



Curriculum Planner

Term: Autumn 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:
Generosity	Individual Liberty

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 linked to: Science: Electricity RE: What difference does the Resurrection make to Christians? Geography: Locational knowledge – Shackleton's Journey - Class read: Code name Kingfisher Crater Lake	- Generosity - Collective worship focus. - Class collective worship book. - Class reflection area. - Visits to the Peace Garden. - Cultural capital - Litter picking on the playground - Caring for our outdoor environment	- PSHE/RSE - Cultural capital - Golden Mile daily - End of the day jar - Cool down station and activities in the classroom - Worry box in the classroom - Use of the outdoor classroom and outdoor learning opportunities

<u>English</u>	<u>Mathematics</u>	<u>Science</u>
The Bear and the Hare – visual literacy (6F) The Christmas Truce (6M) <u>Grammar</u> • Using brackets, dashes or commas to indicate parenthesis. • Using a colon to introduce a list. • Using semicolons, colons or dashes to mark boundaries between independent clauses. • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. • Using the perfect form of verbs to mark relationships of time and cause. • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Indicating possession by using the possessive apostrophe with singular and plural nouns. • Using conjunctions, adverbs and prepositions to express time and cause. • Using modal verbs or adverbs to indicate degrees of possibility. • Using and punctuating direct speech. <u>Writing</u> The Bear and the Hare from Literacy Shed (6F) Clockwork from Literacy Shed (6M) Setting description	<u>Multiplication and Division</u> 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 Mental calculations and estimation Reason from known facts <u>Fractions</u> Equivalent fractions Simplify fractions Improper fractions to mixed numbers Mixed numbers to improper fractions Fractions on a number line Compare and order fractions Add and subtract fractions Adding mixed numbers Mixed addition and subtraction calculations Multiply fractions by integers Multiply fractions by fractions Divide fractions by integers Four rules with fractions Fractions of an amount <u>Geometry: Position and Direction and Properties of Shape</u>	<u>Physics – Electricity</u> - Explain the importance of the major discoveries in electricity. - Recognise and draw scientific circuit symbols. - Observe and explain the effects of differing voltages in a circuit. - Plan an investigation and understand variations in how components function. - Conduct an investigation, record data and report findings. - Investigate results further.

Writing a first person narrative Cross curricular – explanation text about how the eye works linked to science <u>Reading</u> Vocabulary 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. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Explain Identifying and discussing themes and conventions in and across a wide range of writing. Making comparisons within and across books. Distinguish between statements of fact and opinion. Identifying how language, structure and presentation contribute to meaning.	The first quadrant Four quadrants Translations Reflections	
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<u>Religion and World Views</u> Salvation: What difference does the resurrection make for Christians? - Identify why Christians believe in the Resurrection. - Explain how Christians put their beliefs into practice. - Explain how believing in the resurrection of Jesus makes a difference to people today	<u>Geography</u> Locational Knowledge – Shackleton’s Journey - Plot Shackleton’s journey on a map, ensuring it is accurately labelled. - Appreciate the range of time zones across the world. - Understand how lines of latitude and longitude are used to aid location on a map. - Appreciate the differences between the Arctic (North Pole) and Antarctic (South Pole). - Make and use a compass.	<u>Physical Education</u> 6F – Games (Hockey) - To choose and implement a range of strategies and tactics to attack and defend. - Use speed, changing of direction and dribbling to advance towards team goal. - To combine and perform more complex skills at great speed. - To recognize and describe good individual and team performances. - To suggest, plan and lead warm up as a small group. - To show all skills learnt in match play. 6M – Aerobics and Fitness - Develop confidence in physical activities - Develop a broad range of skills in different physical activities - Improve coordination, balance and rhythm through repetitive movements and sequences Engage in physical activity for an extended period of time
<u>Art</u> <u>Painting</u> Posters • Know how to create shades and tints using black and white. • Choose appropriate paint, paper and implements to adapt and extend their work. • Carry out preliminary studies, test media and materials and mix appropriate colours. • Work from a variety of sources, inc. those researched independently.	<u>Music</u> Classroom Jazz 2 – Charanga Learn to play the tune. Learn to play the middle 8. Learn to play the whole tune. Improvise using instruments	<u>PSHE/RSE</u> <u>Mutual Respect</u> • To know what mutual respect means to us • To understand that mutual respect is a two way process • To understand my own views on mutual respect and how this influences how we are treated and how we treat others <u>Shared responsibilities</u>

