Related Fitness</p> <p><b>Outdoor</b> – Athletics <b>Indoor</b> – Dodgeball</p> <p><b>Outdoor</b> – Rounders <b>Indoor</b> – Tennis</p>
<p><b>PSHE</b></p> <p><b>Rules, Rights and Responsibilities:</b> Children will learn that human rights are there to protect everyone and explore how the media present information.</p> <p><b>Me and my Community:</b> Children will explore the range of national, regional, religious and ethnic identities in the UK.</p> <p><b>Being Safe (including online safety):</b> Children will explore strategies for keeping physically and emotionally safe such as: road safety (including cycle safety), safety in the environment (including rail, safety), fire safety and safety online (including social media, the responsible use of ICT and mobile phones).</p> <p><b>Caring friendships:</b> Children will explore what a healthy friendship should look like, linking this to their own experiences.</p>	<p><b>Healthy lifestyle:</b> Children will research, discuss and debate topical issues, problems and events concerning health and wellbeing.</p> <p><b>Respectful Relationships:</b> Children will explore how their actions affect themselves and others, including recognising that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability.</p> <p><b>Money:</b> Children will explore enterprise and the skills that make someone 'enterprising'. They will consider how resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p>	<p><b>Families and people who care for me:</b> Children will explore how families can be different from that of my own and understand that they are also characterised by love, care and commitment, including with or without marriage or civil partnership.</p> <p><b>Mental Wellbeing:</b> Children will reflect on and celebrate their achievements, identify my strengths, areas for improvement and set high aspirations and goals. They will discuss what positively and negatively affects both my own and other's mental and emotional health, including recognising how images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p><b>Online relationships:</b> Children will consider online friendships and sources of information, including awareness of the risks associated with people they have never met. They will explore how to</p>

					respond safely to an individual they may encounter in all contexts (including online) who they do not know.	
MFL	<p><b>This is me</b> Children will revisit personal information questions and answers, and extended feelings.</p>	<p><b>Homes and Houses</b> Children will learn vocabulary for rooms in the house and furniture nouns inspired by artist Piet Mondrian.</p>	<p><b>Playing and Enjoying Sport</b> Children will explore the topic of sports. They will learn the nouns for sports and look at the verb 'jouer' and the sports connected to this verb.</p>	<p><b>My best day ever</b> Children will be learning nouns for funfair rides, adjectives to describe the rides and how to express personal opinions about rides and funfairs.</p>	<p><b>Eating Out - Café Culture</b> Children will be learning about the culture of going to cafés in France. They will start by learning the nouns for food and drinks you can order in a French café, then practise saying which food they like or dislike and create a menu for a French café.</p>	<p><b>French Celebrations and Events</b> Children will create their 'Read All About It' newspaper-style piece of writing, covering a variety of topics they have previously learned.</p>
MUSIC	<p><b>We've Got Rhythm – Rhythmic Devices And Structure</b>  In this unit the children will explore time signatures, developing a feel for 6/8 through songs, rhythm games and <i>Take Five Styles</i>. They will perform rhythmic poems and raps, experimenting with articulation, dynamics and timbre. They will also explore rhythms from around the world, including djembe, tango, salsa, samba and Konkokal, using these as inspiration to play and create polyrhythms. The term finishes with children choosing to capture their ideas in a short rap, cup routine or body percussion break for <i>Fiesta!</i></p>	<p><b>Musical effects and moods</b>  In this unit the children will get creative with vocal and instrumental sounds, developing improvisation and exploring how changes in timbre, dynamics, pitch and articulation can create effects. Through songs and simple percussion, they will learn about intervals, harmony and how music creates moods and atmosphere.  They will also study how composers communicate character and setting, including leitmotifs in film music. Later in the term, the focus shifts to musical theatre, with children learning to interpret songs using expression, movement and vocal techniques. The term ends with opportunities to compose, notate and perform their own short musical ideas.</p>	<p><b>Sound Stories</b>  In this unit the children will explore musical storytelling through singing games, tuned instruments and outdoor activities, using natural objects as scores and learning about wood-based instruments. They will be introduced to timbre by linking fairy-tale characters with instruments and explore texture by layering sounds. The term ends with creating sound effects and simple notation to retell stories or songs such as <i>The Three Billy Goats Gruff</i> or <i>Come With Me To The Beach</i>.</p>	<p><b>End of Year Production</b>  Children focus on singing solo, in groups and as a choir to perform songs for a Y6 production</p>		