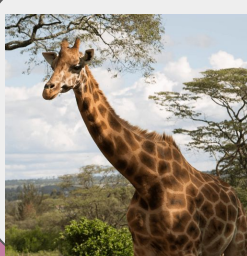




**Newland  
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## Reception Curriculum Overview

Summer 2025  
Dormice Class



*Welcome back! We hope you all enjoyed a lovely Easter break. This term we will be embarking on an 'Animal Safari' full of exciting opportunities. This project teaches children about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments.*

***Please bring a water bottle and cap in daily as well as your book bag.***

### Communication and Language

Through our language-rich environment we will continue to encourage the children to use and apply newly acquired vocabulary; always ask questions to deepen their learning and understanding, and we will continuously model spoken language to encourage children to express their ideas and feelings in full sentences.

### Personal, Social and Emotional

We will continue to focus on well being this term and through our Jigsaw program we will be looking at '**relationships**', thinking about what makes a good friend, how we show respect and how we can help people. We consider the theme of '**changing me**', learning about how unique we are, how we might feel when we encounter change, and who to talk to if we are worried. We will also learn about '**moving on**' to help the children prepare for their transition into Year 1.

### Physical Development

We are continuing to develop the children's **fine and gross motor skills** in fun and creative ways. We will continue to have PE on a Friday morning. This term we will be looking at games for understanding. Looking at **attacking and defending, turn taking, following rules and learning to keep scores.**

### Literacy

We are continuing with **Read Write Inc** for daily phonics and guided reading sessions with written responses to support their learning. We also follow **Talk Through Story** sessions where the children not only develop a **love of reading** and are given the opportunity to get to know some quality books really well, but they also learn and **use new vocabulary**. We will also be developing writing skills through discrete sessions encouraging children to **write in full sentences** independently.

### Mathematics

We will continue to teach discrete maths lessons, which will also influence our continuous provision.

We will focus on learning:

**number bonds** and **doubles, capacity, weight and measuring, and patterns.**

Please use the QR code to access a free app to support maths from White Rose



### Expressive Arts and Design

Using a variety of tools techniques children will develop their own creations inspired by **camouflage and animal patterns**. This will also be extended by looking at a range of **landscapes** to allow the opportunity to experiment with **colour, texture and materials.**

We will continue to learn and **perform a variety of songs.**

### Understanding the World

We will develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion with a focus on **plants and animals**. We will be exploring the **natural world around us**, learning about **rainforests**, and **Africa**, specifically the **Serengeti** and making comparisons. We will also be looking at the lives of **people who help animals** as well as looking at **how animals can help humans.**

In our weekly RE sessions we will look '**Which places are special and why?**' and '**Which stories are special?**'.

### How to Help at Home

Please continue to:

- read regularly with your child at home
- practise correct letter formation and encourage your child to write words using 'Fred Talk' to spell
- practice correct number formation
- practice number bonds to 10
- practice double facts
- 

**Please see the Reception Early Learning Goals on the next page to help understand the learning goals we are working towards**

# Early Learning Goals

## Communication and Language

### Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## Understanding the World

### Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

### The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## Personal, Social and Emotional Development

### Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

## Expressive Arts and Design

### Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

### Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

## Mathematics

### Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## Physical Development

### Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

## Literacy

### Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

### Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.





## Year 1 Curriculum Overview

Summer 2025  
Hedgehogs Class



Welcome back. We hope you have had a lovely Easter break. We have some really exciting projects planned this spring.

**Please bring:** water bottles, coats, reading book bags and RWI books daily

**PE kit:** Please have it in school every day. We will have PE every Thursday

**Homework:** There will be no set homework in Year 1. Instead, we would like you to focus on reading at home for fluency and for pleasure. We recommend using the White Rose App, a valuable resource for daily mathematics at home (see maths box) and Oxford Owl for reading. Please also make use of the RWI QR codes we send home.

### Mathematics

#### We will learn:

**Place Value** (within 100). **Geometry** (position and direction), **fractions**, **time** and **money**.

**How to help home:** Daily practice of subitising, number facts, number bonds, addition and subtraction facts would really benefit your child. The QR code will take you to the White Rose 1 minute app (free).



### Reading

Through **Read, Write, Inc.**, we will continue to learn how to master the skill of **decoding** by learning how to **blend words** using our increasing knowledge of **speed sounds**.

We will practise by reading decodable texts everyday.

