

## Year 6 Thematic Map, Summer Term 2026

### Our Changing Earth



### **Our Theme Based Curriculum**

Our themes run for a term and we try to teach as many subjects as we can through this theme. For Maths, Science, History and Geography, we adopt a blocked and interleaved approach.

Subject	How We Teach It	This term, children will learn how to write a:
<b>Writing</b>	We teach writing in cycles, culminating in a significant piece of extended writing. These cycles focus on non-fiction and fiction writing and integrate another subject, such as History, Geography, RE or Science.	Newspaper Report
		Persuasive letter linked to climate change
		Free write: Choose your own ending to a story
		Free write: Write your own blog linked to the impact humans have on our planet
<b>Drama and Oracy opportunities</b>	We try to make learning as creative as possible, ensuring lots of opportunities for talk.	Year 6 End of Year Production  Now Press Play: an immersive drama experience. This term, it will be linked to recycling, electricity and climate change.
<b>Key Texts</b>	Children will read high-quality texts and these texts will be linked to their learning.	Floodlands (Marcus Sedgwick) The Extraordinary - Life of Greta Thunberg 10,000 dresses by Marcus Ewert Poems from a Green and Blue Planet - Sabrina Mahfouz Wonder - R.J. Palacio The Time Machine Next Door: Explorers & Milkshakes - Iszi Lawrence Vivienne Westwood - Little People, Big Dreams
<b>Maths</b>	Children will study these topics:	<p><b>Ratio</b></p> <ul style="list-style-type: none"> <li>● Use ratio language - introduction to the ratio symbol</li> <li>● Ratio and fractions</li> <li>● Scale drawing</li> <li>● Use scale factors</li> <li>● Similar shapes</li> <li>● Ratio problems</li> </ul> <p><b>Properties of shape</b></p> <ul style="list-style-type: none"> <li>● Measure and classify angles</li> <li>● Calculate angles</li> </ul>

		<ul style="list-style-type: none"> <li>● Vertically opposite angles</li> <li>● Angles in a triangle</li> <li>● Angles in a triangle – special cases</li> <li>● Angles in a triangle – missing angles</li> <li>● Angles in a quadrilateral</li> <li>● Angles in polygons</li> </ul> <p><u>Length, perimeter, area and volume</u></p> <ul style="list-style-type: none"> <li>● Same area</li> <li>● Area and perimeter</li> <li>● Area of a triangle – counting squares</li> <li>● Area of a right-angled triangle</li> <li>● Area of any triangle</li> <li>● Area of a parallelogram</li> <li>● Volume – counting cubes</li> <li>● Volume of a cuboid</li> </ul>
<p><b>Humanities</b></p>	<p>This theme includes content in Geography, RE and PSHE. We link this closely to writing. In Geography, we follow an interleaved curriculum where we revisit previous learning at regular intervals to recap and embed knowledge.</p>	<p><b><u>Geography:</u></b> Physical geography - changes in the natural world.</p> <p>Children will explore differences in landscapes, climate zones, biomes, erosion and natural disasters. Children will be encouraged to explore the impact of humans (negative and positive) on the physical geography of our changing world.</p> <p><b><u>RE:</u></b> Green religion: What do religious and nonreligious worldviews teach about caring for the Earth?</p> <p>What matters most to Christians and Humanists?</p> <p><b><u>PSHE</u></b></p> <p><u>Weighing up risk</u></p> <ul style="list-style-type: none"> <li>● about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs</li> <li>● about assessing the level of risk in different situations involving drug use</li> <li>● about ways to manage risk in situations involving drug use</li> </ul> <p><u>Keeping safe</u></p> <ul style="list-style-type: none"> <li>● about the importance of girls being protected against FGM</li> </ul> <p><u>Healthy relationships</u></p> <ul style="list-style-type: none"> <li>● about the changes that occur during puberty</li> <li>● to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</li> <li>● what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</li> <li>● the importance of consent</li> <li>● about human reproduction in the context of the human lifecycle</li> </ul>

