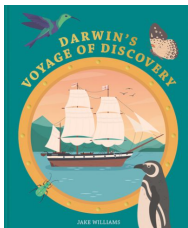
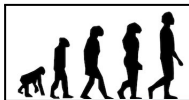
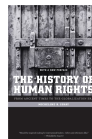


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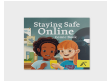
Year 6 Summer 2 additional documents

Reading	Writing	Mathematics
Text: Darwin's Voyage of Discovery, Jake Williams Genre: non-fiction, informative, scientific Topic: scientific discovery, aspirations, different perspectives, leading figures Key vocabulary: evolution, discovery, voyage, observation, research, naturalist, geologist, biologist, Charles Darwin 	Paperman Text type: Narrative Genre: Friendship Topic: Together Cross-curricular links: DT Independent writing task Topic idea replicated to new plot: Write a story about two people who are brought together by objects e.g. leaves, coins or an animal e.g. dog, bird. 	Secondary transition topics Mathematical investigations Key objectives -solving problems using the four operations: addition, subtraction, multiplication and division -Applying mathematical thinking and reasoning to solve investigative problems Timetables This half term, Year 6 will be revising all their times tables 

Science	History	Geography
Evolution In this unit, children will be introduced to the concept of evolution: the process by which living organisms (plants and mammals) develop and change over time. Pupils will learn about evolution pioneers in the field, including Alfred Wallace and Charles Darwin.  Key objectives 1. To know that fossils are physical evidence of life long ago 2. To know that offspring are usually similar, but not identical to their parents 3. To know living things can adapt to suit their environment 4. To know Charles Darwin was and what natural selection is 5. To know who Alfred Wallace was and understand his contribution to the theory of evolution Key vocabulary fossil, evolution, inheritance, genes, prehistoric • organism, palaeontology, offspring • inheritance • adapt, environmental • adaptation • biomes • habitat • evolution variation • mutation • DNA, natural selection, species • anthropology • naturalist • extinct • placental mammal • marsupial mammals	The History of Human Rights and Equality in Britain This unit begins by developing the children's knowledge of what human rights are. They will begin to look at women's rights in Britain over time until the present day, discussing significant women they have learned about in the past. They will explore race, ethnicity and the concept of immigration. They will be building on their knowledge of Britain's diverse and rich history and discuss sensitive topics such as the Transatlantic Slave Trade, the Bristol Bus Boycott and Windrush.  Key objectives 1. To know that Human Rights are the rights and freedoms that belong to every person. 2. To know that women's rights in the UK are protected by the law. 3. To know that the United Nations Convention on the Rights of the Child (1989) is an international treaty that grants all children a set of rights. 4. To know that racial discrimination was made illegal in the UK in the 1960s. 5. To know that the Equalities Act 2010 made it illegal to discriminate against a person because of their religion or belief. Key vocabulary Liberty, human right, United Nation, trial, discrimination, European Convention, rights, equal pay, pay gap, feminism/ feminist, Windrush, The Civil Rights Movement, colonisation, British Empire, slavery, persecution, heretical	Africa Key objectives 1. The Continent of Africa 2. Past civilisations and empires – Mansa Musa 3. The Sahara Desert and Desertification 4. Food Security 5. Kenya Key vocabulary Diverse • Resources • Savannah • Development • Indicators Desertification • Productive • Sparsely Populated • Uninhabitable  Globalisation Key objectives 1. What is globalisation? 2. Economic Globalisation 3. Political Globalisation 4. Social Globalisation 5. Globalisation; a global force for good? Key vocabulary • Soviet Union • Integrate • Interact • Manufacturing • Industry • Labour • Goods • Trade • Globalisation • Development • Economy/ Economic • Profit • Exploit • Business • Production • Wages • Labour 