**How to help at home:** Listen to your child read their Read, Write, Inc. book daily. Read with your child for pleasure. Please use Oxford Owl (log in details in reading journal).

### Writing

The children will complete **daily writing activities** as part of the RWI programme. The sessions will cover **vocabulary choices**, **punctuation** and **proofreading**. The children will complete a 'Big Write' once a week to transfer the skills they have been practising. The children are now also completing daily literacy lessons and we will be using carefully selective books to write for different purposes. The children are thoroughly enjoying this so far.

**How to help at home:** Please make use of the home journal your child received at the end of the summer term.

### Religious Education

We will be exploring the questions:

**What does it mean to belong to a faith community?**

**How should we care for the world and for others, and why does it matter?**

### Science

**We will learn about:**  
**Spring and Summer**

We will learn about the seasonal changes that occur throughout spring and summer. We will link this to our previous learning on autumn and winter.

**Plants**

We will learn about **wild** and **garden plants** by exploring the **local environment**. We will identify and describe the **basic parts of plants** and observe how they change over time.

### Computing

**Data and information – Grouping data**

We will learn about **data** and **information**. We will begin by using **labels** to put objects into **groups**, and **labelling** these groups. We will demonstrate that we can count a small number of objects, before and after the objects are grouped.

**Physical Education**  
**Games for Understanding**

**Locomotion: Jumping**

We will understand how and why we jump. We will use our head, arms and feet, applying the correct jumping technique.

**Team building**

**Rackets, Bats and Balls**

We will learn to apply simple principles of attack vs defence, with a particular focus on creating simple tactics in order to win the game

### Jigsaw

**We will learn through:**

**'Relationships'**

We will learn how to build positive, healthy relationships.

**'Changing Me'**

We will learn how to Cope positively with change

### Geography

**Let's Explore the World - How does the UK compare with hot and cold places?**

This project teaches children about the continents of the world, learning to use atlases to explore these. They learn about the characteristics of the four countries of the United Kingdom and find out why there are hot, temperate and cold places around the world. They also compare England to Egypt and the Arctic.

### History

**Amy Johnson - Why is Amy Johnson a significant figure in Hull's history?**

This project teaches children about Amy Johnson as a significant figure in Hull's history. They learn about who Amy Johnson was, what life was like when she was alive and her achievements.

### Art and Design

**We will learn** about artwork depicting **streets** and **buildings** and focus on the work of the American pop artist, **James Rizzi**. We will create a **3D mural based on Rizzi's work**.

### Design Technology

**We will learn** about **sources of food** and the **preparatory skills** of **peeling**, **tearing**, **slicing**, **chopping**, **mashing** and **grating**. We will use this knowledge and techniques to design and make a **supermarket sandwich** according to specific design criteria.

### Music

**We will learn through the units:**

We will listen and **appraise music** and learn to sing songs, develop **rhythm** and **beat** through the songs 'Your imagination' and 'Reflect, rewind and replay'



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# Year 2 Curriculum Overview

Summer 2025  
Squirrels Class



Welcome to the summer term. We have some really exciting learning in store for our Year 2 children.

**Please bring:** water bottles, coats, reading book bags and RWI books daily  
**PE kit:** Please have PE kit in school every day. We will have PE every Wednesday.

**Homework:** Read at least 3 times per week including [Reading Plus](#). Practice weekly spellings on [Spelling Shed](#).

For Mathematics use the White Rose App, a valuable resource for daily mathematics at home <https://whiteroseeducation.com/1-minute-maths>

## Mathematics

We will learn: **fractions, time, statistics, position and direction.**

**How to help home:**

Help your child to learn how to tell the time  
Practise the multiplication and division facts for the 10 times table.

## Reading

We will be developing fluency and comprehension by reading the texts:

***Cakes in Space* by Philip Reeve;**

***Ada Twist and the Perilous Pantaloons* by Andrea Beaty**

***Charlotte's Web* by E.B White.**

**How to help at home:**

Listen to your child read their home reading books and access Reading Plus.

## Writing

This term we will be developing our writing skills through these quality texts:

***The Dragon Machine* by Helen Ward**

***Last Stop on Market Street* by Matt de la Pena**

***Lizzie and the Cloud* by The Fan Brothers.**

**How to help at home:** find real-life opportunities to write at home, e.g. shopping lists, stories, diaries, letters to friends and family, postcards etc.

