Year Group 6 Topic Web Pentecost 2026 Class Teacher: Mr. Whittle (Mon-Fri) and Miss. Greenwood (Fri).

CENTRAL THEME

Victorians

PHSE

- To identify aspirational goals. To describe the actions needed to set and achieve these.
  To present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.
- To identify risk factors in a given situation. To understand and explain the outcomes of risk-taking in a given situation, including emotional risks. To recognise what risk is.
- To explain how a risk can be reduced. To understand risks related to growing up and explain the need to be aware of these. To assess a risk to help keep themselves safe.
- To know how to make a clear and efficient call to emergency services if necessary.
- To understand the concepts of basic first-aid, for example dealing with common injuries, including head injuries. To explain what the five ways to wellbeing are.
- To describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.

RE

R.E topics:
Witnesses: looking at people in the bible that witnessed Jesus' work and modern witnesses.

MATHS:

Developing fluency, reasoning and problem solving.
Fractions, decimals, percentages, area, perimeter, volume.

CREATIVE ARTS:

Music and French- outside providers
Art – Sculpture and 3D- Louise Nevelson.
PE – OAA – team building and collaboration
Striking and fielding games-Rounders (MJ)

History (The Victorians):

- Recap and see if they can remember anything taught before. **Timeline** of main events in the Victorian era (inventions main focus)- link to where Victorians fit in with other history taught on a timeline and how the inventions shaped our lives now.
- Find out who Queen Victoria was and investigate her life and family tree. **(Impact of significant people; use of sources; Historical enquiry)**
- Look at the British Empire and use map work to find the countries that were in the British empire **(History: describe and give reasons for significant turning points: events**

COMPUTING: Artificial Intelligence

- To explore the basics of AI.
- To recognise how AI processes and responds to text prompts.
- To recongise how AI can be used to explore and generate images.
- To apply AI-generated HTML code to the website Trinket.
- To debate the ethical implications of AI.

SCIENCE: Light

- To revise and recall different sources of light and that darkness is the absence of light (Y3)
- To recognise how light appears to travel in straight lines.
- To understand that we see objects when light from them goes into our eyes.
- To begin to know about the different parts of the eye and how it is able to process the light reflected into it to enable us to see. (
- To know the difference between transparent, translucent and opaque – identifying these properties in materials.
- To understand that objects that block light (are not fully transparent) will cause shadows and because light travels in straight lines the shape of the shadow will be the same as the outline shape of the object.
- To know how shadows change depending also on the direction of the light source casting the shadow. E.g. sundial.

ENGLISH:

Reading, writing, speaking & listening.
Novel: Street Child
Instructional writing – using the appropriate grammar and sentence structure.
Playscripts
Weekly Reading Comprehensions- Non Fiction & Fiction

Geography (The British Empire and the Commonwealth):

- To name & locate the world's continents and major countries (and some capital cities.) To label lines of latitude & longitude, Tropics of Cancer & Capricorn, the equator, the Northern and Southern Hemispheres, the Prime/Greenwich Meridian and time zones. To use **symbols** & a **key** and 8 **compass**