• Create imaginative work from a variety of sources No Focus Artist: look at a range of source materials, including poster art of different styles/time periods.	Compose your own tune Improvise using the notes of the tune Secure your compositions	• To understand and recognise that respect has to be earned and should not be expected. <u>Community</u> • To know and understand why we look after our local environment. • To know and understand why we look after our wider world. • To be able to understand, predict and assess risk in different situations. • To know the meaning of diversity and the benefits of living in a diverse community. <u>Understand the importance of looking after the environment</u> • To understand how people spending can affect others and the environment – fair trade, single use plastic, giving to charity etc. • To understand how to ensure sustainability. • To understand and know ways of caring out shared responsibilities for protecting the environment in school and at home. <u>Discuss why we should not judge people by their appearance or lifestyle</u> • To have an understanding about the meaning of stereotyping and how this can discriminate against those of different gender, race, faith, sexuality or lifestyle.
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Computing – Purple Mash

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Blogging (Unit 6.4)

- 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.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

SMSC

Social: Church School Value – Generosity. In RE we will look at what difference does the resurrection make to Christians? School and Worship Council will participate in the Remembrance Service at IBCC.

Moral: Classroom routines. In Geography we will look at Ernest Shackleton and explore the morality of ensuring the safety of all crew members. Children In Need. LGBT workshops.

Spiritual: In Art we will work collaboratively to create propaganda posters. In Computing we will learn how to communicate by blogging.

Cultural: Celebrate World Hello Day and language of the moment. We will explore a composer of the month and an artist of the month. We will visit the Lincoln library and the Odeon cinema to watch A Strange World.

Language of the Moment / French

Language of the Moment

Presenting ourself

Comment tu t'appelles?	Je m'appelle...	Ça va?	Ça va bien
Ça va mal	Comme ci, comme Ça	Au revoir	Quel âge as-tu?
J'ai.....ans	Où habites tu?	J'habite à ...	

<u>Parental engagement:</u> • Parent consultations – Tuesday 25th and Wednesday 26th November • Reading at home. • Parental support with IXL • Christmas fair – Tuesday 2nd December • Story time for 6F and their parents – Wednesday 10th December 3-3.25pm • Story time for 6M and their parents – Thursday 11th December 3-3.25pm • Hot chocolate and film night for pupils and parents – Monday 15th December 3.30-4.30pm	<u>Visits and visitors:</u> • Identity workshop – Monday 3rd November • Remembrance service at IBCC Thursday 6th November • Odeon Cinema - Wednesday 12th November • Children in Need – Friday 14th November • World hello Day – Y6 are studying Nigeria – Friday 21st November • Pantomime – Friday 28th November
<u>Cultural Capital:</u> • Daily Class reader and books linked to diversity. • Cool down station/reflection area within the classroom. • Golden mile and healthy school meals. • Peace Garden available for reflection time at playtimes. • Valuing the diverse culture and languages that the children bring to Year 6, including language of the month, artist of the month and composer of the month.	<u>Global Learning:</u> ☐ To develop awareness of global issues such as climate change, poverty, and inequality. ☐ To understand the interconnectedness of people and places worldwide. ☐ To explore the concepts of sustainability and how personal actions can impact the environment. ☐ To develop empathy by learning about the lives of children in different parts of the world. ☐ To critically reflect on global challenges and suggest ways to make positive changes.
<u>Caring for the environment and each other:</u> • Litter pick with mini police - November and December - TBC	