



# Curriculum Planner

Term: Autumn 1 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: |
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| Koinonia                         | Democracy                  |

| <b>Dream big</b><br>High academic ambition<br>High expectations<br>Career aspirations<br>The world is your oyster!   | <b>Love God</b><br>Church School Values<br>Christian Distinctiveness<br>Social, Moral, Spiritual, Cultural<br>Caring for our environment   | <b>Live well</b><br>Healthy lifestyles<br>Emotional wellbeing<br>Staying safe<br>Healthy Relationships   |
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| Vocabulary focus linked to:<br>History: World War II – The Battle of Britain.<br>Science: Light<br>RE: What does it mean if God is loving and holy?<br>Class reader – 'Fight Back' by A M Dassu<br>Global Learning | Koinonia – Collective worship focus.<br>Class collective worship book.<br>Class reflection area.<br>Visits to the Peace Garden.<br>Science<br>Cultural capital<br>Litter picking on the playground<br>Caring for our outside environment<br>Picture News | Golden Mile daily<br>Cool down station and activities in the classroom<br>Mindfulness colouring in the outdoor area<br>Thoughts and questions box in the classroom<br>Cultural capital<br>Use of the outdoor classroom and learning area |

| <u>English</u>  | <u>Mathematics</u>  | <u>Science</u>  |
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| <p><b>Anchor text - Letters from the Lighthouse</b></p> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>- Using expanded noun phrases to convey complicated information concisely</li> <li>- Continue to distinguish between homophones and other words, which are often confused.</li> <li>- Using modal verbs or adverbs to indicate degrees of possibility.</li> <li>- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</li> <li>- Using semicolons, colons or dashes to mark boundaries between independent clauses.</li> <li>- Using commas to clarify meaning or avoid ambiguity in writing.</li> <li>- Using semicolons, colons or dashes to mark boundaries between independent clauses.</li> </ul> <p><b><u>Writing</u></b></p> <p>Writing to entertain: Character description in role and Diary entries<br/> Writing to inform: Missing person's report<br/> Writing to discuss: Recount (Suki being trapped at sea OR when she went missing)</p> <p><b><u>Reading</u></b></p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p><b>Vocabulary</b></p> <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> | <p><b><u>Place Value</u></b></p> <p>Numbers to 10,000, numbers to 100,000, numbers to a million, compare and order any numbers, round numbers to 10, 100 and 1000, negative numbers</p> <p><b><u>Addition and Subtraction</u></b></p> <p>Add whole numbers with more than four digits, subtract whole numbers with more than four digits, inverse operations, multi-step addition and subtraction problems, add and subtract integers, multiply 4-digits by 1-digit, multiply 2 digits, 2-digits by 2-digits, multiply 3-digits by 2-digits, divide 4-digits by 1-digit, divide with remainders, short division, division using factors, long division, factors, common factors/common multiples, primes to 100, squares and cubes, order of operations</p> | <p><b><u>Physics - Light</u></b></p> <ul style="list-style-type: none"> <li>• Recognise how light travels in a straight line and explain how light is seen.</li> <li>• Investigate the angles of incidence and reflection by creating a periscope and explaining how it works.</li> <li>• Use the idea that light travels in straight lines to explain how objects are seen.</li> <li>• Recognise that light appears in straight lines by exploring prisms and creating colour wheels.</li> <li>• Investigate how colours are seen.</li> <li>• Explain how the ray model of light explains the size of shadows.</li> </ul> <p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Plan and carry out fair tests</b> to investigate how light behaves, identifying variables to control and making predictions.</li> <li><input type="checkbox"/> <b>Take accurate measurements</b> and record results using tables, charts, and scientific diagrams (e.g., ray diagrams and shadow shapes).</li> <li><input type="checkbox"/> <b>Use results to draw conclusions</b> and explain patterns using scientific language (e.g., how light travels and how shadows form).</li> <li><input type="checkbox"/> <b>Evaluate the investigation</b>, suggesting improvements and explaining how results could be made more reliable.</li> </ul> |

