Year 6 Overview Summer 2026

	In class your child will….	At home you could…..
Science		
Electricity	Create simple circuits and identify the changes that occur when components are added, removed, or changed. Correctly identify circuit diagram symbols. Use circuit diagrams to create working circuits.	*Look at the items you have in your home. Which materials are conductors of electricity? Which materials are insulators?* *Can you make and break a circuit? Watch the video and take the quiz on this BBC Bitesize site https://www.bbc.co.uk/bitesize/topics/zj44jxs/articles/zqqfp4j* *Make objects move without touching them by charging them with static electricity using this investigation https://www.rigb.org/families/experimental/static-magic*
Revision	Revise all areas of the Science curriculum, in preparation for their transfer to secondary school, with a focus on Scientific Enquiry.	*Discuss links to science in everyday life. E.g. How do we prevent food from going mouldy? Why does it rain?* *Test ideas and questions e.g. Can rocks float? What happens when you mix full-cream milk with vinegar? Do you need gravity to take the food you eat to your stomach?* *Visit this website and try out some of the experiments - ask a parent to help you. https://spark.iop.org/collections/marvin-and-milo* *Try this bacteria investigation https://www.whizzpopbang.com/workspace/uploads/wpb-content-files/bacteria-investigation.pdf* *Revise forces by making your own bridge https://www.whizzpopbang.com/workspace/uploads/wpb-content-files/design-your-own-bridge.pdf* How many of the James Dyson Foundation engineering and science challenges can you complete? https://www.dyson.co.uk/discover/sustainability/james-dyson-foundation/top-five-engineering-challenges-to-do-at-home
Computing		
Designing an app	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. 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.	*Research apps that you like. Why do you like them?* *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?*
CS Fundamentals	Create programs with different kinds of loops, events, functions, and conditionals. Investigate different problem-solving techniques and discuss societal impacts of computing and the internet. Create interactive stories and games that can be shared with friends and family.	*Try the 'Hour of Code' tutorials https://code.org/en-US/curriculum/computer-science-fundamentals*
Religious Education		
What matters most to Humanists and Christians?	Identify and explain beliefs about why people are good and bad. Explore Christian and Humanist values which influence how people treat others.	*Discuss what influences your moral code and what it means to 'be good'.*
What do religious and non-religious worldviews teach about caring for the Earth?	Identify ways in which people from religious and non-religious communities respond to environmental issues.	*Find out about environmental issues being faced globally and different responses to these.* *Think about your own views and responses to environmental issues and discuss these with your families.* *What do you do to help care for the environment?*

History		
How did people in Britain have fun?	Make a judgement about when people had the most fun in Britain by investigating different periods in history.	*Debate with different generations in your family who had/is having the most fun when growing up and how? Create a freeze frame to depict the era that wins.*
Geography		
Climate Change	Understand the terms climate and climate change. Identify, describe and explain why communities in the world are being affected by changes in weather patterns associated with climate change. Evaluate the impact on people.	*Research about a natural disaster that has happened recently (e.g.Los Angeles wild fires, Pakistan Monsoon floods, European Heatwave of 2025). Why did it happen? What impact did this have on the people who live there?* *Discuss with your parents why a solar farm has been created in Willand. How might this help climate change? Discuss how you as a family might help lessen the impact of your lives on the climate (e.g. walk to school or use public transport more frequently).*
Design Technology		
Trashion Show	Design and make an outfit using recycled clothing and materials.	*Find out about sustainable clothing.* *Look for ways to reuse different materials at home.*
Fan Powered Cars	Develop understanding of how products can be driven by a power source. Learn how to control the speed and direction of movement. Develop designing skills by using their own ideas and experiences and use a range of materials and components to develop their skills, knowledge and understanding.	*Visit https://www.bloodhoundlsr.com/ to keep up to date with latest Bloodhound SSC developments.* *Have a go at breaking the World Record for keeping a paper aeroplane in the air. Go to https://www.foldnfly.com/#/1-1-1-1-1-1-1-1-2 to find out more and get some design ideas.* *Build and race your own balloon powered car https://www.rigb.org/families/experimental/balloon-car-racers*
Art		
Pop Art	Explain the style of Pop Art and the famous artists associated with it. Use ICT and other media to create pieces in the style of Pop Art.	*Make a Pop Art hat https://www.tate.org.uk/kids/make/cut-paste/make-pop-art-hat*
Personal, Social and Health Education		
Relationships	Identify the members of their family and understand that there are lots of different types of families. Identify what being a good friend means to them. Understand appropriate ways of physical contact to greet my friends and know which ways they prefer. Recognise their qualities as a person and a friend.	*Discuss the qualities that you have that make you a good friend and the qualities that you like in a friend. Are there similarities? Differences?* *Research the way that other cultures greet their friends – how similar are they to the way that we greet each other?*
Changing Me	Develop positive self-esteem. Explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Identify what they are looking forward to and what worries them about the transition to secondary school.	*Look at photographs of when you were a baby and discuss how you've changed.* *Talk about what the good things/not so good things are about growing up. Also discuss why you think it is a good thing not to rush into being grown up.* *Draw yourself going out looking quite grown up. What are you wearing? Where are you going? How do you feel?* *Write about your favourite/funniest/saddest/etc. memories from Willand School.* *Discuss hopes and fears about secondary school.* *Interview your parents/siblings/grandparents/friends about what they enjoyed at secondary school.* *Set yourself goals for secondary school. Consider what the steps are towards those goals.* *Write a list of what you will need for your first day!*

