



British Section, SHAPE International School

CURRICULUM OVERVIEW - SUMMER TERM 2025

YEAR 6 - Pegasus Class



English: This term, the children will study the book **'Journey to the River Sea'** and will use it as inspiration for writing a **formal letter** and **theatre review**. They will also write a **report** on the **Maya ancient civilisation**, inspired by their learning in history. Writing skills taught will include learning to appropriately select verb forms such as the **present progressive** and **present perfect**, exercising control over levels of **formality** and using **punctuation** precisely to **enhance meaning** and **avoid ambiguity**. In reading lessons, they will practise the skills of **prediction, inference and summarising**, as well as evaluating how authors use language, including **figurative language**. They will also continue to explain and discuss their understanding of what they have read, including through **formal presentations** and **debates**. **Spelling** is taught daily and we follow the **Spelling Shed scheme of learning**. This term will mostly be spent concentrating on learning the challenging spelling words from the **Y5/6 word list**.

Home Learning: *In order to practise developing the skills of reading fluently and with expression, the children are expected to read for 30 minutes **daily** and record this in their reading record. The children will also be given half an hour a week of punctuation and grammar practice in preparation for the SATS in May.*

Mathematics: Learning in **geometry** will focus on **shape** and **position and direction**. Building on skills from Y5, the children will learn how to measure, classify and calculate **angles**, including in **triangles, quadrilaterals and polygons**. They will move onto learn about **circles**, specifically ensuring understanding of "**radius**", "**diameter**" and "**circumference**". They will conclude the unit with learning about the **nets of 3-D shapes**, being reminded how to describe these shapes using **edges, faces, vertices** and **curved surfaces**. Finally, the children will learn to read and plot points in a **four-quadrant coordinate grid**, learning that the x- and y-axes can both be extended through zero into negative numbers. Once they have a good understanding of coordinates in all four quadrants, they will move onto **translating** and **reflecting** points and shapes on a coordinate grid. Daily maths lessons will include reasoning and problem-solving practice as well as fluency.

Home Learning: *The children will be given half an hour a week of arithmetic practice in preparation for the SATS in May.*

Science: Our first unit, **'Animals, including humans'** takes children through six lessons where they learn how to: identify and name the main parts of the **human circulatory system**, and describe the functions of the **heart, blood vessels** and **blood**; recognise the impact of **diet, exercise, drugs** and **lifestyle** on the way their bodies function; and finally, they learn how to describe the ways in which **nutrients** and **water** are transported within animals, including humans. The second unit, **'Looking after the Environment'** takes children through six lessons and is designed to complement the DfE's sustainability science curriculum. To align with the National Curriculum this unit is delivered to further develop children's working scientific skills. Children explore: the core concepts – 'what the **climate** is, how it **changes**, the difference between a **man-made** and **natural environment** and where different types of **animals** live'.

Computing: The first computing unit of the summer term is a unit entitled **Creating Media – 3D Modelling**. Learners will develop their knowledge and understanding of using a computer to produce **3D models**. They will initially familiarise themselves with working in a **3D space, moving, resizing, and duplicating objects**. They will then create **hollow objects** using placeholders and combine multiple objects to create a **model of a desk tidy**. Finally, year 6 will examine the benefits of **grouping and ungrouping 3D objects**, then go on to plan, develop, and evaluate their own **3D model of a building**. A final unit will offer pupils the opportunity to use all previously learnt programming skills to **program a micro:bit**.



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History: This term's focus is the **Maya civilisation**. Using **Mantle of the Expert** techniques, the children will become immersed in a narrative in which they will take on the role of a team of explorers uncovering evidence of **religious practices** and **human sacrifice** while exploring an ancient **Maya cave system**. In this role, they will be commissioned by the Belizean Heritage Museum to create a webpage to share their findings and educate visitors about Maya civilisation. Through a series of inspiring lessons, using drama to bring the story to life, the children will learn how to draw a **timeline** of the Maya civilisation and compare its achievements with **contemporary civilisations** in other parts of the world. They will learn about the **hierarchy of Maya society**, their use of **glyphs** for writing, their concept of the **afterlife** and consider reasons for the **decline of the civilisation**. Historical enquiry questions will include, '**What role did caves play in Maya culture?**' and '**What was the religion of the Maya?**'

Geography: Year 6 will not be studying a unit on geography in the summer term.

