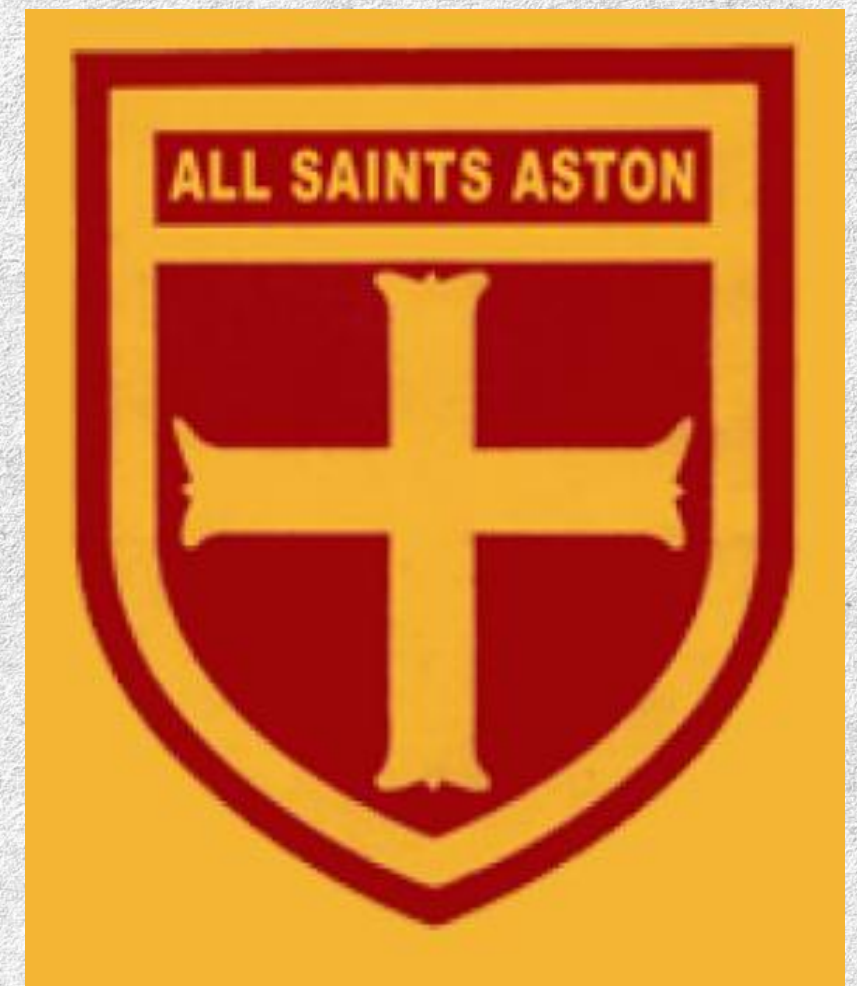


ASTON ALL SAINTS

WELCOME TO Y6





# WELCOME TO OUR MEET THE TEACHER





# TIMETABLE AND ROUTINES

☑ AM

REGISTER/MORNING TASK

SPELLINGS

READING

MATHS

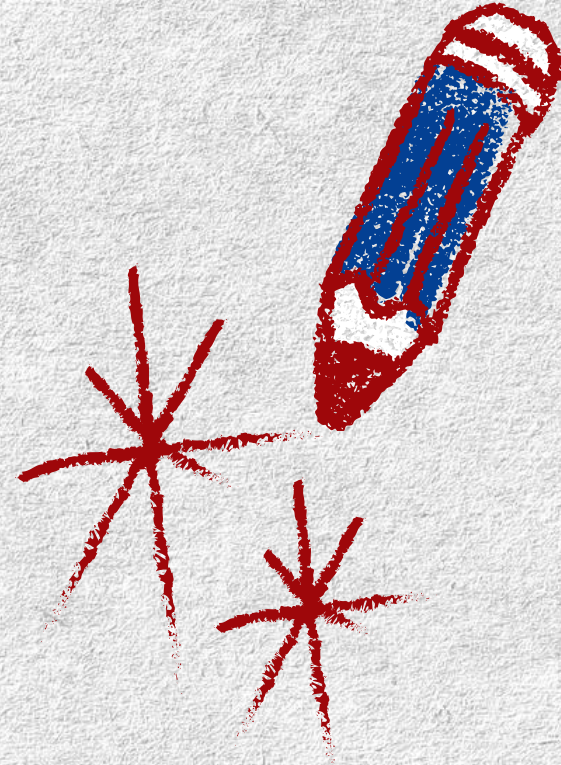
BREAK

WRITING

☑ PM

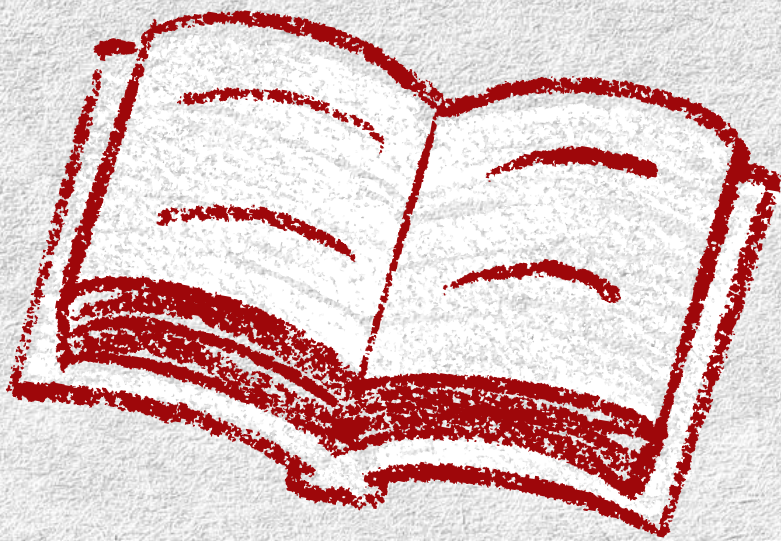
ARITHMETIC BLAST

FOUNDATION SUBJECTS





# NATIONAL CURRICULUM YEAR GROUP EXPECTATIONS



<div>Relationships Education and Health Education</div> <div>Relationships Education</div> <div>By the end of primary school:</div> <div>Families and people who care for me</div> <div>Pupils should know:</div> <div><div><div><div></div><div>that families are important for children growing up because they can give love, security and stability</div></div><div><div></div><div>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</div></div><div><div></div><div>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</div></div><div><div></div><div>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</div></div><div><div></div><div>that marriage<sup>22</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</div></div><div><div></div><div>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</div></div></div><div><div>Caring friendships</div><div>Pupils should know</div><div><div><div></div><div>how important friendships are in making us feel happy and secure, and how people choose and make friends</div></div><div><div></div><div>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</div></div><div><div></div><div>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</div></div><div><div></div><div>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</div></div><div><div></div><div>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</div></div></div></div><div><div>Respectful relationships</div><div>Pupils should know</div><div><div><div></div><div>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</div></div><div><div></div><div>practical steps they can take in a range of different contexts to improve or support respectful relationships</div></div><div><div></div><div>the conventions of courtesy and manners</div></div><div><div></div><div>the importance of self-respect and how this links to their own happiness</div></div><div><div></div><div>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</div></div><div><div></div><div>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</div></div><div><div></div><div>what a stereotype is, and how stereotypes can be unfair, negative or destructive</div></div><div><div></div><div>the importance of permission-seeking and giving in relationships with friends, peers and adults</div></div></div><div><div>Online relationships</div><div>Pupils should know</div><div><div><div></div><div>that people sometimes behave differently online, including by pretending to be someone they are not</div></div><div><div></div><div>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</div></div><div><div></div><div>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</div></div><div><div></div><div>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</div></div><div><div></div><div>how information and data is shared and used online</div></div></div><div><div>Being safe</div><div>Pupils should know</div><div><div><div></div><div>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</div></div><div><div></div><div>about the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe</div></div><div><div></div><div>that each person's body belongs to them, and the difference between appropriate and inappropriate or unsafe physical, and other, contact</div></div><div><div></div><div>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</div></div></div></div><div><div>Being safe (continued)</div><div><div><div></div><div>how to recognise and report feelings of being unsafe or feeling bad about any adult</div></div><div><div></div><div>how to ask for advice or help for themselves or others, and to keep trying until they are heard</div></div><div><div></div><div>how to report concerns or abuse, and the vocabulary and confidence needed to do so</div></div><div><div></div><div>where to get advice e.g. family, school and/or other sources</div></div></div></div><div><div>Physical Health and Mental Wellbeing</div><div>By the end of primary school:</div><div><div>Mental wellbeing</div><div>Pupils should know:</div><div><div><div></div><div>that mental wellbeing is a normal part of daily life, in the same way as physical health</div></div><div><div></div><div>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</div></div><div><div></div><div>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</div></div><div><div></div><div>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</div></div><div><div></div><div>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</div></div><div><div></div><div>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</div></div><div><div></div><div>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</div></div><div><div></div><div>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</div></div><div><div></div><div>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</div></div><div><div></div><div>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</div></div></div></div><div><div>Physical health and fitness</div><div>Pupils should know:</div><div><div><div></div><div>the characteristics and mental and physical benefits of an active lifestyle</div></div><div><div></div><div>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</div></div><div><div></div><div>the risks associated with an inactive lifestyle (including obesity)</div></div><div><div></div><div>how and when to seek support including which adults to speak to in school if they are worried about their health</div></div></div></div><div><div>Healthy eating</div><div>Pupils should know:</div><div><div><div></div><div>what constitutes a healthy diet (including understanding calories and other nutritional content)</div></div><div><div></div><div>the principles of planning and preparing a range of healthy meals</div></div><div><div></div><div>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</div></div></div></div><div><div>Drugs, alcohol and tobacco</div><div>Pupils should know:</div><div><div><div></div><div>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</div></div></div></div><div><div>Health and prevention</div><div>Pupils should know:</div><div><div><div></div><div>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</div></div></div></div><div><div>Health and prevention (continued)</div><div><div><div></div><div>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</div></div><div><div></div><div>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</div></div><div><div></div><div>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</div></div><div><div></div><div>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</div></div><div><div></div><div>the facts and science relating to allergies, immunisation and vaccination</div></div></div></div><div><div>Basic first aid</div><div>Pupils should know:</div><div><div><div></div><div>how to make a clear and efficient call to emergency services if necessary</div></div><div><div></div><div>concepts of basic first-aid, for example dealing with common injuries, including head injuries</div></div></div></div><div><div>Changing adolescent body</div><div>Pupils should