



Curriculum Planner

Term: Summer 2 2025

Year: 6

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

Church school value of the term:	British value of the term:
Peace	All British Values

Dream big High academic ambition High expectations Career aspirations The world is your oyster!	Love God Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	Live well Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
Vocabulary focus liked to: Geography: Geographical skills. Science: A second look at science RE: Islam – How do people mark important events in life? Class reader – Crater Lake, Boy Everywhere Global Learning	Peace – Collective worship focus. Class collective worship book. Class reflection area. Visits to the Peace Garden. Science Cultural capital Litter picking on the playground Newsround Picture News Mosque visit	Golden Mile daily Cool down station and activities in the classroom Thoughts and questions box in the classroom Puberty workshops Mental well-being and transition to secondary school. Identity workshop End of year production Self-Awareness workshop

<u>English</u>	<u>Mathematics</u>	<u>Science</u>
<p data-bbox="255 108 665 140" style="text-align: center;"><u>The Titanic Detective Agency</u></p> <p data-bbox="125 177 255 209"><u>Grammar</u></p> <ul data-bbox="174 213 792 687" style="list-style-type: none"> - complex sentences and consideration of manipulation of clause order. How does clause order impact the structure of a sentence and the required punctuation? - Use of the passive voice to affect the presentation of information in a sentence and appropriate use of ellipsis for cohesion and to avoid repetition. - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and ellipsis. <p data-bbox="125 719 226 751"><u>Writing</u></p> <p data-bbox="125 756 403 788">Character description</p> <p data-bbox="125 820 463 852">Persuasive advertisement</p> <p data-bbox="125 884 396 916">Radio advertisement</p> <p data-bbox="125 948 244 979">Narrative</p> <p data-bbox="125 1023 239 1054"><u>Reading</u></p> <p data-bbox="125 1091 763 1155">Practice for end of year production. Reading and learning lines from script.</p>	<p data-bbox="819 108 1059 140"><u>Converting Units</u></p> <p data-bbox="819 145 1424 240">Metric measures; converting metric measures; calculating with metric measures; miles and kilometers; imperial measures.</p> <p data-bbox="819 277 954 309"><u>Statistics</u></p> <p data-bbox="819 314 1491 442">Read and interpret line graphs; draw line graphs; use line graphs to solve problems; circles; read and interpret pie charts; pie charts with percentages; draw pie charts; the mean.</p> <p data-bbox="819 478 1099 510"><u>Properties of Shape</u></p> <p data-bbox="819 515 1458 681">Measure with a protractor; draw lines and angles accurately; introduce angles; angles on a straight line; angles around a point; calculate angles; vertically opposite angles; angles in a triangle; angles in quadrilaterals.</p>	<p data-bbox="1514 108 1856 140"><u>Second Look at Science</u></p> <ul data-bbox="1563 145 2186 549" style="list-style-type: none"> - Recognise that living things produce offspring of the same kind. - Know how to classify animals into groups based on their characteristics. - Understand the effect of exercise and drugs on the body. - Know how to compare and group materials based on their properties. - Understand the effects of forces on an object. - Use my knowledge of electricity to solve a problem. <p data-bbox="1514 585 1830 617"><u>Working scientifically:</u></p> <ul data-bbox="1563 622 2186 1224" style="list-style-type: none"> - Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. - Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where necessary. - Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs. - Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

<p style="text-align: center;"><u>Religion and World Views</u></p> <p><u>Islamic Rites</u></p> <ul style="list-style-type: none"> • Understand the importance of baby names within Islam. • Compare Christian and Muslim birth rites. • Understand the role of Madrasahs within Islam. 	<p style="text-align: center;"><u>Geography</u></p> <p><u>Geographical Skills</u></p> <ul style="list-style-type: none"> • Explore, learn and use map symbols and keys, four and six figure grid references and compass directions. • Use a compass, grid references, compass directions and symbols to locate places on a map. • Know and understand the land use within school and surrounding areas. • Understand data on local land use and identify the potential impact of substantial commercial development. • Use maps, atlases and digital maps to identify specific features and places. 	<p style="text-align: center;"><u>Physical Education</u></p> <p>6M – Athletics 6F – Athletics</p> <ul style="list-style-type: none"> • Demonstrate expert control, strength and speed in a variety of 'distance' events. • Demonstrate advanced techniques and adapt them to the demands of a range of athletic activities. • Show control when at 'take off' in jumping events. • Understand what behaviour they should be demonstrating in lesson. • Give outstanding verbal feedback using the 'stars and wishes' technique. i.e. constructive criticism.
<p style="text-align: center;"><u>Art</u></p> <p style="text-align: center;">Art and Design: Printing/Photography Light and dark monoprints</p> <p>Printing Skills</p> <ul style="list-style-type: none"> • Understand and explain the monoprinting process using light and dark tones. • Create monoprints that explore contrast, texture, and mark-making. • Experiment with overlying prints to create depth and variation in tone. • Use a variety of tools (e.g. rollers, sticks, fingers, brushes) to apply and remove ink for different effects. • Control pressure and inking to achieve clear, detailed prints. 	<p style="text-align: center;"><u>Music</u></p> <p style="text-align: center;">Reflect, rewind and replay Revision and deciding what to perform, listen to Western Classical Music. The language of music.</p> <p style="text-align: center;">End of year production School of Pop</p> <p style="text-align: center;">Songs for the Church School Festival</p>	<p style="text-align: center;"><u>PSHE/RSE</u></p> <ul style="list-style-type: none"> • Ourselves, growing and changing Understand the key facts about puberty; understand and explore physical and emotional changes during puberty; understand and know the external genitalia and internal reproductive organs. • Exploring self-worth and self esteem Understand and know how to respect ourselves; know how to maintain a positive mindset; know how to manage setbacks and perceived failures • Aspirations and role models Understand and know my own short and long term goals; understand new opportunities for responsibilities that increasing independence may bring; understand and know what we can learn from role models.