		<ul style="list-style-type: none"> <li>• how a baby is made and grows (conception and pregnancy)</li> <li>• about the roles and responsibilities of parents and carers</li> <li>• to answer each other's questions about sex and relationships with confidence and where to find support and advice when they need it</li> <li>• some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted</li> <li>• that contraception can be used to stop a baby from being conceived</li> </ul>
<b>Science</b>	<p>We follow an interleaved curriculum where we revisit previous learning at regular intervals to recap and embed knowledge.</p> <p>Science will be taught through enquiry and link to real life uses.</p>	<p><u>Light</u> Children will build on their Year 3 learning and dig deeper into how light or the absence of light impacts our vision, and how our eyes and brain work together for vision. They will learn how light travels and how to manipulate light to travel in the direction they want.</p> <p><u>Electricity</u> We will also take the opportunity to hone our electricity understanding; creating accurate circuit diagrams, building increasingly more complex circuits and exploring how to change the intensity of light, volume or speed of apparatus.</p> <p>Linking with our theme, we will explore alternative energy sources.</p>
<b>Art, Design and Technology</b>	<p>We teach Art and DT in an integrated way. We ensure all pupils learn to cook savoury and sweet dishes, developing a range of cookery knowledge and skills over time.</p>	<p><u>ART: Found object art</u> Children will continue to learn about artists, architects and designers from history. They will create art out of recyclable materials (sculptures).</p> <p><u>Changing fashions</u> Children will study the art of fashion (and how it has changed over time) by looking at designs from Coco Chanel to Vivienne Westwood and create designs of their own.</p> <p><u>Design and Technology: Electrical design</u> Children will create a game or product with an electrical feature: a buzzer, an LED, or even a motor.</p>
<b>Cooking and Nutrition</b>		<p>Linking recipes and cooking to maths concepts of time, ratio and proportional reasoning.</p>
<b>Music</b>	<p>Children learn to perform, compose and appreciate music. We offer separate instrument tuition.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Participate in a school show.</p>
<b>Computing</b>	<p>Children learn to use technology effectively and safely, to enhance their learning experiences.</p>	<p><u>Computing Science</u></p> <ul style="list-style-type: none"> <li>• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> </ul>

		<ul style="list-style-type: none"> <li>● use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>● use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>
<b>Subjects outside the National Curriculum</b>	We listened to our students and we decided to enrich our curriculum offer by incorporating these elements, which sit outside of the National Curriculum.	<p><u>Our changing world</u> Global Warming &amp; the impact humans have on the natural world (climate change and carbon footprint).</p> <p><u>Sustainability:</u> Children will study types of renewable energy linked with Earth Day <i>on the 22nd April.</i></p> <p><u>Current affairs</u> - We will watch Newsround daily and discuss national and international events, with a particular focus on the protected characteristics.</p> <p><u>Critical Thinking</u>- P4C questions linked to climate change</p> <p><u>Physical and mental health</u>- Social media, advertising and perception of self in our increasingly technological world.</p> <p><u>Outdoor learning</u> - Looking at protest art. Visiting streets and discovering why / how they got their name.</p>
<b>Cultural Enrichment</b>	We include at least one culturally enriching trip or visitor to the school.	Transition workshops to prepare children for Secondary School. Preparation for our production - singing and acting through rehearsals.
<b>Vocational Experience</b>	We learn about the world of work and about the wide range of choices available to children in their future.	<p>Our Year 6 students will be receiving a special visit from a doctor this term to learn all about life in the medical profession.</p> <p>We are always looking to inspire our pupils with a wide variety of pathways and occupations. If you would be interested in coming in to share a little bit about your own job or career journey, we would love to hear from you! Please email Mr Parks to arrange a date. Your time and insights make a huge difference to the children.</p>
<b>Cultural Competence</b>	Our themes involve learning to live well in a diverse society.	<p>Revisiting Zones of Regulation</p> <p>Revisiting what discrimination is and what the protected characteristics are.</p> <p>Further work on the British Values.</p>
<b>Cross-Phase and Cross-School Learning</b>	Our themes include the opportunity to collaborate across classes and with pupils in our partner school.	Share topic gallery work via a student blog - This will be linked to the importance of being safe online.