## Religious Education

We will learn by considering these enquiry questions:

**Who am I and what does it mean to belong?**

**and**

**What makes some places sacred to believers?**

## Science

### Protecting the Environment

We will gain an understanding of ecological challenges of the modern world, engage with environmental issues and understand how simple changes can have a large impact.

**Plants and Growth** - We will learn about:

How seeds and bulbs grow into plants  
What plants need to germinate, grow, and stay healthy.

Record the growth of a variety of plants

## Computing

We will learn about **digital photography**. We will learn what devices can be used to take photographs. We will use tools to change images.

## Physical Education

We will learn to **move** skillfully with a ball, to **dribble, keep possession** and to **pass** and **receive**. We will play competitively and team games.

## Jigsaw

### Healthy Me

We will learn about how to be and keep being safe and healthy.

## Geography

**Coastal Towns** - What are the similarities and differences between Bridlington and Byron Bay?

This project further develops children's knowledge of coastlines. They explore the human features of coastal areas, including how tourists are attracted to visiting the coast. They will carry out a detailed exploration of the coastal town of Bridlington and compare this to Byron Bay.

## History

**Mover and Shakers** - How did women change the world?

This project teaches children about historically significant women who have had an impact on the world and people's lives today. They learn to use historical sources to find out about the people featured and to explore their significance.

## Art and Design

We will learn to **draw** from observation both indoors and out. We will learn about the **artist Yayoi Kusama** and create **flower sculptures**.

## Design Technology

We will learn about **Cath Kidston** and look at how materials **join** together. We will explore designs and **create our own bag tag**.

## Music

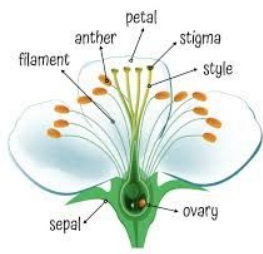
We will **listen** and **appraise** music and learn to sing songs, develop **rhythm** and **beat**.



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## Year 3 Curriculum Overview

**Summer 2025  
Rabbits Class**



**Welcome to the summer term!** We have some really exciting projects planned for our Year 3 children in summer 2025. Please encourage your child to bring their **home reading book** and **record book** to school each day. PE continues to be on Mondays - all children must have a PE kit for this session.

### Homework (focus on basic skills)

- Read to an adult at least 3 times a week - remember to sign home reading record
- Access [Reading Plus](#) at home to help develop fluency, word knowledge and comprehension
- Regularly practice weekly spellings using [Ed Shed](#)
- Regularly practice times table facts-You could use [Times Tables Rockstars](#) or [MathsFrame](#)

### Mathematics

Year 3 will learn about: **perimeter, money, time, shape** and **statistics**.

#### How to help home:

Help your child to learn their times tables by heart.

### Reading

**We will develop our fluency and comprehension using the following texts:**

*The Train to Impossible Places* by P.G. Bell  
*A Necklace of Raindrops* by Joan Aiken  
*Murder Most Unladylike* - Robin Stevens

#### How to help at home:

Continue to access [Reading Plus](#) at home in order to develop key reading, vocabulary and fluency skills.  
Continue to listen to your child read aloud and ask them questions about the text.

### Writing

This term we will develop our writing by taking inspiration from four texts:

**The Mysteries of Harris Burdick** by Chris Van Allsburg  
**How to Live Forever** by Colin Thompson  
**Jim, A Cautionary Tale** by Hilaire Belloc  
**Our Tower** by Joseph Coelho

Our writing will include the following genres:

Diary entries, setting descriptions, instructions, letters, alternative endings, poetry and dialogue.

#### How to help at home:

Practise the weekly spellings

### Religious Education

We will be learning through these questions:

- What is the Trinity and why is it important?
- 
- How and why do people make the world a better place?

### Science

We will learn about the requirements of **plants** for **growth** and **survival**. They will describe the parts of flowering plants and relate structure to function, including the **roots** and **stem** for transporting water, **leaves** for making food and the **flower** for reproduction.

The children will also learn about **forces**. They will learn about friction and magnets.

### Computing

We will learn what a **branching database** is and how to create one using **yes and no questions**.

### Physical Education

**We will learn skills for:**

- Tennis
- Throwing and jumping
- Communication & tactics
- Rounders

### PSHE

We will learn about:

- **Healthy relationships** and how to manage them.
- How **bodies change over time** including the development of **babies in the womb**.

### Geography

We will learn about: **earthquakes** and **tsunamis**. The children will learn what causes earthquakes and tsunamis and also look at the consequences of these natural disasters.