know:</div><div><div><div></div><div>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</div></div><div><div></div><div>about menstrual wellbeing including the key facts about the menstrual cycle</div></div></div></div><div><div>Geography</div><div>Key Stage 2</div><div>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</div><div>Pupils should be taught to:</div><div><div>Locational knowledge</div><div><div><div></div><div>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</div></div><div><div></div><div>name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</div></div><div><div></div><div>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</div></div></div><div><div>Place knowledge</div><div><div><div></div><div>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</div></div></div></div><div><div>Human and physical geography</div><div><div><div></div><div>describe and understand key aspects of:</div></div><div><div><div></div><div>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</div></div><div><div></div><div>human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</div></div></div></div><div><div>Geographical skills and fieldwork</div><div><div><div></div><div>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</div></div><div><div></div><div>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</div></div><div><div></div><div>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</div></div></div></div></div></div></div><div><div><div><div><div><div></div><div>KS2</div><div>Curriculum Overview</div></div><div>Statutory Requirements</div><div><div><div></div><div>Foundation Subjects</div><div>Key Stage 2</div></div><div>1 / 6</div></div></div></div><div><div><div><div><div><div></div><div>KS2</div><div>Curriculum Overview</div></div><div>Statutory Requirements</div><div><div><div></div><div>Foundation Subjects</div><div>Key Stage 2</div></div><div>2 / 6</div></div></div></div><div><div><div><div><div><div></div><div>KS2</div><div>Curriculum Overview</div></div><div>Statutory Requirements</div><div><div><div></div><div>Foundation Subjects</div><div>Key Stage 2</div></div><div>3 / 6</div></div></div></div></div></div></div></div></div></div></div></div></div></div>
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# SIGNIFICANT YEAR GROUP EVENTS



**SATS**

Monday 11th May -  
Thursday 14th May  
2026



**RESIDENTIAL**



**TRANSITION ACTIVITIES**



**LEAVERS' CELEBRATIONS/  
END OF YEAR PERFORMANCE**

**YOU GOT  
THIS!**





# AUTUMN TERM LEARNING



## AUTUMN TERM



### MAAFA

In the Maafa project, your child will learn about Africa today and the ancient kingdoms that thrived on the continent for thousands of years. They will learn about the origins of the transatlantic slave trade in the 15th century and Britain's involvement from the time of Elizabeth I, when John Hawkins became the first British slave trader. Your child will understand the structure of the transatlantic slave trade and the consequences of enslavement for enslaved people. They will also discover how the people of Britain benefited from the money and goods produced by the slave trade. They will learn about the causes and consequences of the abolition of slavery in the 19th century, the worldwide African diaspora and the European colonisation in Africa. They will explore the lives and actions of black people in 20th century Britain. They will understand how the Race Relations Act of 1965 became the first piece of British legislation to tackle racial discrimination and know that the Equality Act 2010 provides people with protection against racism and other forms of discrimination, today. Your child will also explore the lives of black people who have made significant contributions to Britain and will celebrate black culture in Britain today.