**Vocabulary:**

**Vocabulary linked to our theme:**

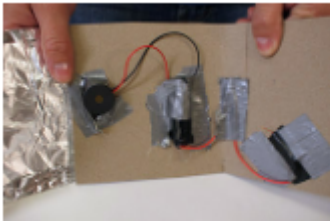



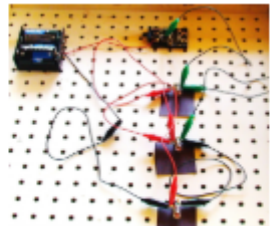
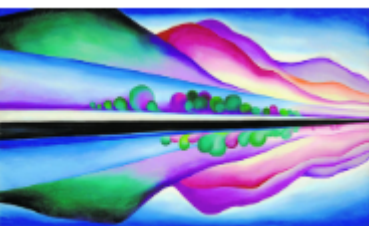
<b>Word</b>	<b>Definition</b>
<b>Electricity</b>	Electricity is a type of energy that can flow through certain materials, e.g. from a power source through wires to an appliance.
<b>Cell</b>	A cell is a component that stores electrical energy until it is needed. A cell is a single unit.
<b>Battery</b>	A battery is a collection of cells.
<b>Wires</b>	Wires are an electrical component that allow electrical current to flow to other components.
<b>Bulb</b>	A bulb is an electrical component that produces light.
<b>Motor</b>	A motor is an electrical component that produces movement.
<b>Buzzer</b>	A buzzer is an electrical component that produces sound.
<b>Voltage</b>	Voltage is the electrical force that pushes an electrical charge around a circuit. Voltage is provided by the cell or battery in the circuit.
<b>Component</b>	A component is a piece of equipment used in a circuit.
<b>Circuit</b>	A circuit is a path that an electrical current can flow around.
<b>Conductor</b>	An electrical conductor allows electricity to pass through it.
<b>Reflection</b>	Reflection is the bouncing back of light when it hits a surface.
<b>Shadow</b>	A shadow is a dark area created when an object blocks light between a light source and a surface.
<b>Reflective</b>	'Reflective' describes a surface that reflects most of the light that hits it.
<b>Colour Spectrum</b>	The colour spectrum is the range of colour visible to the human eye, which can be seen when light is refracted through a prism.
<b>Light source</b>	A light source is an object that emits light, such as the Sun or a lightbulb.
<b>Reflect</b>	To reflect is to bounce back light or another form of energy when it hits a surface.
<b>Refract</b>	To refract is to change the direction of light as it passes through different materials.
<b>Visible spectrum</b>	The visible spectrum is the portion of the light spectrum that is visible to the human eye.
<b>Acidic</b>	A chemical substance, usually a liquid, which reacts with other substances to form salts. Some acids burn or dissolve other substances that they come into contact with.
<b>Border/ boundary</b>	The outer part or edge of a region or country that divides it from another.

<b>Deposition</b>	When material/sediment is moved and dropped off in a different place.
<b>dissolve</b>	When a solid substance mixes with a liquid to make a solution.
<b>Erosion</b>	When natural materials are worn away and transported to a different place.
<b>Weathering</b>	The process of wearing away rocks by the weather

**Weekly Home Learning:**

Children are expected to complete their reading homework and fill in their reading records (to be brought in every Thursday). Please encourage your children to read for at least 20 minutes every day and support them with their homework. As part of their maths homework, children are expected to complete a task on Doodle Maths every day. Children should complete enough activities to reach the green zone in Doodle Maths every week:  
<https://doodlelearning.com/>

Over the course of this term, we would like you and your child to complete the following:

<p><b>Project:</b> We expect all pupils to complete three home learning projects, linked to the theme. This can be as open-ended and ambitious as you like! It does not need to be an arts and crafts topic, or even in English. Projects should be completed by <b><u>1st June 2026</u></b>. Topic Gallery for Year 6 will be on <b><u>Wednesday, 3rd June</u></b>.</p>	<p>Here are some project ideas (you can use these ideas or think of an idea of your own):</p> <ul style="list-style-type: none"> <li>● Build a working burglar alarm</li> <li>● Design/make a sustainable fashion piece</li> <li>● Use the science of light and colour to inspire an art piece</li> <li>● Create a diorama of a biome</li> <li>● Investigate and explain a form of renewable energy - build a model</li> <li>● Create a sculpture from found materials</li> <li>● Dragon Den idea about a product that can help prevent climate change/pollution</li> <li>● Build a working model of an environmentally friendly skyscraper</li> <li>● Design a city of the future</li> <li>● Think about an invention that could be used to make daily life more accessible for those with a disability</li> </ul> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;">       </div>
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<p><b>Writing:</b> We expect every child to complete three pieces of writing at home every term. These are to be handed in by <b><u>Friday 10th July 2026</u></b></p>	Write an email to the Mayor of London suggesting ideas that can be used to make London become a greener city.
	Write a list of instructions on how to build a circuit system.
	Write a persuasive letter to the PM to prevent pollution in the U.K.

<p>Children can choose three writing tasks from the following or can think of their own ideas to write about:</p>	<p>It is 2059: write a diary entry explaining how the Earth has changed.</p>
	<p>Explore different ways the U.N. is campaigning to reduce climate change, through a keynote presentation.</p>
	<p>Create a graphic novel set in the future.</p>
<p><b>Reading recommendations:</b> We advise our students to borrow and read these books at home:</p>	<ul style="list-style-type: none"> <li>● Floodlands (Marcus Sedgwick)</li> <li>● The Extraordinary - Life of Greta Thunberg</li> <li>● 10,000 dresses by Marcus Ewert</li> <li>● Poems from a Green and Blue Planet - Sabrina Mahfouz</li> <li>● Wonder - J. Palacios</li> <li>● The Time Machine Next Door: Explorers &amp; Milkshakes - Iszi Lawrence</li> <li>● Vivienne Westwood - Little People, Big Dreams</li> </ul> <p>We also recommend exploring Penguin's The (incomplete) Lit in Colour book list: Years 5-6 <a href="#">The (incomplete) Lit in Colour book list: Years 5-6</a> to find books with more inclusive representation.</p>