<ul style="list-style-type: none"> Evaluate and refine prints, commenting on the effectiveness of light and dark areas. 		<ul style="list-style-type: none"> Aspirations aiming high Understand how school life can support my future and future job aspirations; understand what roots and opportunities there are to gain employment; understand and explore pay related to work. <p style="text-align: center;">Transition support</p>
<p style="text-align: center;"><u>Computing – Purple Mash</u></p> <p>Coding</p> <ul style="list-style-type: none"> Design a playable game with a timer and a score. Plan and use selection and variables Use functions and understand why they are useful Use flow charts to test and de-bug a programme Understand the different options of generating user inputs in 2CODE 	<p style="text-align: center;"><u>SMSC</u></p> <p>Social: Class reader – Final Year, Boy Everywhere. Fight Back. Extra-curricular activities. Athletics after school. Mult-sports First News weekly. Talking partners and opportunities across the curriculum. Mount Cook residential trip, Zest Zone Theatre</p> <p>Moral: In English we will be studying characters in texts focusing on their actions and the consequences of those – The Titanic Detective Agency School Council meetings. Collective Council meetings Young Interpreter meetings</p> <p>Spiritual: Exploring the value of the term. In RE we will study Islam – How do people mark important events in life?</p> <p>Cultural: Boy Everywhere, Fight Back, Artist of the month, Composer of the month. French breakfast / French Day</p>	<p style="text-align: center;"><u>Language of the Moment / French</u></p> <p style="text-align: center;">Language of the moment greeting</p> <p style="text-align: center;">French – School subjects</p>

<p><u>Parental engagement:</u></p> <ul style="list-style-type: none"> Attendance to end of year production. Attendance at Leavers' service Summer Fayre – TBC Attendance to Sports Day - TBC 	<p><u>Visits and visitors:</u></p> <ul style="list-style-type: none"> Transition visits for secondary schools PCSO Flack and PCSO Lingard – Mini Police Zest Zone Theatre Workshops delivered by LSSP around identity and safeguarding. Church School Festival Lincoln Mosque
<p><u>Cultural Capital:</u></p> <ul style="list-style-type: none"> Play performance 	<p><u>Global Learning:</u></p>

<ul style="list-style-type: none"> • End of year party • Residential – 9th June • Leavers assembly 	<ul style="list-style-type: none"> • First News and reading comprehension activities linked to global events and current affairs • Language of the month during registration • Global Learning within dedicated subject leadership time • British Value sessions
<p><u>Caring for the environment and each other:</u></p> <ul style="list-style-type: none"> • Development of outdoor areas • Timetable to show use of outdoor area to support learning across Year 6 • Mini Police projects – Crime prevention and Fatal 4. 	<p><u>Use of Artificial Intelligence</u></p> <p><u>English –</u></p> <p>AI Writing Assistant Comparison Task: Have pupils compare their own written advertisements or character descriptions with those generated by an AI (like ChatGPT), then discuss differences in tone, structure, and emotional appeal.</p> <p>Debate Prompt: <i>"Should we use AI to help us with schoolwork?"</i> (Links to persuasive writing and speaking).</p> <p><u>Geography</u> Explore how AI powers Google Maps, satellite images, and street-level navigation. Let pupils compare their paper-map route to an AI-generated one. Local Impact Analysis: Use AI-driven geographic data (like Google Earth) to study land use changes or plan an ideal location for a new school building.</p> <p><u>Science</u> Use AI image classifiers (like Google's Teachable Machine) to sort animals or materials and compare with pupil-generated classification keys.</p>
<p><u>Outdoor Learning:</u></p> <ul style="list-style-type: none"> • Outdoor area linked to transition to secondary school to support pupils' emotional and mental well-being. • Create a chalk-based "classification trail" outside. <p>Grid Reference Orienteering Trail</p> <ul style="list-style-type: none"> • Use cones or laminated symbols around the field/playground. • Pupils navigate using 4- and 6-figure grid references and compass directions. Could be linked to a treasure hunt or land use trail. • Use the outdoors for drama warm-ups, character interviews, or rehearsals for the end-of-year production. 	