



## Stockport Grammar Junior School –Curriculum Information for Parents 2025-26 Year 6

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Mathematics</b>	<p>In place value, we will read, write and order numbers up to 8 digits, round integers and look at negative numbers. We will continue to practise the four rules of operations, including long multiplication and division, as well as the order of operations. We will also look at special numbers: factors, multiples, squares, cubes and primes. Within our fraction work, we will compare, order and find equivalent fractions, revise how to add, subtract, multiply and then learn to divide, all including mixed number fractions.</p> <p>With decimals, we will round to the nearest tenth / hundredth and then multiply and divide by integers. We will complete this section by finding equivalent fractions, decimals and percentages.</p> <p>Our shape work will focus on revising finding the perimeter, area and volume of rectilinear shapes. We learn a little algebra at this point: using function machines, substituting amounts into simple equations and solving problems with two unknowns. Entrance exam practice will take place within lessons throughout the term.</p>	<p>Year 6 will continue to focus on the teaching of new skills with an emphasis on application to reasoning and problem solving. We will look at multiplication and division involving long method with decimal numbers as well as mental strategies; using partitioning to mentally multiply 2-digit numbers with one decimal place by whole 1-digit numbers.</p> <p>We will explore 2D shapes, particularly quadrilaterals, in relation to their diagonals and interior angles; circles are also taught, along with relevant terminology.</p> <p>Mental and written addition and subtraction methods, including solving word problems with money and decimals.</p> <p>Factors and multiples will be taught and how they fit in with number patterns.</p> <p>Data representation and manipulation, including line graphs, pie charts and the use and calculation of averages will be revisited and we will also continue to consolidate learning of position on a 4-quadrant</p>	<p>In the Summer Term Year 6 will be focusing on ratio and proportion, shape, position and direction and negative numbers. If time permits, they will also finish the year with a themed focus, planning a family holiday and all the real-life maths involved in this process.</p> <p>In ratio and proportion, we will be looking at scale drawings and scale factors as well as tackling ratio and proportion problems</p> <p>In our topic on shape, we will be investigating angles in triangles, quadrilaterals and polygons as well as studying the properties of circles. For position and direction, we will be looking at co-ordinates in all four quadrants and how shapes are reflected and translated. We will also be looking at negative numbers and what happens when we add and subtract these numbers.</p>			

			coordinate grid, with polygons being plotted, translated and reflected.	
<b>English</b>	<p>The focus for this term is to develop pupils' descriptive writing skills through reading and responding to a range of narrative texts, commencing with 'The Nowhere Emporium' by Ross Mackenzie. Children will extend and refine their abilities to create effective settings and character, and to develop atmosphere and interest in their writing with purpose and audience in mind. They will learn to write and self-evaluate their writing to a set of five key criteria, 'The Fabulous Five,' which include: <b>Descriptive Detail, Figurative Language, Accurate and Advanced Punctuation, Varied Sentence Structure and Effective Vocabulary choices.</b></p> <p>In the following unit, children will hone their ability to independently compose and review several extended, timed pieces of narrative writing incorporating skills taught whilst extending their knowledge and application of a range of sentence structures to engage the reader. Key grammar concepts needed to write effectively and to support comprehension of texts read are continuously reviewed and extended across Autumn 1 and 2.</p>		<p>'Heroes and Villains' is the focus for our unit of work for Spring. In Spring 1, children will be exploring the traditional tale, Hansel and Gretel and 'Older Literature' through William Shakespeare's 'Macbeth'. They will be reading and responding actively – including via drama techniques- to different versions of the story. In Spring 2, we will have a non-fiction focus. In both units, children will explore and explain the meaning of new vocabulary encountered from the context of the text and explain its effect on the reader and reasons why the author may have selected these words, phrases and techniques. We will continue to develop inferential reading skills, analysing characters' feelings, thoughts and motives.</p>	<p>No Outsiders – The children will be exploring 'outsiders' throughout history in society such as: Victorian circus 'freaks', the Suffragettes, and other individuals and groups that have experienced discrimination. Texts and other media that will be used include The Greatest Showman, Showstopper, Frankenstein, The Island and Cirque Du Freak. Children will continue to develop their inferential and deductive reading and their character analysis skills. They will also have the opportunity to write non-chronological reports, poetry, balanced arguments and narrative based on the settings, characters and events in the text.</p>
<b>Science</b>	<p>Children will learn about classification and how to group living things. Children will see that living things change over time. They will examine how living things produce</p>	<p>children will investigate electricity and associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. They will</p>	<p>Children will continue with the Electricity unit of work.</p> <p>Children will learn the importance of a healthy lifestyle focusing on diet, sleep and exercise and things that may be harmful to</p>	<p><b>Keeping Healthy (cont'd):</b> children will learn the importance of a healthy lifestyle focusing on diet, sleep and exercise and things that may be harmful to them. They will also study the major organs with an emphasis on the heart.</p>