### CIRCULATORY SYSTEM

In the Circulatory System project, your child will revisit prior learning about the systems in the human body and the seven life processes. They will explore the role of the circulatory system and its main parts, carrying out research to answer their own questions. They will look closely at the structure, functions and features of the heart. They will learn about the components and functions of blood, making a representation of a separated blood sample. They will draw and label diagrams of each type of blood vessel and learn about their structure and function. They will test their resting heart rate using a variety of methods. They will investigate whether having a lower resting heart rate means you can sprint faster. They will recap the four types of exercise and test which raise their heart rate the most. They will recap what they know about healthy eating and the Eatwell guide, exploring foods that fall outside the Eatwell plate and recommended daily amounts of foods. They will research the effects of smoking, alcohol and drugs on the human body. They will complete their learning by carrying out an investigation into heart rate recovery.



### OUR CHANGING WORLD

During the Our Changing World project, your child will revise the features of the Earth and learn more about time zones. They will recall how to use lines of latitude and longitude to pinpoint places on a world map and learn about map scale. They will measure distances on a map and revisit grid references, contour lines and map symbols. Your child will learn about global warming and climate change and discover how climate change and extreme weather affect people worldwide. They will learn about global trade and find out about the export of manufactured goods, food or natural resources. Your child will analyse recent road traffic accident figures and carry out fieldwork to find out about the safety of a local road. They will study patterns of human settlements and carry out a fieldwork investigation to describe local settlement patterns.



### ART AND DESIGN



Trailblazers, Barrier Breakers – This project teaches children about significant black artists and their work, and provides opportunities to analyse and create artwork inspired by them.

Colour and Style – This project revisits learning about colour theory, including primary, secondary, tertiary, complementary, analogous, warm and cool colours, hues, tints, shades and tones. They learn about the use of colour in four art movements before using this knowledge to create a painting with personal meaning.

### DESIGN AND TECHNOLOGY



Food for Life – This project teaches children about processed food and healthy food choices. They make bread and pasta sauces and learn about the benefits of whole foods. They plan and make meals as part of a healthy daily menu, and evaluate their completed products.



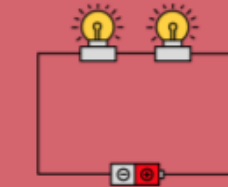
# SPRING TERM LEARNING



## FROZEN KINGDOMS

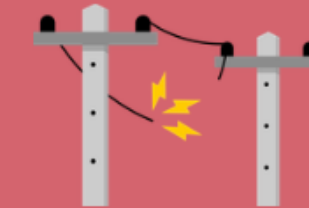


In the Frozen Kingdoms project, your child will learn about the regions of the Arctic and Antarctic. They will learn about the similarities and differences between these two regions, including the climate, landscape and natural resources. They will learn how to use grid references, lines of latitude and longitude, contour lines and symbols to identify the geographical locations of the Arctic and Antarctic, and how these, along with the tilt of the Earth, affect day length and warmth. They will investigate polar oceans to learn how they differ from other oceans on Earth and how climate change increases Earth's temperature and leads to rising sea levels. They will learn about the indigenous people of the Arctic, including how their lives have changed over time, and about the positives and negatives of tourism in Antarctica. They will also learn about classifying animals, animal adaptations and evolution, and polar exploration and discovery.



## ELECTRICAL CIRCUITS AND COMPONENTS

In the Electrical Circuits and Components project, your child will consolidate their understanding of the components that make up a circuit, such as a lamp, cell, wire and switch. They will make a range of circuits and use symbols to draw circuit diagrams. Your child will learn about electric currents and measure the voltage of different cells. They will discover how cells produce electricity and research questions about cells and batteries. Your child will also learn how the voltage across a circuit affects the performance of different components. They will explore how programmable devices are used in everyday life and create a program to switch a light on and off via a light sensor. They will use the knowledge gained throughout the project to design, make and evaluate a programmable home device.



## ART AND DESIGN

Inuit – This project teaches children about the Inuit way of life, including some of their cultural and artistic traditions.



Environmental Artists – This project teaches children about the genre of environmental art. They study how artists create artwork that addresses social and political issues related to the natural and urban environment. Children work collaboratively to create artwork with an environmental message.