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| <p>Asking questions to improve their understanding.</p> <p>Distinguish between statements of fact and opinion.</p> <p><b>Prediction</b><br/>Predicting what might happen from details stated and implied.</p> <p><b>Retrieve</b><br/>Retrieve, record and present information from non-fiction.</p> <p><b>Summarise</b><br/>Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.</p>   |  |  |
| <p style="text-align: center;"><b><u>Religion and World Views</u></b></p> <p style="text-align: center;"><b>Understanding Christianity: What does it mean if God is loving and holy?</b></p> <ul style="list-style-type: none"> <li>- Identify some different types of biblical texts using technical terms accurately.</li> <li>- Explain connections between biblical texts and Christian ideas of God, using theological terms.</li> <li>- Make clear connections between Bible texts studied and what Christians believe about God: for example, through how churches are designed.</li> <li>- Show how Christians put their beliefs into practice and in worship.</li> <li>- Weigh up how biblical ideas and teachings about God as loving and holy might make a difference in the world today, developing insights of their own.</li> </ul> | <p style="text-align: center;"><b><u>History</u></b></p> <p style="text-align: center;"><b>World War II – The Battle of Britain</b></p> <ul style="list-style-type: none"> <li>- Explain why World War II began and order events from early WWII on a timeline.</li> <li>- Write a letter in role as an evacuee from World War II.</li> <li>- Describe how people's diets were different during World War II and answer questions about rationing.</li> <li>- Find out about the role of women during World War II.</li> <li>- Explain what the Holocaust was and describe some events that happened.</li> <li>- Describe what happened during some key events from World War II.</li> </ul> | <p style="text-align: center;"><b><u>Physical Education</u></b></p> <p style="text-align: center;"><b>6M – Games (Hockey)</b></p> <ul style="list-style-type: none"> <li>- To choose and implement a range of strategies and tactics to attack and defend.</li> <li>- Use speed, changing of direction and dribbling to advance towards team goal.</li> <li>- To combine and perform more complex skills at great speed.</li> <li>- To recognize and describe good individual and team performances.</li> <li>- To suggest, plan and lead warm up as a small group.</li> <li>- To show all skills learnt in match play.</li> </ul> <p style="text-align: center;"><b>6F – Gymnastics</b></p> <ul style="list-style-type: none"> <li>- Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</li> <li>- Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</li> <li>- Confidently use equipment to vault and incorporate this into sequences.</li> <li>- Apply skills and techniques consistently, showing precision and control.</li> </ul> |

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|  |  | - Develop strength, technique and flexibility throughout performances.   |
| <p style="text-align: center;"><b><u>D &amp; T</u></b><br/><b>Textiles</b></p> <p>Combining different fabric shapes including computer aided design</p> <ol style="list-style-type: none"> <li><b>Design purposeful and appealing textile products</b>, considering the target user and function.</li> <li><b>Create patterns and templates</b>, using Computer-Aided Design (CAD) to accurately plan and modify fabric shapes.</li> <li><b>Join fabric pieces securely and neatly</b>, using a range of stitching techniques (e.g. backstitch, blanket stitch).</li> <li><b>Combine different fabric shapes and textures</b>, selecting appropriate materials for aesthetics and function.</li> <li><b>Evaluate textile products</b> throughout the process and after completion, identifying strengths and areas for improvement.</li> <li><b>Apply knowledge of materials and techniques</b> to solve design problems and improve the final product.</li> </ol> | <p style="text-align: center;"><b><u>Music</u></b></p> <p style="text-align: center;"><b>Charanga</b></p> <p style="text-align: center;">‘I’ll be there’</p> <p>Music in the style of Michael Jackson. How Michael Jackson played a huge part in the development of Pop music and the studio.</p> <p style="text-align: center;">Quincy Jones</p> <p>Music appreciation - listening to a wide range of musical genres through composer of the month.</p>   | <p style="text-align: center;"><b><u>PSHE/RSE</u></b></p> <p style="text-align: center;">Emotions<br/>Bikeability<br/>Global project – Habitats and environments<br/>Personal hygiene and puberty</p> <p>Relationships – What are important relationships in my life now? What is love? How do we show love to one another? Can people of the same sex love one another? Is this ok? What are the different kinds of families and partnerships? What do the words gay and lesbian mean? Why does calling somebody gay count as bullying? What should I do if somebody is being bullied or abused? Are boys and girls expected to behave differently?</p> |
| <p style="text-align: center;"><b><u>Computing – Purple Mash</u></b></p> <p><b><u>Online Safety (Unit 6.2)</u></b><br/>Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.<br/>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.<br/>Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><b><u>Networks (Unit 6.6)</u></b><br/>Understand computer networks, including the Internet; how they can provide multiple services, such as the</p>   | <p style="text-align: center;"><b><u>SMSC</u></b></p> <p><b><u>Spiritual development-</u></b> Church School Value – Koinonia. In RWV we will look at what does it mean if God is loving and holy?</p> <p><b><u>Moral development –</u></b> Classroom routines.<br/>We will introduce the children to the rules and expectations of the classroom. The British Value of Democracy will be shared. School and Collective Worship Council will be elected.<br/>School Council meetings and Collective Worship Council meetings.<br/>Class reader will focus on diversity and acceptance.</p> <p><b><u>Social development-</u></b> Class reader.<br/>Computing – How to keep safe online.<br/>Extra curricular activities.<br/>Football after school.<br/>First News weekly.</p> | <p style="text-align: center;"><b><u>Language of the Moment / French</u></b></p> <p style="text-align: center;">Classroom Commands<br/>Days<br/>Months</p>   |