	<p>offspring of the same kind (inheritance) and will look to identify how animals and plants are adapted to suit their environment, and that adaptation may lead to evolution.</p>	<p>use/interpret circuit diagrams to construct a variety of more complex circuits predicting whether they will 'work'. They will also investigate renewable forms of energy.</p>	<p>them. They will also study the major organs with an emphasis on the heart.</p>	<p><b>Light:</b> children will learn how light travels, light diagrams, experiment with reflections and shadows and investigate refraction.</p>
<b>Humanities</b>	<p><b>Geography</b> <b>Protecting our Environment</b> In this unit, the children will consider if we are damaging our world and how we can protect it. The children will investigate energy production, the oceans and minerals, as well as conducting an enquiry into how the school can become more sustainable.</p> <p><b>Geography</b> <b>Our World in the Future:</b> children will learn about sustainability and development of the local area. They will explore how life may be different in the future.</p>	<p><b>History</b> <b>The Maya</b> This will then lead on to our topic of the Mayans. We will look at life as a Maya, their trade systems, their complex religious and social hierarchy, and their unique system or numbers and writing.</p> <p><b>Geography</b> <b>Amazon</b> Children will find out about the Amazon region of South America, considering what it is like to live in the region as well as how it is being damaged and how it can be protected. This builds on previous work the children have done on rainforests and climate.</p>	<p><b>History</b> <b>Amazon (cont'd)</b> <b>Impact of War/Local History</b> In this unit, the children will research and compare the impact of the First and Second World Wars on England and Stockport. The focus will be on the Home Front and how the wars impacted on the community.</p>	
<b>Art/Design Technology</b>	<p><b>2D Drawing to 3D Making</b> The children will explore how 2D drawings can be transformed to 3D objects. They will work towards a sculptural outcome.</p> <p><b>Build a Trebuchet and Control Mechanisms with Crumble(2)</b></p>	<p><b>Pop Art and Lino Prints</b> The children will complete an extended art project and experience lino-printing, taking inspiration from Andy Warhol's 'Endangered Species' exhibition.</p>	<p><b>Pulleys &amp; Control Technology -Crumble (3)</b> The children will complete an extended Design Technology project and explore pulleys before attempting to solve a real-life problem set in Nepal, where a farmer's produce needs to be transported down a mountain to market. They will then work on controlling a Crumble buggy,</p>	

	The children will build a working miniature trebuchet, evaluate and then refine their product in order to fire a missile as far as possible. They will then extend their programming knowledge and utilise different sensors on their Crumble models to solve problems.			navigating it around a variety of 'car parking' challenges.
<b>Computing</b>	Topics of study will be computers and networks. Children will also look at how binary code is used in computing. Finally, they will be introduced to spreadsheets.		Children will use computers to manipulate artwork. Use programming software to independently create content.	Children will use be introduced to the computer programming language Python.
	<p><b>My Online Life:</b> Throughout the year, the children will be thinking about all aspects of their online life and considering how to be safe and responsible while using the internet and technology.</p>			
<b>R.E.</b>	Buddhism: What do we mean by a 'good' life? Children will explore Buddhist culture and values with focus on the Eightfold Noble Path and the Four Noble Truths.	Christianity – God: How do Christians mark the 'turning points' on the journey of life?	The key question this term is: Is life like a journey? We shall be looking at Christianity, focusing on Jesus and asking: Why do Christians believe Good Friday is good? In the second part of the term, we shall be looking at the Church and asking: If life is like a journey, what's the destination?	The key questions this term focus on Islam and Hinduism. What is Hajj and why is it important to Muslims? This unit enables pupils to explore the Five Pillars of Islam and how these beliefs and values impact on the life of a Muslim. Is there one journey or many? What do Hindus believe about the cycle of life, death and rebirth? This unit enables pupils to explore Hindu beliefs about reincarnation and consider how these beliefs might impact on a Hindu's view about the purpose of human existence.
<b>P.E/ Swim</b>	In this unit pupils will learn and accurately replicate specific techniques for a variety of fitness-based activities. They will carry out investigations into the bodies' ability to exercise and the reasoning behind such principles. Pupils will gain an understanding of warm ups, cool downs and health importance through physical tasks. To reflect on the benefits that fitness		In swimming, the focus will be on stroke technique and competitive starts, underwater transitions, turns and finishes for all strokes.  Gymnastics: Pupils will learn about body tension and posture for balance. They will create individual, partner and group routines.	In swimming, we will work towards improving our stamina in a lane format. Lastly, we will be working towards improving our water polo skills to ensure that we are competent and comfortable completing a game of water polo over a length and a prolonged period of time.

