



## Year 6 Spring Term 2025

### English

**“Street Child” (Power of Reading)** – Explore plot, setting, character and draw inferences to aid understanding; write texts based on fictional experiences and recounts from a character's point of view.

**Biography** – Organise and order key events; make notes and develop key ideas through research; plan and perform an interview; write a non-chronological report about Dickens.

**Narrative poetry** – Recite poetry with expression; identify techniques / key features of narrative verse; analyse rhyme scheme and write own narrative poem.

### Physical Education

**Cross-country/ Hockey** - Develop control whilst performing skills at speed; choose when to pass, dribble or keep possession; show awareness of others; select formation & tactics.

### PSHE

**Dreams and Goals** – Recognise learning strengths and set challenging but realistic goals; work out the learning steps needed to reach such goals; work with others to make the world a better place.

### Geography

**British Empire** – Examine the vast expanse of the British Empire, finding countries and continents on a map; use secondary sources to discover the effect of the railways on the C19th landscape; study maps to find evidence of population / industrial growth in the local area.

### Design and Technology

**Bridges** – Explore the work of Isambard Kingdom Brunel; work with different materials to design, make and evaluate own model bridge.

### Science

**Evolution and Inheritance** – Think about characteristics passed from one generation to the next and how species have adapted to suit their environments. Research the process of natural selection, and how our understanding of the process of evolution has developed over time thanks to the work of scientists and palaeontologists.

### Computer Science

**Programming: Variables in games** – Define what variables are and relate them to real-world examples of values that can be set and changed, creating a simulation of a scoreboard before designing a game in Scratch.

## Victoriana

*Victorian Britain – Dark era or Golden age?  
What is evolution, and how does it help survival?*



### Music

**Growth** – ‘The Street’ is the setting for this unit on buskers and flash mobs. Explore Ravel’s Bolero through rhythmical mime; learn songs with instrumental accompaniments, and create a dance to build into a thrilling street performance.

### Art

**Working with pattern** – Investigate the Arts & Craft movement, reproducing man – made / natural patterns. Design own motifs in the style of William Morris, experimenting with different symmetrical / rotational techniques, before producing a tile print.

### Mathematics

**Number: Ratio** – Express number relationships as additive or multiplicative; Ratio language and notation; Ratios and fractions; Scale drawing; Use scale factors; Solve problems involving ratio; Solve proportion problems; Recipes.

**Number: Algebra** - Function machines; Form algebraic expressions; Substitution; Formulae; Form equations; Solve equations; Find pairs of values; Solve problems with two unknowns.

**Number: Decimals** - Place value – integers and decimals; Round decimals; Add and subtract decimals; Multiply and divide by 10, 100 and 1000; Multiply decimals by integers; Divide decimals by integers; Multiply and divide decimals in context.

### Latin

**A soldier’s life** – Prepositions are introduced in this chapter. Children begin to learn about place and position through the day in the life of a soldier. They continue to see the derivatives of English and links to prefixes (eg *circum* – round, and *sub* – under.

### Religious Education

**Should every Christian go on a pilgrimage?** Define what is meant by the term ‘pilgrimage’. Identify places of importance for Christians and those of other world faiths, justifying their significance. Describe and compare the practices and experiences of pilgrims.

### History

**Victorian Britain** - Place and define the Victorian era within the context of British history. Prioritise the factors of the Industrial Revolution, explaining personal views. Clarify how Lord Shaftesbury’s campaigns improved children’s lives during the Victorian period. Describe schooling in the Victorian period and assess the laws that made education free. Justify how the introduction of the railways changed travel and trade.

Dear Parents,

Firstly, let us extend a warm welcome back to St. Luke’s. We hope you all had a peaceful and restful break, and experienced some of the peace and joy which the Christmas season offers.

May we also take this opportunity to thank you for the cards and gifts that we received at the end of the Autumn term; the thought was greatly appreciated.

Last term, the children worked extremely hard and displayed great enthusiasm in all that they undertook. We will continue to build on these solid foundations throughout the spring term which, once again, is packed full of new challenges and fresh opportunities.

Kind regards,

Year Six Team,

(Mrs L. Lowe, Mrs S. Thomson & Mrs C. McGilvray)

### Dates to note:

**Friday 31<sup>st</sup> January – All-day Victorian Workshop (cost £15)**

**Friday 14<sup>th</sup> February – Junior Citizen Event @ Chessington (TBC)**

**Thursday 6<sup>th</sup> March – World Book D**

**Tuesday 11<sup>th</sup> & Thursday 13<sup>th</sup> – Parent / Teacher Interviews**

**Monday 31<sup>st</sup> March – Thames Explorer Trust – Chiswick (cost £15)**

### Character Virtues for the Spring Term

January – Ambition

February – Curiosity

March – Conscientiousness

April – Perseverance