Art and Design: Year 6 will work on a unit entitled **Shadow Puppets**. In this pathway, the children will explore both traditional and contemporary artists and craftspeople using **intricate cut-outs** to create artwork which is meaningful to the culture in which it is created. They will explore how they can take inspiration from other artists and craftspeople, and adapt ideas to suit their own way of working. By the end of the unit, they will have created puppets working in **collaboration with others**. **Sketchbooks** will be used throughout to **record, generate ideas, test and reflect**.

Design and Technology: Our summer term design and technology focus will be on **celebrating culture and seasonality**. Pegasus class will design, make and evaluate **savoury foods** with an intended user and context. **Initial investigation** will involve using first-hand and secondary sources to carry out **relevant research** into **existing products** to include personal/cultural preferences, ensuring a **healthy diet**, meeting **dietary needs** and the availability of **locally sourced, seasonal** and possibly organic ingredients. They will explore a range of initial ideas and make **design decisions** to develop a **final product** linked to user and purpose. Once their idea has been designed and communicated, they will move onto writing a **step-by-step recipe**, including a list of ingredients, equipment and utensils. Following this, they will make their **savoury dish**, selecting and using **appropriate utensils** and **equipment** accurately to **measure and combine appropriate ingredients**. Finally, they will **decorate and present the food** product appropriately for the intended user and purpose.



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Music: In music this term, Year 6 pupils will embark on an exciting unit all about **Samba**. They will learn about where in the world it originated and what type of people are involved in its performance. They will learn to play **percussion instruments** in a Samba style, learning to perform **syncopated rhythms** in an ensemble. Once they have had a go at **singing** and **performing** Samba music and **listening** to a variety of examples, year 6 will use the styles they have learnt to **compose** their own Samba which they will **perform** to the rest of the class.

Religious Education: In RE this term, Y6 pupils will investigate the question, 'What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God) and Ummah (community)? This will be explored through the religions of **Christianity, Hinduism and Islam**.

PSHE: The core learning theme this term is **health and wellbeing**. With an initial focus on **physical health and mental wellbeing**, the children will learn what affects mental health and ways to take care of it; managing change, loss and bereavement; and managing time online. The second strand will focus on **growing and changing**. Here, the children will learn about human reproduction and birth; increasing independence and managing transition. The final strand of this theme will focus on **keeping safe**. The children will learn how to keep personal information safe; they will learn about regulations and choices, as well as about drug use and the law and drug use and the media.

PE: Pegasus class will start the term with a unit on **athletics**. Initially they will focus on **running** and **jumping** where they will practise using a variety of techniques. They will learn how altering the movement of any parts of the body during performance affects end results and become increasingly competent and confident, accessing a broad range of opportunities to extend their **agility, balance** and **coordination**. They will also practise their **throwing** and **relay** skills in preparation for sports day, developing the **push and pull throwing techniques**, understanding how to generate power in the throw and accurately measure their partner's throwing distance. The second half of the term will be a unit on **rounders**, learning to **bow** and **bat** accurately and developing their **fielding** skills as well as getting to know the positions for a full rounders game and learning how to **cooperate** and **negotiate** with team members to help secure the best outcomes.

French: We will study the unit, 'Le Weekend'. In this unit pupils will learn **ten phrases for activities** they may do at the weekend in the foreign language. They will also be presented with further extension on **telling the time** and **opinions/justifications**. Pupils will gain the **knowledge and skills** to talk about what they do at the weekend, enabling them to create more **detailed and personalised responses**.