

Survival!

Upper School – Summer 2026

English

We start this term writing setting descriptions inspired by our class novel 'The Explorer'. We will think about the techniques we need to use to create vivid images in the reader's mind.

We will then move on to write a non-chronological report about fictional people, this time using a text on the Ancient Maya to provide a model.

Our second fiction unit focuses on problems and dilemmas, and we will end the term by writing a discussion text themed around the question, 'Should you do anything to survive?'

More to explore!

✓ Create an image of a planet in your mind. What does it look like? What can people do there? How would people survive? Write a setting description linked to this.

✓ Research a real-life group of people (they could be from the past or alive now) and write a non-chronological report about them. Use all of the features we learn in school and think about ways to interest the reader.

Maths

Year 5 units:

- Factors, multiples and primes
- Fractions
- Converting units
- Angles

Year 6 objectives:

- In the summer term, year 6 begin by revising their learning from the past year ahead of SATs. They will then continue with a similar style of maths lesson for the rest of the term to ensure they are ready for their transition to secondary school.

More to explore!

✓ Create a set of revision resources for an area of maths that you personally need to work on. This could be something specific that would be covered in a SATs paper or end-of-year assessment or even a times table that you personally need to work on.

Science – Life cycles of living things (including plants)

- Explain patterns in life cycles of living things
- Describe & explain differences in the eggs of different animals
- Understand metamorphosis
- Compare life cycles of birds, amphibians, insects and mammals
- Understand how the life cycles of plants can differ

More to explore!

✓ Track the life cycle of something living in your garden or local area. Can you find frogs in a pond? Do you have moths in your garden? Take photos and document their growth.

History – The Mysterious Maya

- Know the Maya built an empire but were ultimately conquered by the Spanish
- Know that the Maya believed in many gods and that they had a hierarchical society ruled by kings and priests
- We will also compare the Ancient Maya to the people of Britain at the time, the Anglo Saxons.

More to explore!

✓ Design your own settlement based on the ideas which were important to the Ancient Maya. What would it look like? What would it include? What would be most important?

Know Yourself, Grow Yourself

Across the term, we will look at the following ideas in 'know yourself, grow yourself' lessons:

- Financial capability
- Feedback and self-respect
- Loneliness
- How to get support & where
- Transitions at home
- Transitions in school
- How to have a healthy lifestyle

RE

We will look at the following questions:

- What difference does the resurrection make to Christians?
- How do Hindus make sense of the world?

We will look at both through a theology lens.

This means we will be:

- asking questions as a believer
- thinking like a theologian
- exploring inside religion.

More to explore!

✓ Consider your own beliefs and how they shape the way you see the world. These may be religious or non-religious beliefs.

Geography – Mountains

- To ask and answer a series of geographical questions about the human and physical characteristics of locations, using a range of skills and sources.
- To consider the impact of rivers on local and global life.
- Investigate both local and more distant places, analysing sources to make comparisons considering land use, economic activity and distribution of natural resources.

More to explore!

✓ Take inspiration from the Hopscotch continents song and write your own version about the mountains you learn about in school.

Art

We will be looking at the works of both Christabel King and Tim Fowler to inspire some botanical pieces. We will start by looking at precise sketches and watercolour paintings before moving on to more pop art style acrylic work. The children should be able to use colour theory learnt earlier in the year to help them.

DT

- We have invested in some new resources to enable us to take part in a robo-wars project! This project will see the children combine DT skills learnt previously with computing skills too.
- Cooking – make a seasonal savoury bake.

More to explore!

✓ Find some produce grown in your own garden (or in a local community garden if you have access to one) and use it to create a delicious fruit or vegetable dish. What could you make?

French

- Countries – explore French speaking countries across the world.
- Holidays – use the future tense to describe and discuss holidays.

Computing

Topic 1 - Selection in quizzes

- We will use Scratch to create quizzes using different outcomes and asking questions.

Topic 2 - Sensing movement

- We will use microbits to create a step counter.

More to explore!

✓ Create your own quiz on Scratch at home. See if you can teach your family the skills that you learnt in school!

PE

- Quidditch
- Football
- Athletics

More to explore!

✓ Work on improving your stamina at home. Choose 3 walks of differing length around your local area and walk them regularly. Are you able to keep up your pace each time? What helps you do this?