## DESIGN AND TECHNOLOGY

Engineer – This project teaches children about remarkable engineers and significant bridges, learning to identify features, such as beams, arches and trusses. They complete a bridge-building engineering challenge to create a bridge prototype.





# SUMMER TERM LEARNING

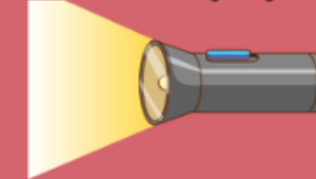


## SUMMER TERM



### BRITAIN AT WAR

In the Britain at War project, your child will learn about the main causes of the First World War and which countries were the major players. They will investigate why so many men volunteered to fight and then sequence the events at the start of the war. Using various sources of evidence, the children will learn about life in the trenches and the consequences of new weaponry. They will listen to first-hand accounts of life on the home front and evaluate the impact of war on everyday life. They will also discover the events that led to the Allied Powers' victory and the consequences of the Treaty of Versailles. The children will also learn about the causes and main events of the Second World War. They will find out how Britain prepared itself for war and the war's impact on civilian life. They will learn about the Battle of Britain and how it proved to be a key turning point for the Allied Powers. They will also hear about Anne Frank and discover what her story tells us about the treatment of Jewish people by the Nazi Party. The children will research the causes and consequences of the end of the Second World War and investigate the legacy of the wars in Britain. Closer to home, the children will research the life of a local First World War hero who sacrificed their life fighting for Britain. They will also investigate the legacy of these global conflicts in the post-war period.



### LIGHT THEORY

In the Light Theory project, your child will create a mind map to recap their prior learning about light sources, reflectors, day and night, sun safety and shadows. They will observe how light travels in straight lines. They will use their research skills to discover what happens to light when it enters the eye and how this relates to how we see. They will learn about the electromagnetic spectrum, finding out about visible light in detail. They will investigate how we perceive colour, learning that the stimulation of cells in the eye helps us perceive light, dark and colour. Using a torch for a light source, they will explore how shadows change, including their shape, size and how they become distorted. They will discuss what happens to light when it strikes a surface, learning about absorption, reflection, scattering and transmitted light. They will use different mirrors, including plane, concave and convex, to explore how they affect reflections. They will use a light meter to measure light and will observe refraction, and ask and answer scientific questions about the phenomena.



### EVOLUTION AND INHERITANCE

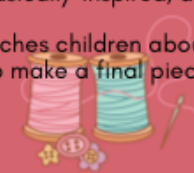
In the Evolution and Inheritance project, your child will learn about the five kingdoms scientists group living things into based on their characteristics. They will discuss what fossils are, revisit how they form and learn about the fossil record before classifying fossils, using what they have learned about the features of living things. Children will discuss the theory of evolution and the scientists who founded it in the 19th century, Charles Darwin and Alfred Russel Wallace, learning that all living things on Earth are related and have gradually changed over time. They will learn that fossils and the DNA of extinct and living things provide evidence for the theory of evolution and then study a scientific diagram called an evolutionary tree, identifying the relationships between past and present-day living things. Children will learn the meaning of the terms 'inheritance' and 'variation' and how evolution relies on them. They will discuss examples of inherited and non-inherited features and continuous and discontinuous variation within humans before collecting and displaying class data about eye colour as a bar chart and heights as a line graph. They will revisit the meaning of 'adaptation' and use new scientific terminology, including 'natural selection' and 'survival of the fittest'. They will learn about adaptation in animals by investigating how birds' beaks have changed over time to improve their ability to catch and eat specific foods. They will learn about adaptation in plants, including structural, behavioural and chemical adaptations, and then investigate the leaves of trimmed and untrimmed holly plants, observing how holly plants can adapt to become spikier to survive. They will complete their learning by holding a class debate about artificial selection using evidence from research and presenting an argument for and against its use.



### ART AND DESIGN

Distortion and Abstraction – This project teaches children about the concepts of abstraction and distortion. They study the visual characteristics of abstraction and create a musically-inspired, abstract painting.

Bees, Beetles and Butterflies – This project teaches children about sketchbooks, observational drawing, mixed media collage and Pop Art. They consolidate their learning to make a final piece of artwork inspired by bees, beetles or butterflies.



### DESIGN AND TECHNOLOGY

Make Do and Mend – This project teaches children a range of simple sewing stitches, including ways of recycling and repurposing old clothes and materials.



