

***The Ryde School***  
**Curriculum Information**  
**Spring Term 2025**  
**Year 6**

Curriculum Area	Topics Covered
Art	<b>Activism in Art:</b> to explore the work of activists. To identify what I care about and what might inspire me. I can create visuals and text which communicate my message. To use line, shape and colour to make my art work. To use typography to make my messages stand out. To combine different techniques (print, collage and drawing). To reflect and articulate about my work and work made by my classmates.
Religious Education	<b>What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)?:</b> To reflect on my own commitments and understand that there are differing opinions. To understand the life and significance of the Prophet Muhammad (pbuh) And Ummah in Britain today. To describe what Ahimsa means to Hindu people. To investigate and interpret how one charity is inspired by teachings related to sewa in Hinduism. To consider the idea that Jesus came to show humanity God's grace, or generosity, and lived like a servant, not as a ruler or king. To understand similarities and differences between big ideas for Christian, Hindu and Muslim people
Design and technology	<b>Fairground</b> To look at a range of existing fairground rides and investigate how they move. To investigate ways of using electrical motors to create rotating parts. To create prototype models to investigate stable frameworks. To be able to design a fairground ride with a rotating part. To be able to make a fairground ride following a design. To be able to evaluate a finished product.
Geography	<b>South America:</b> 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	<b>Ancient Greece:</b> To research the importance, the god Zeus played in the Games and why olive leaf wreaths were given to the winners. To give an overview of significant Greek myths and why they were significant. <b>The Tudors:</b> To describe the Renaissance. To compare and contrast Tudor pastimes and Ancient Greek pastimes. <b>The Victorians:</b> To explore the benefits and disadvantages of the British Empire (Victorian Britain). To investigate the impact of the Crimean War
Computing	<b>Sensing Movement:</b> To create a program to run on a controllable device. To explain that selection can control the flow of a program. To update a variable with a user input. To use a conditional statement to compare a variable to a value. To design a project that uses inputs and outputs on a controllable device To develop a program to use inputs and outputs on a controllable device.
Physical Education	<b>Gymnastics:</b> •Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances. • Use equipment to vault and to swing (remaining upright)
Science	<b>Light:</b> 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. <b>Electricity:</b> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit. <b>Animals, Including humans:</b> Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. <b>Evolution and inheritance:</b> Recognise that living things produce offspring of the same kind, but normal offspring vary and are not identical to their parents. <b>Living things and their habitats:</b> Describe how plants and microorganisms are classified into broad groups according to common observable characteristics and based on similarities and differences.

### **Enrichment Activities**

Regular outdoor learning opportunities through the curriculum.

Fossils and evolution workshop.

Class Trip to Knebworth House

#### **How you can help your child:**

- Complete weekly revision tasks in books.
- Purple mash tasks.
- 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, weigh 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.
- Insist on cursive handwriting and the best presentation.