



Gainsborough Primary and Nursery Academy

Curriculum Brochure for Parents and Carers



English

Key vocabulary: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

What pupils will learn:

In English this term we will be writing a discovery narrative and an explanation of adaptation using the Origin of the Species. We will then read, 'The Ways of the Wolf' writing a documentary narrative, a hunted narrative and a balanced argument.

History- Vikings

Key vocabulary: Vikings, Anglo-Saxons, homeland, settlements, invade, monastery, raid allies, victory

What pupils will learn:

This term we will be learning about the Vikings - our learning in history will be supported in our educational visit to Weaver Hall in February where we will participate in a Viking experience. In our lessons we will learn:

When the Viking era was, where they came from and why they invaded our country.

About the Viking raids, invasions and the resistance by Alfred the Great and Athelstan, first King of England.

How far the Vikings invaded and settled across Anglo-Saxon Britain

What life was like in Viking Britain.

Why Edward the Confessor and his death in 1066 was important.

What happened to the Vikings – why they left.

How the Vikings influence life today.

Music- Film music & pop art

Key vocabulary: Unison, symbol, solo, sequence, pitch, improvise, interpret, emotion, dynamics, composition.



What pupils will learn:

Use the term major and minor. Identify different instruments to describe emotions. Identify pitch, tempo and dynamics.

Use body, voice and instruments to create sounds.

**Year 6
Spring Term**

Vikings

Focus texts:



On the Origin of the Species

The Ways of the Wolf

Visit - Weaver Hall Viking Experience,
Thursday 12th February 2026

You will receive and email/ letter regarding the following:
Y6 Parents Evening
SATs Workshop for Parents (Maths Focus)
SATs Information Evening

Maths

Key vocabulary: fractions, decimals, percentages, multiplying, dividing, algebra, equations, imperial measures, metric measures, area, perimeter, volume, ratio, scale

What pupils will learn:

In maths this term the children will be looking at multiplying and dividing decimals, working out percentages of amounts and missing values. The children will also be using algebra to find a rule and to solve equations. Late in the term the children will be using imperial and metric measures and work out perimeter, area and volume. We will then look at ratio and proportion. This will be achieved through our use of Power Maths.

Science – Electricity and Living things and their habitats

Key vocabulary: circuit, voltage, current, buzzer, motor, switch, battery, cells, characteristics, classify.

What pupils will learn:

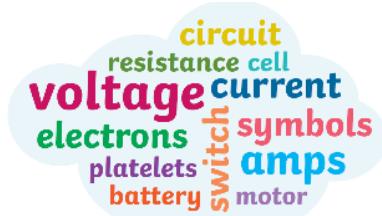
That the brightness of a lamp or volume of a buzzer is associated with the number of voltage of cells in a circuit.

The symbols in a simple circuit diagram.

How to compare and give reasons for variations in how components function.

To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.

Give reasons for classifying plants and animals based on specific characteristics



<p>Design Technology: Steady Hand Game</p> <p>Key vocabulary: Assemble, battery/ pack, benefit, bulb/holder, buzzer, circuit, circuit symbol, component, conductor, copper, design, design criteria, evaluation, fine motor skills, fit for purpose, form, function, gross motor skills, insulator, LED, user</p> <p>What pupils will learn:</p> <p>To explain simply what is meant by 'form' and 'function'. To state what they like or dislike about an existing children's toy and why. To think about skills developed through play and apply this knowledge in a survey of one or more children's toys. To identify the components of a steady hand game. To design a steady hand game of their own according to their design criteria, using four different perspective drawings. To create a secure base for their game, with neat edges, that relates to their design. To make and test a functioning circuit and assemble it within a case.</p> <p>Art – Sculpture (Viking Helmets)</p> <p>Key vocabulary: Helmet, armour, protective, archaeology, cultural, status, identity, rank, ancestry, heirloom.</p> <p>What pupils will learn: I can use tone in my drawings to achieve depth; I can recognise sculptural forms in ancient artefacts and use these to inspire my work; I can select materials to make a 3D structure based on their decorative properties; I can make a 3D structure that is decorated appropriately & fulfils a specific function; I can use my sketchbook to investigate, research and test ideas.</p> <p>MFL- Playing Sport and The Best Day Ever</p> <p>What pupils will learn: The children will explore the topic of sports. They will learn the nouns for sports and look at the verb 'jouer' and the sports connected to this verb. They will create opinions about sports and look at a variety of adjectives to include reasons for liking/disliking a sport. They will investigate a sporting event from the target language country (Le Tour de France). They will write a description of a sport and how it is played. In half term two, the children will be learning nouns for funfair rides, adjectives to describe the rides and how to express personal opinions about rides and funfairs. They will be introduced to the 'o'clock' and 'half past' structure in French, and some daily routine phrases to be able to write a sequence of daily routine phrases including times to describe a day out at the funfair or theme park.</p>	<p>PSHE including well-being and mental health</p> <p>Key vocabulary: antibodies, growth mindset, habit, qualities, responsibility, skill, vaccination, alcohol, bladder, breasts, cervix, conception, egg or ova, fallopian tube, fertilisation, genitals, menstruation/period, ovary/ovaries, penis, pregnant, puberty, uterus, vagina, voice breaking, womb, tolerance, culture, physical health, mental health</p> <p>What pupils will learn:</p> <p>I can tolerate and understand different cultural traditions I can understand the potential impact of technology on physical and mental health I can reflect on skills they have developed to identify and respond to difficult situations I can understand ways that we help prevent ourselves and others becoming ill I can understand what happens when we are ill and begin to understand when to seek support I can understand the risks of alcohol I can understand that online relationships should be treated in the same way as face-to-face relationships I can understand the changes that happen during puberty. I can understand the biology of conception.</p> <p>RE- Christianity</p> <p>Key vocabulary: Religion, Christian, beliefs, worship, forgiveness, faith, celebration, resurrection, salvation.</p> <p>What pupils will learn:</p> <p>I can suggest answers to questions that the resurrection of Jesus might raise. I can describe how signs of salvation in a church reinforce the Christian idea of forgiveness. I can identify ways that Christians believe God is with them (prayer; worship; peace, in hard times.) I can explain how the celebration of Easter links to forgiveness.</p>	<p>Geography- The world</p> <p>Key vocabulary: Europe, Russia, North America, desert, Antarctic desert, France, Germany, compass points, Sahara, polar desert</p> <p>What pupils will learn:</p> <p>Can you locate France, Spain Germany and Russia on map? Which country is North of the USA? Which is bigger - Sahara or Antarctic desert? True or false -Antarctic desert is mainly a polar desert?</p> <p>Computing –Coding and spreadsheets</p> <p>Key vocabulary: Row, data, spreadsheets, column, formulae, action, coordinates, execute, algorithm, event, command, debug, flowchart.</p> <p>What pupils will learn:</p> <p>I can design and make a more complex program I can use different functions I can use flowcharts and chart simulations I can explore probability I can create a computational model I can use a spreadsheet to plan spending pocket money I can plan a school event</p> <p>PE- Dance and gymnastics</p> <p>Key vocabulary: rhythm, floor exercises, balance, landing, jump, rolls, movement, coordination</p> <p>What pupils will learn:</p> <p>I can create a series of controlled movements, patterns and sequences. I can use flexibility, strength and control to perform movements successfully. I can choreograph my own sequence and perform both individually and as part of a larger group. I can plan with others taking account of safety and danger. I can link sequences to specific timings.</p>
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