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| World Wide Web; and the opportunities they offer for communication and collaboration. | Talking partners and opportunities across the curriculum.<br><u><b>Cultural development</b></u><br>Class reader – Fight Back by A M Dassu. We will explore cultural differences, diversity and consider stereotypes and misconceptions.<br>Global Learning<br>French Lessons<br>Music Lessons<br>Composer/Artist of the Month |  |
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| <u><b>Parental engagement:</b></u> <ul style="list-style-type: none"> <li>Parents' evening – date to be confirmed</li> <li>Year Ahead meeting – date to be confirmed</li> </ul>   | <u><b>Visits and visitors:</b></u> <ul style="list-style-type: none"> <li>Eden Camp visit linked to our WW11 topic – Thursday 11<sup>th</sup> September 2025</li> <li>Online safety workshop – Emma Wighton Friday 12<sup>th</sup> September 2025</li> <li>Lindum Construction event at EPIC centre – Thursday 25<sup>th</sup> Sept 2025 (TBC)</li> </ul>   |
| <u><b>Cultural Capital:</b></u> <ul style="list-style-type: none"> <li>Year 5/6 disco Monday 20<sup>th</sup> October 2025</li> </ul>  | <u><b>Global Learning:</b></u> <ul style="list-style-type: none"> <li>First News and reading comprehension activities linked to global events and current affairs</li> <li>Newsround</li> <li>Language of the month during registration</li> <li>Artist of the month</li> <li>Composer of the month</li> <li>Global Learning within dedicated subject leadership time</li> </ul>  |
| <u><b>Caring for the environment and each other:</b></u> <ul style="list-style-type: none"> <li>Continuing to promote the use of our outdoor classroom and learning environment</li> <li>Caring for our outdoor classroom area</li> </ul> | <u><b>Use of Artificial Intelligence</b></u><br>English - Ask pupils to use an AI tool (like ChatGPT) to:<br><b>Generate diary entries or letters</b> from the perspective of a character (e.g. Olive, Cliff, or a refugee child).<br><b>Explore emotions, thoughts, and historical context</b> with prompts such as:<br><i>"Write a letter from Olive to her mum, describing her first days in Devon during the evacuation."</i><br>Science - Use AI to help:<br><b>Generate and test scientific questions</b> like:<br><i>"What happens to the size of a shadow when the light source moves closer?"</i><br><b>Explain scientific concepts</b> using ray diagrams or accessible language:<br><i>"Explain why shadows are the same shape as the object blocking the light."</i><br>History - <b>Use AI to simulate a conversation/interview</b> with a fictional evacuee, wartime parent, or lighthouse keeper.<br>e.g. <i>"Ask an evacuee what it was like leaving their family and living in the countryside."</i><br>Use AI to <b>help generate propaganda posters</b> , rationing leaflets, or create <b>comparisons between WWII and modern conflicts</b> . |

## **Outdoor Learning**

### **World War 11 – stem activity cards**

- WW11 Air raid shelter - Build a model of an air raid shelter that can withstand weight (to simulate rubble) and remain intact during a shake test (simulating bombs).
- Periscope challenge - Build a working periscope like those used in WWII submarines using mirrors or foil.
- Blackout Light Box - Create a lightproof box that hides light from being seen outside, like wartime blackout curtains.
- Signal with Morse Code - Use a torch to flash a short message in Morse code. Your partner must decode it!
- World War 11 Glider Drop - Design and test a glider that carries a “supply” load and can fly a set distance.