### History

We will learn about **Hull's maritime history** and how the industry has changed through time. They discover how the city was shaped by the maritime industry and how developments resulted in further change.

### Art and Design

We will learn about the history of **mosaics**, before focusing on the **colours, patterns** and themes found in **Roman mosaic**. We will look at techniques to help design and make a mosaic border tile.

### Design Technology

We will learn about techniques to **strengthen structures** and **use tools safely**. We will use our learning to design and construct a **mini greenhouse**.

### Music

We will **listen** and **appraise**, **sing, play instruments** and **improvise** to a disco song called *Bringing us Together*.

### French

We will learn how to retell the story of **Goldilocks and the Three Bears** in French and learning **vocabulary** about the **Roman Empire**.

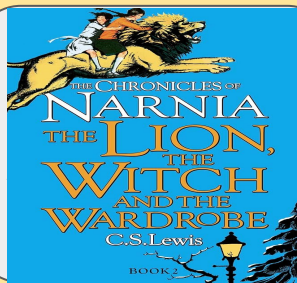




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## Year 4 Curriculum Overview

**Summer 2025  
Foxes Class**



**Welcome to the summer term!** We have some really exciting projects planned for our Year 4 children in summer 2025. If you have any questions about our summer term curriculum or how you can help your child learn, please make contact with any of the Year 4 team - we are happy to help. Please encourage your child to bring their **home reading book** and **record book** to school each day. PE continues to be on Fridays - all children must have a PE kit for this session.

### Homework (focus on basic skills)

- Read to an adult at least 3 times a week - remember to sign home reading record
- Access [Reading Plus](#) at home to help develop fluency, word knowledge and comprehension and work towards achieving 6 tasks each week.
- Regularly practice weekly spellings using [Ed Shed](#)
- Regularly practice times table facts-You could use [Times Tables Rockstars](#) or [MathsFrame](#)

### Mathematics

#### We will learn about:

- **Money**, (converting £ and p; calculating money; and solving problems involving money), **time**, **shape** (angles; 2D shapes; symmetry), **statistics**, and **position and direction**

#### How to help home:

Help your child to learn their times tables by heart in preparation for the Year 4 Times Tables Test in summer 2025. See homework section for what to use.

### Reading

**We will develop our fluency and comprehension using the following texts:**

*The Last Firefox* by Lee Newbry  
*Poems from a Blue and Green Planet* by Sabrina Mahfouz  
*The Lion the Witch and the Wardrobe* by C.S Lewis

#### How to help at home:

Continue to access [Reading Plus](#) at home in order to develop key reading, vocabulary and fluency skills. Continue to listen to your child read aloud and ask them questions about the text.

### Writing

This term we will develop our writing by taking inspiration from these texts:

*Weslandia* by Paul Fleischman  
*Shackleton's Journey* by William Grill  
*The Lion the Witch and the Wardrobe* by C. S. Lewis  
*Jabberwocky* by Lewis Carroll

Our writing will include the following genres:

**Newspaper reports, Nonsense Poems, Narrative Sequels, Own Version Narratives.**

#### How to help at home:

Practise the weekly spellings using Spelling Shed

### Religious Education

We will learn through these enquiry questions:

#### When Jesus left what next?

**How and why do believers show their commitments during the Journey of life?**

### Science

#### Sound and Electricity

We will learn and understanding that sound is produced when something vibrates. We will then investigate how different instruments make sound and learn that sound travels in waves and can travel through solids, liquids, and gases. We will also explore electricity and build closed circuit, learning the names of the different components.

### Computing

**We will learn** about the concept of **Photo Editing** using software. We will learn how to **change** the **composition** of an image; make good choices when selecting different tools; recognise that not all images are real, and **evaluate** how changes can improve an image.

### Physical Education

We will learn skills in **tennis** (forehand technique), **athletics** (throwing for accuracy and distance, including shotput and jumping); **adventure activities**, and **rounders** (fielding and striking).

### PSHE

**Through JIGSAW, we will learn about:**

#### Relationships / Changing Me

We will explore six pieces of learning about Relationships to create a Memory Box and create a Tree of Change linked to the themes.

### Geography

**We will learn about mountains** by exploring **characteristics** and **features** of mountains around the world, including a detailed exploration of the **ecosystems** and processes that shape them and the land around them.

