



## Year 6 Curriculum Snap Shot Spring 1 2026 – Ms Sayers

### Title: A Victorian Revolution

Stunning Starter: Sounds from the Victorians	Magnificent Middle Local Geography – A visit by Henry VIII (Mr Moore) to the classroom for a question and answer session.	Fantastic Finish – DT – making waistcoats – fashion show
<b>English:</b> <b>Class book</b> – The Selfish Giant by Oscar Wilde To write a version of the Selfish Giant narrative - choosing either a retelling in 1st or 3rd person or from a character's point of view Greater depth writing outcome: To write a version from the special tree's perspective <b>Reading:</b> The Happy Prince and other Tales by Oscar Wilde. <b>Grammar</b> - including subjunctive forms <i>for example If I were you....</i> • Use passive verbs • Use semi-colons to mark boundaries between independent clauses <b>Spelling</b> – Homophones, statutory spellings <b>Handwriting</b> – increase fluency in joined handwriting	<b>Maths:</b> Ratio, Algebra, Decimals  Fractions, decimals and percentages  Daily arithmetic practise	<b>Science - Light</b> In this unit children will: Explain that we see things because of light travelling between light sources and our eyes. Understand that light travels in straight lines Explain that we see objects because they give out or reflect light into our eyes Use the idea of light travelling in straight lines to explain why objects and shadows are the same shape.
<b>Knowledge &amp; Understanding of the World including British Values</b> <b>History</b> – What does the census tell us about our local area? In this unit we will explore the census and extract information about families during the Victorian period and the working conditions of workers in a textile mill. <b>Spanish:</b> Geography of Spain – describing where you live, Spanish festivals. <b>R.E</b> – Why is it better to be there in person?		<b>Life Skills, Safety &amp; Careers</b>  <b>Careers</b> – How did the industrial revolution change jobs within St Martins?  <b>Safety</b> – working conditions within the factories, how did they stay safe? How have working conditions changed? How do we keep ourselves safe?
<b>Physical Health &amp; Well-being including outdoor learning</b> <b>PE</b> : Gymnastics and Swimming (from wk2)  <b>PSHE</b> : Diverse Britain  <b>Learning behaviours</b> : Resilience, team work,	<b>Community Curriculum:</b>  How was our local area affected by the industrial revolution? Look at coal mining and other factories within our locality. Census – find out about local people. Create family tree History of child labour and children's rights	<b>Creative Curriculum</b>  <b>Music</b> : Film music  <b>Computing</b> : Programming – variables in games  <b>DT</b> : Waistcoats – children will design and make a waistcoat for a teddy bear.