	<p>events give to an individual and implications for future life.</p> <p>In swimming, children will refine strokes and develop racing techniques, including starts, underwater transitions, turns and finishes.</p> <p>We will also be developing our distance streamlined kick for each stroke.</p>		
<b>Games</b>	<p>Pupils will test their key skills under pressure, in game situations. They will learn to perform effectively as part of a team. Pupils will develop a tactical understanding and learn to deal with both winning and losing. Boys will cover football and rugby and girls will cover netball and hockey.</p>	<p>Games will include football and hockey for boys and netball and football for the girls. Pupils will have the opportunity to use the taught skills in both inter house matches and games against local schools.</p>	<p>In Games, pupils will opt for two sports from cricket, rounders and tennis. Coaching will focus on improving the game understanding and techniques needed to improve mainly focusing on hand and eye coordination. In both cricket and rounders, the tactical side of the game will be explored through children's experience in house competitions and matches against other schools.</p>
<b>PSHE</b>	<p>We plan to focus our curriculum on building children's self-esteem, learning attitude, wellbeing and building strategies for dealing with worry and anxiety.</p> <p>Through our 1 Decision programme, Year 6 will look at how to safely make friends and interact online, responsible in-app purchases and how to deal with exam related worries and stress. We will explore some elements of puberty and adolescence. Finally, we will explore some basic first aid theory.</p>	<p>Following the introduction of first aid theory, we will explore practical aspects of what we have learned.</p> <p>We will focus on the British values, making comparisons with our Golden Rules and school values – here, protected characteristics and discrimination will be explored.</p> <p>We will also discuss responsibility and stealing.</p>	<p>(Continued) Making links with science, we will explore alcohol and its effects.</p> <p>There will be a continued focus on mental health with the class mindfulness sessions. We will also look at water safety, and explore further, the physical and emotional changes that come with adolescence, with a focus on transition to senior school.</p>
<b>French</b>	<ul style="list-style-type: none"> <li>- Conversation revision (greetings, name, age, where we live, how we are)</li> <li>- My town (place names, describing a town, using negatives, adjective agreement, giving an opinion)</li> <li>- Giving directions</li> </ul>	<ul style="list-style-type: none"> <li>- At the market - fruit and vegetable nouns, using plurals, adjective agreement, asking and saying how much things cost, general shopping dialogue</li> <li>- Numbers to 100</li> <li>- This is me - revision of physical appearance, describing personality, adjective agreement, using the negative form</li> </ul>	<ul style="list-style-type: none"> <li>- Sports and hobbies - saying which sports I do and why I like or dislike them (with a reason), talking about my hobbies.</li> <li>- Food and drink - naming some typical French foods and drinks, ordering at the restaurant.</li> </ul>

<b>Music</b>	<p><b>Latin American Dance Music:</b></p> <ul style="list-style-type: none"> <li>• Samba</li> <li>• Bossa Nova</li> <li>• Tango</li> <li>• Cha Cha Cha</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Movement/Pulse</li> </ul> <p><b>Time Signatures &amp; Conducting Basics</b></p> <p><b>Singing – revisiting the basics</b></p> <ul style="list-style-type: none"> <li>• Singing together</li> <li>• Making a great sound</li> <li>• Pitch – focus on the changing voice</li> <li>• Carol Service</li> </ul>	<p><b>Rhythm and Notation skills:</b></p> <ul style="list-style-type: none"> <li>-Harry Potter puppet pals and own compositions</li> <li>-Team Games and Notation Games</li> <li>-Theory &amp; Notation</li> <li>-Keyboard / Pitched Instruments</li> </ul> <p><b>Christmas Carol Service Preparation</b></p>	<p><b>Rhythm and notation skills</b></p> <p><b>Singing – SHOW SONGS</b></p> <p><b>Musical Elements:</b></p> <ul style="list-style-type: none"> <li>• Pitch</li> <li>• Tempo</li> <li>• Dynamics</li> <li>• Rhythm</li> <li>• Texture</li> <li>• Timbre</li> </ul> <p><b>Classical Style and the Classical Period:</b></p> <ul style="list-style-type: none"> <li>• Classical Composers – Haydn, Mozart, Beethoven</li> <li>• Music in a social and historical context</li> <li>• How to follow a score (revisited)</li> <li>• The development of Sonata Form</li> <li>• The Classical Orchestra and its instruments</li> </ul> <p>The development of the piano</p>	<p><b>Finish Harry Potter unit</b></p> <p><b>Musical Elements Combined:</b></p> <ul style="list-style-type: none"> <li>• Notation – Rhythm and pitch</li> <li>• Melody – pitch and shape</li> <li>• Texture &amp; Timbre</li> <li>• Tempo &amp; Dynamics</li> <li>• Scales &amp; Chords</li> </ul> <p><b>Nationalism in Music:</b></p> <ul style="list-style-type: none"> <li>• Learn to sing the British National Anthem</li> <li>• What does the text mean?</li> <li>• Importance of melody line, tempo, dynamics and use of chords in God Save the King</li> </ul> <p><b>Singing:</b></p> <ul style="list-style-type: none"> <li>• God Save the King</li> <li>• Song for End of Year Prizegiving (cont.)</li> </ul> <p><b>Music in the Media</b></p> <ul style="list-style-type: none"> <li>• Revise Musical Elements</li> <li>• Adverts and the Power of Music</li> <li>• Create Your Own Radio Jingle (keyboard)</li> </ul> <p><b>Debate:</b> Is Music a Language?</p>