

# Year 6 Summer 2



Barnet Hill Academy  
FAITH • EXCELLENCE • KNOWLEDGE

## ENGLISH

As **Writers**, we will be focusing on reading, identifying the different features and language techniques used in narrative writing and how it is laid out. Children will begin by exploring and identify and use the features of autobiographies and flashback stories, and use the appropriate language in their writing.

As **Readers**, we will be analyzing the text '**the other side of truth**' Each week we will be exploring vocabulary and features, practising our fluency, extending our reading skills, and exploring the themes and characters. Children will answer a range of questions with Deric activity like decode, Explain, Retrieve, Interpret and Choice.

## MATHS

As **Mathematicians**, we will be focusing on themed projects which will provide an opportunity to revisit many of the skills and curriculum content covered both in Year 6 and also the rest of Key Stage 2.

This gives us an opportunity to ensure any possible gaps in understanding addressed before children move on to secondary school. An overview of the curriculum content areas explored in each project can be found in the individual project overview documents. The projects will be designed to explore Math in real life contexts, allowing children to see how important math is in all aspects of life. As well as this we have looked to provide cross curricular links where appropriate, for example, including tasks that develop design and technology skills and geographical knowledge.

They also provide a great opportunity to explore and develop

## SCIENCE

As **Scientists**, we will be focusing on understanding what fossils are and how they are formed, how real or replica fossils. We shall be watching a short video on fossil formation, create a simple fossil using clay, shells, and plaster. Children will identify and compare different types of fossils (e.g., body fossils, trace fossils). Classify fossil images into groups, match fossils to the organisms they came from and create a "fossil museum" display. We shall also learn about the contributions of Mary Anning to paleontology, read a short biography or watch a video about Mary Anning, research and present interesting fossil finds, role-play fossil hunters discovering a new fossil.

## ISLAMIC STUDIES

As **Theologians**, we will be studying the Core Beliefs of each of the six major religions of the world – Islam, Christianity, Judaism, Hinduism, Sikhism and Buddhism.

As Geographers, we will focus on our learning question: Can I carry out an independent fieldwork enquiry? We shall be learning to locate major cities of the countries studied. Locating some key physical features in countries studied on a map. Locating key human features in countries studied. Locating many cities in the UK. Confidently locating the twelve geographical regions of the UK. Identifying key physical and human characteristics of the geographical regions in the UK. Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. Recognizing geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples. Confidently using and understanding maps at more than one scale.

## PSHE

As **Global Citizens**, we will focus on the topic Citizenship, Identity, and Transition which will help students develop a strong sense of self, belonging, and responsibility within their school and wider community. They explore what it means to be a good citizen, including understanding rules, rights, and responsibilities, and the importance of respect and empathy for others. Lessons on identity encourage pupils to reflect on their personal values, strengths, and uniqueness, helping to build confidence and self-awareness. As they prepare for the transition to Year 7, children are supported in managing change, setting goals, and building resilience to handle new challenges, both socially and academically.

## DT

As **Artists**, we will focus to find a suitable recipe for outsource. Where we will record the relevant ingredients and equipment needed. Children will be following a recipe, including using the correct quantities of each ingredient. They will write a recipe, explaining the process taken explaining where certain key foods come from before they appear on the supermarket shelf. Finally, we will create our own recipe evaluating a recipe, considering: taste, smell, texture and origin of the food group. We shall also have a Taste testing session and score final products. Suggesting and writing up points of improvements in productions. Evaluating health and safety in production to minimize cross contamination.

## COMPUTERS

As **Computer Scientists**, we will learn how to design and create a project using a controllable device, such as a microcontroller or a programmable kit like a Crumble or micro: bit. They will explore how inputs (such as buttons, sensors, or switches) can be used to control outputs (such as lights, motors, or sounds). Pupils will plan and build their own interactive projects—such as a simple traffic light system, alarm, or step counter—by developing and testing programs that respond to user input. Through hands-on experimentation, they will gain an understanding of basic programming concepts like sequencing, selection, and repetition, while also learning how to debug and improve their code. This encourages creativity, problem-solving, and logical thinking.

## PHYSICAL EDUCATION

As **Athletes**, we will develop skills in running, jumping, and throwing through a variety of structured activities. Children will learn proper techniques for sprints, relays, long-distance running, and hurdles, focusing on improving speed, endurance, and coordination. Jumping activities will include long jump and high jump, where children will practice balance, take-off, and landing. Throwing events such as shot put, javelin (foam or vortex), and discus will help build strength and accuracy. Pupils will also learn about fair competition, setting personal goals, and supporting others through teamwork and sportsmanship.