

The Ryde School
Curriculum Information
Autumn Term 2025
Year 6

Curriculum Area	Topics Covered
Art	<p><u>2D Drawing to 3D Making</u></p> <p>I can explore artists who use their drawing skills to make objects, and I can share my responses to their work, thinking about their intention and outcome I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use I can use line, mark making, tonal values, colour, shape and composition to make my work interesting. I can understand what negative and positive space is. I can accurately use the grid method to help me see and draw and use this to scale drawings. I can investigate the right materials and shapes to build a stand I can share my work with others, and talk about my intention and the outcome. I can listen to their response and take their feedback on board. I can appreciate the work of my classmates. I can listen to their intentions and share my response to their work.</p>
Religious Education	<p><u>Is it better to express your religion in architecture or in charity and generosity?</u></p> <p>I can understand different reasons why some buildings are sacred. I can consider, discuss and weigh up different views about why mosques are important. I can consider, discuss and weigh up different views about why Christian sacred buildings are important. I can consider, discuss and weigh up different views about why religious art is important I can suggest reasons, quoting religious sources, why Muslims consider charity and generosity important. I can notice, list and explain similarities and differences between different sacred buildings. I can weigh up which has greater impact - art or charity? And consider what the world would be like without great art or architecture. What about a world without charity or generosity?</p>
Design and technology	<p><u>Food and nutrition/structures</u></p> <p>To investigate existing edible houses to inspire a design. To use a computer to design a pattern template. To test and improve a design. To construct a house out of edible resources. To construct and decorate a house out of edible resources using a variety of tools. To evaluate their product against a design criteria.</p>
Geography	<p><u>Canada</u></p> <p>I can describe the location of Canada and compare it with the location of the UK and England. I can identify and describe some of the physical & human features of Canada. I have thought about how I present the information I collect. I can describe the features of the Taiga / Tundra Biome and begin to think about the conditions and the plants and animals that survive there. I have explored the ways people impact the tundra and researched ways to we can reduce the negative impact human activity has on the environment. I can compare and contrast the two biomes. I have used geographical vocabulary with accuracy. I have researched areas of interest independently and/or completed any homework tasks independently.</p>
History	<p><u>Conflict and Travel</u></p> <p><u>The Victorians</u> Compare experiences of rich and poor Victorians. Explain how the Industrial Revolution changed people's lives. Investigate how inventions reveal changes in society.</p> <p><u>The Tudors</u> Understand the significance of Tudor exploration. Explain why Henry VIII broke from Rome. How did the Tudors punish people who broke the law?</p>
Computing	<p><u>Programming - Variables in games</u></p> <p>To define a 'variable' as something that is changeable. To explain why a variable is used in a program. To choose how to improve a game by using variables. To design a project that builds on a given example. To use my design to create a project. To evaluate my project.</p>

Modern Foreign Languages	<p><u>French:</u> To be able to recall basic French words for numbers, days of the week, months, colours etc. Group/order unknown vocabulary to help decode text in French; Improve their listening and reading skills. To learn new vocabulary linked to my history work.</p>
Physical Education	<p><u>Dance:</u> To compose creative and imaginative dance sequences. To perform expressively and hold a precise and strong body posture. To perform and create complex sequences. To express an idea in original and imaginative ways. To plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</p> <p>All for Sport: To develop invasion game strategies and skills.</p>
Science	<p>Living things and their habitats: Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Animals, including humans: Identify and name the main body parts of the human circulatory system, and describe the function of the heart, blood vessels and blood.</p> <p>Evolution and inheritance: Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Light: Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Electricity: Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit.</p>

Enrichment Activities

Regular outdoor learning opportunities.

Pantomime Trip

Dance lessons

Hartham Common Trip

How you can help your child:

- Your child should be reading at least 5 times a week for 20 minutes. Remember that good readers become good writers!
- Home reading journals.
- Visit places of interest linked to our topics.
- Read different types of texts (e.g. newspapers, leaflets, information books).
- Play times tables games (e.g. Hit the button, times table tennis, times tables with number cards).
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- Encourage opportunities for telling the time and solving problems involving time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Identify, weight or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts or chess.
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories or poems.