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Art & Design	Design Technology	Religious Education
Art in the 20th Century Modernism and Beyond In this unit the children will look at modernism, and how it arose and developed in the 20th century. This will include consideration of cubism and abstraction. Study of these works is intended to provoke debate and motivate the children to start to consider their ideas for their own artwork. Skills: sketching, sculpting, annotating their design, designing, drawing and painting with a range of materials. Key objectives 1. To understand that art can raise issues and provoke debate 2. To understand Picasso started cubism which led to the creation of abstract art 3. To understand Hepworth made abstract sculptures which were influenced by the landscape around her 4. To understand Auerbach was influenced by the rebuilding of London after the second world war. 5. To understand different techniques used by some modern artists 6. To understand that Himid explores the issue of race and identity in her art Key vocabulary modernism. abstract. statue. figurative. impasto. cubism. technique. 	Sew - Upcycling Fashion Key objectives 1. To understand what is meant by 'fast fashion' 2. To understand different sewing processes for making clothes: seams, hems and decoration Key vocabulary •upcycle •recycle •waste •pollution •'fast fashion' •globalisation •sustainable •fray •hem •seam •decoration •appliqué •embroidery •pattern piece •pinning •backstitch •overcast stitch (or whipstitch) •user •purpose/function •aesthetic 	Beliefs and Values - Big Questions In this unit, we will explore important questions about beliefs and values that help us understand ourselves and the world around us. These questions encourage us to think deeply about what we believe to be true and why. Key objectives 1. What is 'Truth'? Should we always accept what we are told? We will investigate the nature of truth and discuss whether it's necessary to question information rather than accept it without doubt. 2. Can you 'prove' that what you believe is the case? 3. What is meant by religious faith? We will explore the concept of faith, looking at how different religions define and practice faith in their daily lives. 4. What is meant by worldviews? We will define worldviews and discuss how they influence our perceptions, decisions, and interactions with others. 5. Religious faiths and worldviews - are they a matter of choice? We will consider how much of our belief system is a personal choice versus how much is shaped by our culture, family, and experiences. Key Vocabulary Truth, belief, proof, faith, worldview, religion, values, choice.

PSHE	Physical Education	Computing	Music
Respecting Ourselves and Others Key objectives Describe the consequences of reacting to others in a positive or negative way; Suggest ways that people can respond more positively to others; Demonstrate ways of showing respect to others, using verbal and non-verbal communication; Demonstrate a collaborative approach to a task; Describe and implement the skills needed to do this; Explain what is meant by the terms 'negotiation' and 'compromise'; Suggest positive strategies for negotiating and compromising within a collaborative task Key vocabulary sensitive, thoughtful, response, point of view, cultural norms, respect, disrespect, body language, empathy, collaboration, teamwork, negotiation, compromise 	Dodgeball This term the children will be working on improving their dodgeball skills and understanding of the game Key objectives To throw under pressure and apply this to a target game. To develop officiating skills and referee a game. To develop catching with increasing consistency under pressure. Key vocabulary Pressure Consistency Techniques Tactics Target Rounders This term the children will be working on improving their rounders skills and understanding of the game before putting them into a match situation. Key objectives To strike a bowled ball with increasing consistency. To develop bowling under pressure whilst abiding by the rules of the game. To apply skills and knowledge to compete in a tournament. Key vocabulary Consistency Pressure Rules Strike Competitive	Online Safety - Game Designers Pupils will create their own digital citizenship game. Pupils will consolidate key words from earlier in their learning journey and build on understanding by learning about how to behave online and age appropriate online dangers. Key Objective -explain how their identity online can be different to the identity they present in 'real life' -describe how others can find out information about them by looking online -analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. -identify some online technologies where bullying may take place -describe what a strong password is and ways to keep it private Key Vocabulary Online Respect Block Viral Fact, Opinion & Belief Cyberbullying In App Purchase 7 Pop Ups Online Impersonation 	Consolidation Unit - Reflect, Rewind and Replay This unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. Musical learning focus: Listen and Appraise Classical music Using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments 



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