# HOME LEARNING



☒ READING - 10 MINUTES A NIGHT

☒ TTRS- FLUENT IN TABLES (X12)

☒ SPELLINGS - RWI  
SPELLINGS (SENT ON  
DOJO)

☒ CGP BOOKS

☒ MATHS BOT

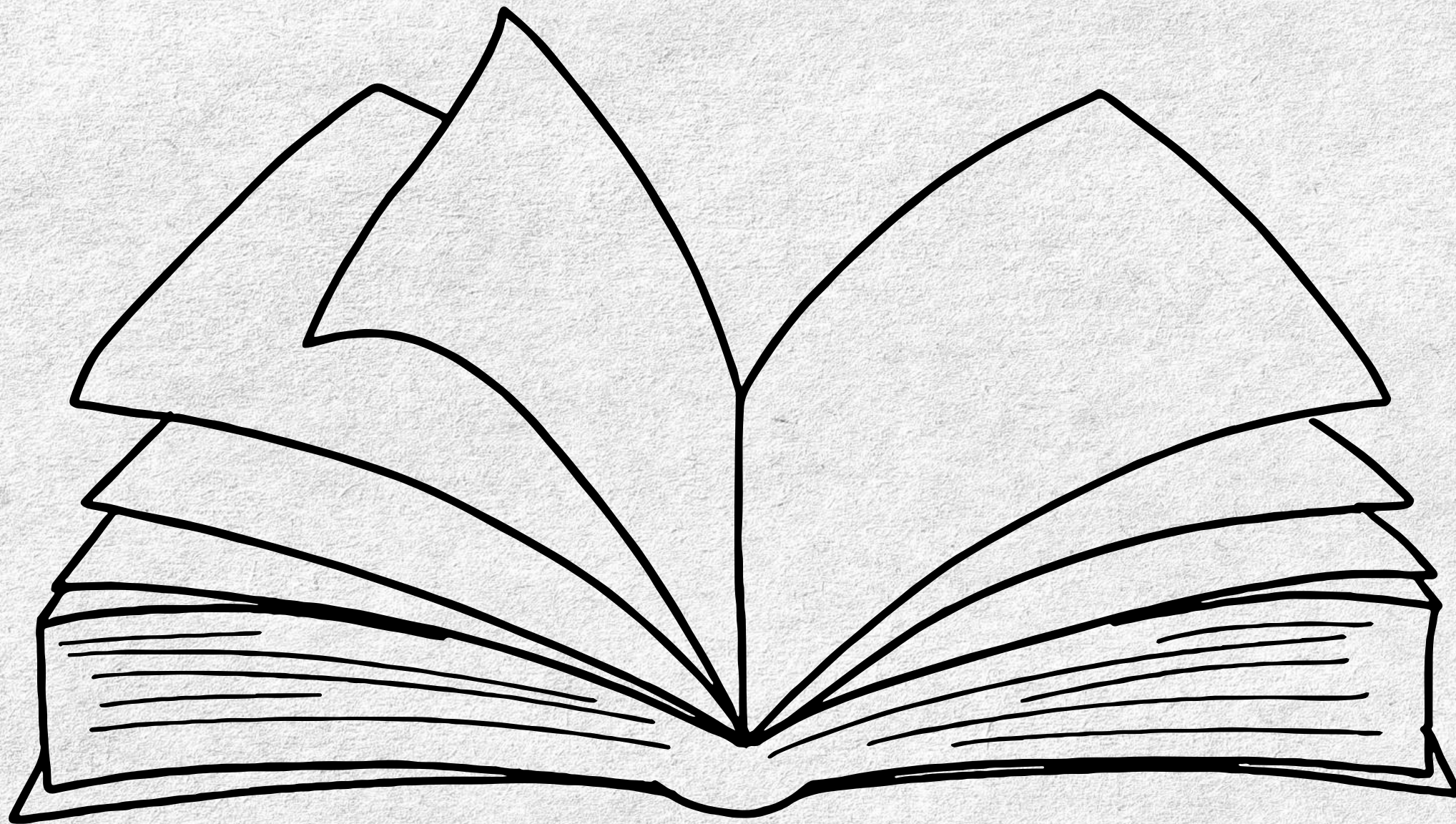
☒ BBC BITESIZE

☒ KNOWLEDGE ORGANISERS

☒ OAK ACADEMY



# THANK YOU



PLEASE LOOK AT YOUR CHILD'S  
HARD WORK IN THEIR BOOKS.

ANY QUESTIONS, PLEASE DON'T  
HESITATE TO ASK :)