### History

**We will learn** about the Tudor dynasty and the monarchs that reigned as part of it. It looks at aspects of everyday life within the Tudor period and how changes affected people living in the Tudor period

### Art and Design

**We will learn through a project: Statues, Statuettes and Figurines**

We will explore the 3D representation of human form studying examples from ancient civilisation, using clay to create a summer style figurine.

### Design Technology

**We will learn through the project: Tomb Builders**

We will learn about **simple machines**, including **wheels**, **axles**, **inclined planes**, **pulleys** and **levers**, exploring how they helped ancient builders to lift and move heavy loads. We will use this knowledge to design and **construct a simple load-lifting machine**.

### Music

We will continue to work with @choralhull to develop our singing and musical knowledge: exploring and performing music in parts.

### French

We will learn to listen to speak in French about: **Family and Habitats**. We will learn vocabulary to expand conversational skills.



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## Year 5 Curriculum Overview

Summer 2025  
Owls and Deer Class



**Welcome back!** The summer term is jam packed full of learning. We will also have the exciting opportunity to do some cycling proficiency. If you have any questions about our summer term curriculum or how you can help your child learn, please make contact with any of the Year 5 team - we are happy to help.

### Homework (focus on basic skills)

- Read to an adult at least 3 times a week - remember to sign home reading record
- Access [Reading Plus](#) at home to help develop fluency, word knowledge and comprehension
- Regularly practice weekly spellings using [Ed Shed](#)
- Regularly practice times table facts-You could use [Times Tables Rockstars](#) or [MathsFrame](#)

### Mathematics

This term Year 5 will be learning about **Shape, Position and Direction, Decimals, Negative Numbers, Converting Units and Volume.**

#### How to help home:

Help your child to learn their times tables by heart using Times Table Rockstars.

<https://play.ttrockstars.com/auth/school/student>

### Reading

**We will develop our fluency and comprehension using the following texts:**

*Poems from the Second World War* by Gaby Morgan

*Letters from the Lighthouse* by Emma Carroll

*The Polar Bear Explorers Club* by Alex Bell

*Real-life Mysteries* by Susan Martineau and Vicky Barker

#### How to help at home:

Encourage your child to access Reading Plus at home and complete their assignments for the week.

<https://student.readingplus.com/>

### Writing

The children will be using the following texts as inspiration for their writing:

*Children of the Benin Kingdom* by Dina Orji,

*Alte Zachen* by Ziggy Hanaor,

*Origami Yoda* by Tim Angleberger

*Curiosity* by Markus Motum.

#### How to help at home:

Practise spellings using Spelling Shed.

<https://www.edshed.com/en-gb/login>

### Religious Education

We will learn through these enquiry questions:

How can following God bring freedom and justice?

Why is pilgrimage important to some religious believers?

### Science

This term we will learn about life cycles, how life cycles differ in different animals, the main stages of life cycles in insects, pollination in the life cycle of a flowering plant, what happens to seeds in the life cycle of a flowering plant and the contribution of scientists to understanding life cycles.

### Computing

In this unit, we will look at how a **flat-file database** can be used to **organise data** in records. We will also use tools within a database to order and answer questions about data, creating **graphs** and **charts** from their data to help solve problems.

### Physical Education

Children will be participating in **tennis** and **rounders** as well as **field events**. The children will also be learning about **communication** and **tactics** during **outdoor adventurous activities**.

### PSHE

We will learn about **relationships with others** and our changing selves as part of our Jigsaw lessons.

### Geography

We will learn about the different types of **settlements** are found in our local area using geographical skills including **six figure grid references**, **map symbols**, relative locations and **distances** using **scales**.

### History

We will learn about about the Kingdom of Benin (West African) society from AD 900-1300. Children will explore the richness and diversity of this Ancient, African kingdom, studying the life, achievements and eventual decline.

### Art

We will learn about about **paper crafts**, **papermaking** and **collage techniques**, including paper, fabric, mixed media and photo collage to create a final piece of small-scale, mixed media collage.

### Design Technology

In this unit, we will learn about how **architectural style** and **technology** has developed over time and then use this knowledge to design a **building** with **specific features**.

### Music

We will continue to work with @choralhull to further develop our singing and musical knowledge: exploring and performing music in parts.

### French

We will learn to successfully express ourselves when talking about the **planets**.



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## Year 6 Curriculum Overview

**Summer 2025  
Otters Class**



**Welcome back to the Summer term!** We have some really exciting projects planned for our Year 6 children in Summer 2025. If you have any questions about our summer-term curriculum or how you can help your child learn, please make contact with any of the Year 6 team - we are happy to help.

