
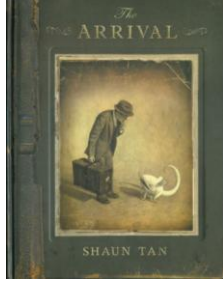
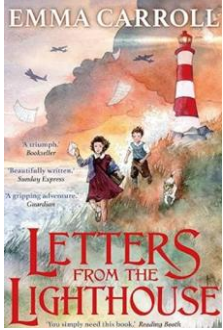
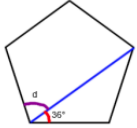
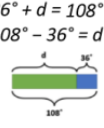


Reading	Writing	Mathematics
<p>Text: <i>Beetle Boy</i> – M.G. Leonard</p> <p>Genre: mystery, adventure, relationships</p> <p>Topic: overcoming adversity; resilience</p>  <p>Darkus is miserable. His dad has disappeared, and now he is living next door to the most disgusting neighbours ever.</p> <p>A giant beetle called Baxter comes to his rescue. But can the two solve the mystery of his dad’s disappearance, especially when links emerge to cruel Lucretia Cutter and her penchant for beetle jewellery? A coffee-mug mountain, home to a million insects, could provide the answer – if Darkus and Baxter are brave enough to find it ...</p> <p>Key objectives</p> <p>Reading includes a focus on key reading comprehension skills: vocabulary, inference, predicting, explaining, retrieval and summarising.</p> <p>Children will learn strategies and recognise when to apply these to corresponding skills whilst also improving their reading fluency with exposure to an engaging, vocabulary-rich text.</p> <p><u>A reading teaching and learning cycle will include:</u></p> <ul style="list-style-type: none"> -exploring and analysing extracts of a text (with a skill focus primarily being word meaning, retrieval and inference) -the text as a whole (where context and understanding as whole is applied to achieve higher order thinking) -applying learnt strategies to multi-skills lessons <p>Key vocabulary</p> <p>Coleoptera, arthropods, specimen, taxonomy</p>	<p>The Arrival</p> <p>Text type: Narrative</p> <p>Genre: Story</p> <p>Topic: Journey</p> <p>Cross-curricular links: PSHE</p> <p>Independent writing task: Children write a narrative, considering the idea of leaving home and write a story with new characters about someone leaving.</p>  <p>Letters from a Lighthouse</p> <p>Text type: Non fiction</p> <p>Genre: Letter recount</p> <p>Topic: Blitz</p> <p>Cross-curricular links: History</p> <p>Independent writing task: children write a letter recounting historical events.</p> 	<p>Decimals and measure</p> <p>Missing angles and length</p> <p>Coordinates and shapes</p> <p>Key objectives</p> <p>In this unit pupils will be learning:</p> <p><u>Decimals and measure</u></p> <ul style="list-style-type: none"> -convert between standard and imperial units of measure -calculate the area of shapes -calculate, estimate and compare the volume of a cuboid <p><u>Missing angles and length</u></p> <ul style="list-style-type: none"> -Compare and classify shapes -Find unknown angles <p>Coordinates and shapes</p> <ul style="list-style-type: none"> -Draw a range of shapes using known facts -Translate and reflect shapes   <p> $36^\circ + d = 108^\circ$ $108^\circ - 36^\circ = d$ </p>

Science



Electricity

This unit builds on objectives from Year 2 and Year 4 when children worked scientifically to make simple circuits and to investigate how electricity behaves within a circuit, using batteries, wires and bulbs. They will learn that electricity carries energy that can be converted into heat, light and energy in our homes, schools and places of work. Children will use symbols to represent components of a circuit including batteries, wires, bulbs and switches. They will learn about the importance of switches for conserving energy and for safety reasons, building their understanding of batteries and their voltage and learning that adding more batteries to a circuit can increase the brightness of a bulb. Children will design, make and evaluate an electrical device for a purpose. They will work scientifically to consider the purpose for which they are designing their device and what it must be capable of, using simple materials such as wires, batteries, buzzers and switches. They will create labelled diagrams when planning their design, using symbols.