Music		
Musical styles connect us	We will explore how the different styles of music in this unit developed from different social themes. We will look at the power of music and how it brings people from different backgrounds and parts of the world together. When we dance, sing and play, we can all share ideas and it helps us to come together.	*Listen to appropriate music from different countries/cultures. How does it make you feel? Can you recommend your favourite pieces to the rest of your class?*
Improvising with confidence	In this unit we will develop our improvisation skills, thinking about phrasing and dynamics. A 'phrase' is sort of like a 'musical sentence'. Sometimes, a melody is made up of many phrases – just like a paragraph is made up of many sentences. We will explore how phrases fit together to make a melody. By changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud ('crescendo') or from loud to soft ('diminuendo') can help make music more exciting.	*Improvise using any instruments that you have at home. If you don't have any, try using pots and pans or rice/pasta in bottles or containers. You could also improvise using body percussion.*
Physical Education		
Athletics	Choose the best pace for a running event so that they can sustain their running. Show control at take-off in jumping activities. Show accuracy and good technique when throwing for distance. Understand how stamina and power help people to perform well in different athletic activities.	***To develop skills:*** *Practise jumping at home. How far can you jump from a standing start? How far can you jump from a running start?* *Time yourself running a set distance – can you improve your time? How will you know if your stamina has improved?* ***To be inspired:*** *See if you can find some video clips online of previous athletics events. Which athlete do you aspire to be like? Why?*
Tennis	Identify appropriate exercises for warming up. Use forehand, backhand and overhead shots increasingly well. Use the volley. Understand the need for tactics and start to use and apply these tactics.	***To develop skills:*** *Improve your reaction times by getting someone to throw a ball to you. Ask them to vary the direction and speed at which they throw the ball.* *How many times can you bounce the ball off your hand or racket without dropping it?* ***To be inspired:*** *Watch Wimbledon. Which stroke do they use most often? How do they use the space on the court?*
Volleyball	Learn the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent. Consider how they use skills, strategies and tactics to outwit the opposition.	***To develop skills:*** *Practise throwing and catching a ball. How high can you throw it? How many catches can you do in one minute?* ***To be inspired:*** *Set up a volleyball tournament with your friends or family – what is the highest number of passes you can complete?*
Languages: French		
Les planètes	In this unit pupils will learn how to: Name and label a map of the Solar System in French. Apply the rules of adjectival agreement to describe the Solar System in French. Use conjunctions and intensifiers to extend descriptions of the Solar System. Ask key questions in French in order to conduct an interview with an astronaut. Answer the questions in French in order to present themselves as an astronaut.	*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 '' 'Les planètes'*

	Deepen their understanding of adjectival agreement to describe themselves in terms of character.	*Remember not to play the games until the vocabulary has been introduced in class!*