### Homework (focus on basic skills)

- Read to an adult at least 3 times a week - remember to sign home reading record
- Access [Reading Plus](#) at home to help develop fluency, vocabulary and comprehension
- Regularly practice weekly spellings using [Ed Shed](#)
- Regularly practice times table facts-You could use [Times Tables Rockstars](#)

### Mathematics

- Shape
- Problem Solving
- Further Revision
- Maths Projects

#### How to help home:

Help your child to learn their times tables in order to support all areas Maths.

### Reading

We will be studying the following texts to develop our comprehension skills, inference and vocabulary skills.

**Struan Murray - Orphans of the Tide**  
**Phillip Pullman - Grimm Tales for Young and Old**  
**William Shakespeare - Poetry for Kids: Illustrated Edition**  
**Phil Earle - When The Sky Falls**

#### How to help at home:

Continue to access [Reading Plus](#) at home in order to develop key skills. Continue to listen to your child read aloud three times a week and ask them about vocabulary they have learned.

### Writing

This term we will develop our writing by taking inspiration from three texts:

**Phillip Pullman - Grimm Tales for Young and Old**  
**William Shakespeare - Romeo and Juliet**  
**Renee Watson - Some Places More Than Others**  
**W.H Auden - Night Mail**

Our writing will include the following genres:

**character studies, monologues, diaries, letters, maps, recipes, biographies, summaries, analyses and performances**

#### How to help at home:

Practise the weekly spellings

### Religious Education

#### Summer 1 - Why do some people believe in God and some do not?

We will examine the idea of God using a psychological and theological lens, before offering reasons for why people may choose not to believe or to believe in God

#### Summer 2 - How do religions help people live through good and bad times?

We will explore how different religions respond to good and hard times in life, through studying ritual and tradition, understanding how these make a difference to people's lives.

### Science

#### Summer 1 - Electricity

This unit will expand pupils' knowledge of physics through studying electricity and circuits. Pupils will explore the uses of electricity and where it comes from before developing their understanding of circuits and circuit diagrams before applying this in investigations.

#### Summer 2 - Circulatory System and Lifestyle

In this unit, pupils will learn about the circulatory system, the organs that feature in it and their function within it. They will understand what the circulatory system is and how it works before focusing on three parts in more detail: the heart, the blood and the blood vessels.

### Computing

**We will learn** about the concept of **creating media - web page creation**. We will be introduced to the creation of websites for chosen purposes. We will be looking at what makes a good web page and use this information to design and evaluate our own website, using Google Sites. Throughout this, we will pay specific attention to copyright and fair use of media, the aesthetics of sites and navigation paths.

### Physical Education

#### Summer 1 - Tennis

Using tactical understanding and skills.

#### Summer 1 - Running

Developing running for speed & distance.

#### Summer 2 - Problem Solving

Collaborating as a team to solve problems.

#### Summer 2 - Rounders

Developing knowledge of batting and fielding as part of a full game.

### PSHE

#### Summer 1 - Relationships

We will explore the term mental health and discuss how we can care for it. We will look at power and control, embedding this in discussions around technology.

#### Spring 2 - Changing Me

The children will build on their visit from the school nurse and develop their understanding of changes, including puberty and relationships.

### Geography

#### Human Impact - How are humans impacting our rainforest regions?

This project develops children's understanding of the tropical regions, focusing this term on the Amazon rainforest. Children study climate change and its impact before looking at how indigenous people and wildlife are affected by the changing climate and land use in the rainforests.

### History

#### Civil Rights in Changing Britain: How have people fought for their rights in Britain?

This project teaches children about civil rights and how people throughout history have fought for equality. The unit focuses mainly on 20th century history, including a number of case studies and exercising a wide range of disciplinary knowledge.

### Art

#### Bees, Beetles and Butterflies

This project teaches children about sketchbooks, observational drawing, mixed media collage and Pop Art. They consolidate their learning to make a final piece of artwork inspired by bees, beetles or butterflies.

### Design Technology

#### Make, Do, Mend

This project teaches children a range of simple sewing stitches, including ways of recycling and repurposing old clothes and materials.

### Music

#### Summer 1 - Music and Me

#### Summer 2 - Composition

In both of these units we will sing, play instruments and compose our own music.

### French

#### Summer 1 - Healthy Eating

We will write and speak about what we eat and do not eat.

#### Summer 2 - Me in the World

We will learn about other countries around the globe that speak French.