

The Ryde School
Curriculum Information
Autumn Term 2026
Year 6

Curriculum Area	Topics Covered
Art	<u>Take a seat</u> I can explore how artists who create furniture are often called craftspeople or designers. I can explore how designers produce furniture which reflects the era or culture it is made, or the personality of the maker. I can use a variety of materials to design and make our own model chairs. To understand that you can work with certain requirements for a product but still be creative. To think about form, structure, material and texture throughout the project.
Religious Education	<u>Is it better to express your religion in architecture or in charity and generosity?</u> 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?
Design and technology	<u>Frame structure - Norman Link</u> To understand what a frame structure is, recognising that structures rely on a skeleton framework for strength and stability. To identify the features of stable structures, including strength, rigidity, and balance. To measure and cut materials accurately. To join materials to create a simple cuboid frame — using butt joints, tape joins, or glue. To build a stable castle frame using chosen materials. To evaluate the effectiveness of a finished structure — identifying strengths and areas for improvement. To refine and improve a product based on testing.
Geography	<u>South America:</u> To find out about the location and countries of South America. To investigate the climate of South America. Identify human and physical characteristics of the focus continent, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed overtime. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Understand some of the reasons for geographical similarities and differences between countries. Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world.
History	<u>Ancient Greece</u> To use sources of evidence to deduce information about the past. To identify key city-states. To describe how Athenian democracy worked and compare it with modern systems. <u>The Tudors</u> To explore how the Tudors came to power. To use dates and terms accurately to describe events. To develop an understanding of chronology within the Tudor period. <u>The Victorians</u> To explore how the Victorian era started and why. To describe how new technologies changed Britain. To compare Victorian childhoods using primary sources.
Computing	<u>Programming - Variables in games</u> 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.
Modern Foreign Languages	<u>French:</u> Les vêtements: Recognise, recall and spell up to 15 items of clothing with their indefinite articles / determiners in French. Describe items of clothing using colours as adjectives in French. Use 'Je porte' (I wear/I'm wearing) and the conjunction 'et' (and) in full sentences. Express what we wear in 4 different scenarios in French. La maison Tudor: Sit and listen attentively to Tudor history, concentrating on the facts told to them in French, learning how to decode longer spoken and written French that is harder and

	unknown to them. Learn at least three adjectives in French. Tell somebody in French at least two key facts of Tudor history.
Physical Education	Dance: 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. All for Sport: To develop invasion game strategies and skills.
Science	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 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. 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: Use recognised symbols when representing a simple circuit in a diagram. Construct simple series circuits. Learn how to represent a simple circuit using recognised symbols. Learn safe working practices with electricity.

Enrichment Activities

- Trip to Mountfitchet Castle
- Pantomime Trip
- Dance lessons
- Image theatre
- Hatfield House music project
- Regular outdoor learning opportunities.

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.
- Encourage cursive handwriting and best presentation.