West Park C of E Primary School
Year 6 Spring 2nd Half Term Plan 2025-26

Extreme Limits

Writing

Writing
In our writing lessons, we will be using all our skills to write independently and keep the reader and purpose of our text in mind as we write. We will refine our skills of planning, drafting, redrafting, editing and then finally publishing.

Learning:
We will be learning to use advanced punctuation such as semi-colons and colons. We will think about how to use dialogue to enhance a story, and we will think about how to build cohesion into and across our extended pieces of work.

Outcome:
We will be writing a description of a setting, a story opening and a non-fiction survival guide linked to our topic Extreme Limits.

Key Vocab:
purpose, formality, punctuation, comma, semi-colon, colon, dialogue, inverted commas, ellipsis, cohesive devices, paragraphs

Reading

Learning – Non-Fiction *Survivors* by David Long

In Shared Reading this half term, we are continuing to develop comprehension skills in non-fiction using the exciting text *'Survivors: Extraordinary Tales from the Wild and Beyond'* by David Long.

Outcome

Pupils will be able to:

- Predict what might happen from details, both stated and implied.
- Work out the meaning of unfamiliar words from the context.
- Retrieve information, refining their scanning skills.
- Summarise main ideas, identifying key details and using quotations to help illustrate their ideas
- Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.
- Make comparisons within and across books.

In addition to this, pupils will gain further practise at answering test-type questions, in order to develop their confidence for future formal reading assessments. With a particular focus on 2 and 3 mark questions, explaining ideas using evidence from the text.

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Computing

Learning

Pupils can:

In this unit, children explore how data is transferred over the internet. They initially focus on addressing, before they move on to the makeup and structure of data packets. Children then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet.

Key Vocabulary

communication, protocol, data, address, Internet Protocol (IP), Domain Name Server (DNS), packet, header, data payload, chat, explore, slide deck, reuse, remix, collaboration, internet, public, private, one-way, two-way, one-to-one, one-to-many.

PSHE

Pupils learn to:

- recognise how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions
- recognise that not everything should be shared online or social media and that there are rules about this, including the distribution of images
- understand that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions
- how to make decisions about the content they view online or in the media and know if it is appropriate for their age range
- how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue

Key Vocabulary

Social media, cyberbullying, stereotypes, fake, trolling, age ratings, risk

Geography

Learning

Children will learn about the main mountain ranges around the world.

Children will learn the physical processes in how mountains are formed using geographical vocabulary.

To understand what causes earthquakes and volcanoes.

Outcome

To be able to explain what volcanoes are and where they are located.

To be able to explain the difference between active, dormant and extinct volcanoes.

To be able to explain the different ways mountains are formed and where they can be found around the world.

Key Vocabulary

Continents, summit, peak, tectonic plates, fold, fault block, dome, worn, lava, flow, magma, earth's crust,

French

Learning

Le Week-end - Children will learn the language required to describe a variety of activities they may do at the weekend as well as the language needed for telling the time accurately.

Outcomes

To be able to tell the time in French and talk about some of the activities they do at the weekend.
To know new phrases that will allow them to talk about what they do at the weekend.
To integrate time and connectives into their new language.
To put all of the language from this unit together and add on an opinion.

Key Vocabulary

Le Week-end, quelle heure est-il? et quart, et demie, moins le quart, Il est une heure, Je me lève, Je me couche, après, aussi, Je prends mon petit déjeuner, Je regarde la télé, J'écoute de la musique.

RE

Learning

Salvation (Christianity)

Outcome

- Recap the Easter story in increasing detail, using the text in the Bible.
- Explore the evidence for and against Jesus' resurrection.
- Write a 'detectives' report evaluating this evidence and drawing own conclusion.
- Explore and compare how Christians recognise/celebrate Good Friday and Easter Sunday, using Christian music.
- Conduct a 'silent debate' within class to debate the arguments for and against Jesus' resurrection.

Key Vocabulary

Easter, resurrection, crucifixion, cross, tomb, gospel, prophecy, disciples, and sacrifice

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Maths

Outcomes - Pupils can:

- Draw 2-D shapes using given dimensions and angles
- Recognise, describe and build simple 3-D shapes, including making nets
- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
- Interpret and construct pie charts and line graphs and use these to solve problems
- Calculate and interpret the mean as an average
- Consolidate prior learning based on their emerging needs derived from the curriculum coverage this academic year

Key Vocabulary

2D/3D shapes, cube, cuboid, angle, degrees, acute, obtuse, right angle, reflex, whole turn, angles at a point, angles at a point on a straight line, half-turn, multiple, regular/irregular polygons, parallel lines, net, quadrilaterals, circle, radius, diameter, average, axis, chart, data: discrete/continuous, frequency, horizontal/vertical axis, range, scale, mean, origin

Science

Learning

Living things and their habitats

Outcomes - By the end of this unit, pupils will be able to:

Describe how living things are classified into broad groups according to common observable characteristics, and based on similarities and differences, including micro-organisms, plants and animals.

Give reasons for classifying plants and animals based on specific characteristics

We will also revise the year 5 learning, which will enable the pupils to:

Describe the differences in the life-cycles of a mammal, an amphibian, an insect and a bird

Describe the life process of reproduction in some plants and animals.

Key Vocabulary

Classification, Vertebrate, invertebrate Kingdoms: animal, plant, 'micro-organism' Classes: amphibian, reptile, bird, mammal, Scales, feathers Flowering plant, non-flowering plant

P.E – Gymnastics

Learning

To be able to use our bodies, either through stretching or curling, to travel from one position to another.
To explore a variety of ways of travelling through the air.
To understand what the phrase 'take flight' means and how we should land correctly.
To be able to perform a variety of jumps and create a clear sequence with a clear beginning and end.
To advance methods of flight and begin to link movements together, beginning with balance and ending with a balance.
To continue to advance methods of flight and link movements together, beginning and ending with a balance.

Outcome

Pupils will use a variety of skills with control, technique, co-ordination and fluency whilst understanding what composition means through the art of performing complex sequences. Accompanied with this, learners will acquire a variety of gym vocabulary along the way to describe how to improve and refine performances that use not just the body but also with equipment as well.

Key Vocabulary

Select, combine, skills, techniques, control, fluency, composition, performing, analyse, complexity, strength, co-ordination, sequences, mat, apparatus

Games - Tennis

Learning

To be able to serve with accuracy and precision.
To explore, understand and use the scoring system in tennis.
To understand where and when to vary up types of shots.
To be able to work with partners, communicating effectively and cover the whole of the court to avoid giving away points.
To understand the scoring system and be able to call certain scores without adult support.
To play in a variety of tournament style matches against a variety of peers.

Outcome

Pupils will be able to use a mixture of both underarm and over arm returns, both in the fashion of backhands and forehand returns. Children will be able to serve underarm with precision, whilst attempting overarm serving where possible. They will also be aware off the scoring system found in tennis and apply this to both solo and duo games played.

Key Vocabulary

Serving, underarm, overarm, backhand, forehand, solo's, doubles, umpiring, court, net, back stepping, side stepping, coming close to the net, volleying, ace's, body shots, double serving.

Art

Learning:

How Art can provide a voice for your beliefs and views and how artists have created messages to change the world.

They will look at the work of modern graffiti artists and understand and use different design and creative methods to create their artwork.

Outcome:

Children will produce an A3 poster using mixed media, collage and graffiti and their own inspirational quote.

Key Vocabulary

Graffiti, activism, inspiration, collage and mixed media.