Key objectives

1. To know that electricity flows in a circuit.
2. To know the brightness of a lamp or the volume of a buzzer depends on the number and voltage of cells used in a circuit.
3. To know that switches control the flow of electricity in a circuit.
4. To know that circuits can be used to make electrical toys
5. To independently design and make a circuit for a purpose

Key vocabulary

Electricity, electrical current, electric shock, battery, light bulb, switch, wire, conductor, insulator, circuit, components, energy, series circuit, short circuit, volts, voltage, cell, complete circuit, incomplete circuit, kill switch

History



The Rise and Fall of Hitler



Having previously studied 'World War I', the pupils would have learnt about the signing of the Armistice officially ending the war, in 1918. The Armistice was an agreement between Germany and the allies to end the fighting. In 1919, the Treaty of Versailles outlined the punishments and reparations imposed on the German nation. In this unit, the pupils will examine the impact the Armistice and the Treaty of Versailles had on German citizens, many of whom believed the punishments to be harsh and unjust. The pupils will learn about the rise of Adolf Hitler, and how the surrender of Germany in 1918 shocked him. As previously discussed in Year 5 'The French Revolution', pupils grapple with the idea that during times of political instability, there is growth in dictatorship. Throughout the unit, the pupils will be building on their substantive concept of nationalism

Key objectives

1. The Armistice and the Treaty of Versailles-many German people were unhappy with the armistice and the Treaty of Versailles.
2. The Rise of the Nazi Party-Adolf Hitler became leader of the Nazi Party in Germany.
3. Life in Nazi Germany- The Nazi party controlled many aspects of life in Germany.
4. Kristallnacht and the Refugee Crisis-to know what Night of the Broken Glass means
5. The Second World War II began when Germany invaded Poland in 1939.

Key vocabulary

Armistice, nationalism, assassinate, Treaty of Versailles, Aryan race, concentration camp, refugee, blitzkrieg, coalition, Adolf Hitler, Nazi Party, nationalism, intimidate.

Art	PSHE
<p>Victorian Art and Architecture</p> <p>This unit starts by looking at the architecture of the Houses of Parliament and how this important building was influenced by both gothic and classical style. The children then study examples of Victorian architecture which they see in their local environment, identifying where it has either classical or gothic influences. Over the course of three lessons they do detailed drawings of famous London buildings (the Houses of Parliament, St Paul's Cathedral and Westminster Abbey) which show gothic or classical influence. They learn different techniques of painting with watercolour, painting wet-on-dry and wet-on-wet, as well as working from light to dark, in contrast to working from dark to light as they have previously done with opaque materials such as acrylics and oil pastels.</p> <p>Key objectives</p> <ol style="list-style-type: none"> 1. Victorian Architecture: Reviving different architectural styles 2. The Houses of Parliament 3. Local Victorian Architecture 4. Introduction to the Pre-Raphaelites: Millais 5. The Pre-Raphaelites and realism: Rosset <p>Key vocabulary</p> <p>Victorian, neoclassical, gothic, revival, classical, architecture, gothic architecture, medieval, Pre-Raphaelites, realism</p> 	<p>Physical health and Mental wellbeing</p> <p>Key objectives</p> <p>Children will be able to explain what the five ways to wellbeing are; Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p>Key vocabulary</p> <p>wellbeing, connect, be active take notice (mindful), keep learning (get creative), physical needs, emotional needs, wellbeing, health reliable, accurate, sources</p> 

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Physical Education

Hockey

The children will be working on improving their hockey skills within dribbling, passing, shooting and defending before putting them into a match situation.

Key objectives

To shoot under pressure from close range.

To use goal side marking.

Use skills in a competitive tournament.

Key vocabulary

Competitive Support Decision making Covering Consistency



Tag Rugby

This term the children will be working on tag rugby where they will work on invasion and possession based skills, they will also develop their knowledge of the rules of the game.

Key objectives

To move into space and support a teammate by abiding by the rules.

To work as a defensive unit.

Apply rules, skills and tactics in a tournament

Key vocabulary

Defensive unit

Tactics



Music

Battle Of The Bands'

In this unit the children will create a fun and confident performance with your choice of music and songs.

They will perform in small groups and as a whole class. The choice is theirs!

They will introduce their music professionally, and think about their audience and what they would like to see and hear.

Social Question: How Does Music Connect Us with the Environment?

We will explore this question as you progress through the unit.

Musical Learning:

Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E_b, E, F, F_#, G, G_#, A_b, A, B_b





Yeading Junior School

Year 6

Spring 1

2026



Yeading Junior School

Competitive
Fair play
sportsmanship