

# Year 6 Overview Spring 2026

|  | In class your child will....  | At home you could.....   |
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| <b>Science</b>   |   |  |
| <b>Light</b>   | <p>Learn about how light travels and that mirrors and shiny surfaces alter the direction in which light travels.</p> <p>Understand that to see, light needs to enter the eye.</p> <p>Investigate why shadows have the same shape as the objects that cast them.</p>   | <p>Identify materials around the house which reflect light well. Which materials are easy to see when there isn't much light?</p> <p>Create a colour wheel using <a href="https://www.youtube.com/watch?v=yB8A088EUUc">https://www.youtube.com/watch?v=yB8A088EUUc</a></p>   |
| <b>Living Things and their Habitats</b>                    | <p>Describe the differences in the life cycles of mammals, amphibians, insects and birds.</p> <p>Learn about the stages in the life cycle of a flowering plant.</p> <p>Describe how living things are classified into broad groups according to common characteristics.</p>   | <p>Have a look in your garden - what animals can you identify? Which category do they fall into? Are there any categories that are missing and why is that?</p> <p>Go for a walk and look for different seeds.</p> <p>Make observational drawings of animals and seeds.</p> <p>Grow your own seeds and record what you observe in a plant diary.</p>       |
| <b>Computing</b>   |   |  |
| <b>Designing an app</b>                                    | <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.</p> <p>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.</p>  | <p>Research apps that you like. Why do you like them?</p> <p>Look at the top ten apps. Why are they highly related? Is it because they have bright graphics, a range of activities or interesting content?</p>   |
| <b>Spreadsheets</b>  | <p>Gain an understanding of spreadsheets and how they can be used.</p> <p>Learn how to enter formulae into cells; edit data and discuss the effect on results.</p> <p>Use further functions including AVERAGE, MIN and MAX. Create graphs; and design their own spreadsheet for a specific purpose.</p>   | <p>League Table: You could create your own spreadsheet for a sports league table of your own. This may be for a professional sport, a local sport in which you compete or a completely fictional table.</p>  |
| <b>Religious Education</b>                                 |   |  |
| <b>Creation and Science: conflicting or complementary?</b> | <p>Identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>Show understanding of why many Christians find science and faith go together.</p>  | <p>Find out about Christians who are also scientists (e.g. Jennifer Wiseman, John Polkinghorne, Denis Alexander and Russell Stannard are just a few examples).</p> <p>Gaze up at the night sky and record your feelings and sensations. Connect their response with the sense of awe a Christian might feel from thinking about a Creator of all this.</p> |
| <b>For Christians, what kind of king is Jesus?</b>         | <p>Explain connections between biblical texts and the concept of the kingdom of God.</p> <p>Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</p> <p>Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice.</p> <p>Show how Christians put their beliefs into practice in different ways.</p> | <p>Look at what your local church does (through their website) to help people in the community.</p> <p>Research people who have won the Nobel Peace Prize and create a factfile.</p>   |

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| <b>Local History</b>                                 |   |   |
| <b>Was it vile being a Victorian child in Devon?</b> | How the Industrial Revolution changed life in Devon and contributed to the development of Coldharbour Mill in Uffculme. Describe other rural jobs that children had to do. Compare the conditions for rich and poor children in Devon and explain the significance of changes in the law relating to child labour and education during the Victorian Era.                             | Watch the Horrible Histories series at <a href="https://www.youtube.com/watch?v=N9g6kWoMHHs">https://www.youtube.com/watch?v=N9g6kWoMHHs</a><br>Research prominent Victorians e.g. Isambard Kingdom Brunel, Charles Dickens, Charles Darwin (links to our Evolution studies in science), Lewis Carroll. What lasting contributions did they make to our modern lives?   |
| <b>Design Technology</b>                             |   |   |
| <b>Trashion Show</b>                                 | Design and make an outfit out of recycled material.   | Design and make a toy out of recycled materials.  |
| <b>Art</b>   |   |   |
| <b>Hundertwasser</b>                                 | Explore shape, colour, texture and pattern to develop and communicate their ideas in a painting.  | Take photographs of your house. Use these to make an observational drawing.<br>Paint a picture of your house.<br>Paint a picture of a famous London landmark.   |
| <b>Personal, Social and Health Education</b>         |   |   |
| <b>Dreams and Goals</b>                              | Explain different ways to work with others to help make the world a better place. Explain what motivates them to make the world a better place.   | Research a charity which is important to you. Find out what their aims are and create a fact-file about them.<br>Ask your parents what their dreams and goals were when they were younger. Were they able to achieve them and if they did, what steps did they take to do so?   |
| <b>Healthy Me</b>                                    | Explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. Identify and apply skills to keep themselves emotionally healthy and to manage stress and pressure.   | Create your own '10 a day' poster. What 10 things would you do to help keep you physically, emotionally and mentally healthy?   |
| <b>Music</b>   |   |   |
| <b>Music and Technology</b>                          | Music and songs are often created and composed using a DAW (Digital Audio Workstation). In this unit of work, there is a combination of live instruments with a DAW. Children will learn to tell the difference between the live sounds and digital sounds and learn invaluable skills in music production that will enrich and enhance their musical journey and inspire creativity. | Experiment with creating their own music using a range of digital and live sounds.  |
| <b>Creative Composition</b>                          | Children will learn to use chords in compositions to create music that is more harmonically interesting. They will explore how chords are used within the music in this unit by listening and responding to disco music from the 1970's.  | Listen to a range of disco songs from artists such as Chaka Khan, the Bee Gees and the Village People who all made their names in the Disco era.  |
| <b>Physical Education</b>                            |   |   |
| <b>Dance</b>   | Children will work collaboratively to develop an idea or theme into dance choreography. They will learn how to use movement to convey ideas, emotions, feelings and characters. The two dance styles to be studied are bhangra and 70's disco.  | <b>To develop skills:</b> Practise linking movements together with a jump, twist or travelling motion.<br>Choose one movement and see if you can adapt it by changing the speed, level or force of the movement.<br><br><b>To be inspired:</b> Watch this video of bhangra dancing at <a href="https://www.youtube.com/watch?v=q8e1vBXxiqU">https://www.youtube.com/watch?v=q8e1vBXxiqU</a>   |
| <b>Tag Rugby</b>                                     | Children will learn attacking and defending techniques. Develop passing, dribbling/running and tagging skills. They will then progress to using these skills in a range of invasion games.  | <b>To develop skills:</b> practise passing a rugby ball around outside – remember that in rugby the ball must be thrown backwards; create an obstacle course to develop your dodging skills; play 'tag' to practise your defending skills.<br><b>To be inspired:</b> join a local tag rugby club; watch the Exeter Chiefs play (find out when they are on TV at <a href="https://www.wheresthematch.com/Rugby-Union/Exeter.asp">https://www.wheresthematch.com/Rugby-Union/Exeter.asp</a> ) |

## Languages

### Le week-end

Learn how to ask what the time is in French. Tell the time accurately in French. Learn how to say what they do at the weekend in French. Learn to integrate connectives into their work. Present an account of what they do and at what time at the weekend.

*Play some games to practise the vocabulary for these topics.  
Go to the website <https://www.languageangels.com/schools/>  
Click on 'LOGIN'  
Select 'PUPIL LOGIN'  
Username : Willand6G Password : WillandPupil  
Or Username : Willand6N Password : WillandPupil  
Click on 'Games' and then 'Progressive'  
Then select our topic 'Le week-end'.*

*Remember not to play the games until the vocabulary has been introduced in class!*