



Curriculum Planner

Term: Summer 1 2026

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:
Respect	Mutual Respect

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
<ul style="list-style-type: none"> • Vocabulary and language enrichment • Reading for enjoyment • Our local community • Global learning • Reading – vocabulary emphasis and comprehension. • First News Reading. • Newsround • Reading incentives • Cultural capital • Vocabulary focus linked to: • Science: Animals Including Humans • RWV: What do people believe? • History: Crime and Punishment • Class reader: The Titanic Detective Agency 	<ul style="list-style-type: none"> • Respect – Collective worship focus. • Class collective worship book. • Class reflection area. • Visits to the Peace Garden. • Science – learning about animals including humans • Cultural capital • Litter picking on the playground • RWV – What do people believe? 	<ul style="list-style-type: none"> • Cool down station and activities in the classroom • Use of the outdoor classroom • Classroom routines and behaviour • Class charter and rules • PSHE/RSE – Links to healthy relationships • Cultural capital • Thoughts and questions box in the classroom

English

RUIN – Literacy Shed

Grammar

- Using expanded noun phrases to convey complicated information concisely.
- Using passive verbs to affect the presentation of information in a sentence.
- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
- Using semicolons, colon or dashes to mark boundaries between independent clauses.
- Using commas to clarify meaning or avoid ambiguity in writing.

Writing

Character description

Setting description

Missing person report

Flashback narrative

Reading

Mathematics

Measurement: Converting Units

Metric measures, converting metric measures, calculating with metric measures and imperial measures.

Measurement: Perimeter, Area and Volume.

Find and draw rectilinear shapes with the same area, area of a triangle, area of a parallelogram, volume and volume of a cuboid.

Number: Ratio

Using ratio language, ratio and fractions, calculating ratio, using scale factors, calculating scale factors and ratio and proportion problems.

Statistics

Read and interpret line graphs, drawing line graphs, using line graphs to solve problems, circles, read and interpret pie charts, pie charts and percentages, drawing pie charts and calculating the mean.

Geometry – Properties of shape

Measure with a protractor, draw lines and angles accurately, identify angles on a straight line around a point and angles in a triangle, quadrilaterals, polygons and draw nets of 3D shapes.

Science

Biology – Living things and their habitats

Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals

Give reasons for classifying plants and animals based on specific characteristics.

Working scientifically: Using classification systems and keys to identify some animals and plants in the immediate environment.

Research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.

<p>SATS revision based on AfL before SATs week.</p> <p>After SATS Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>Provide reasoned justifications for their views. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</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><u>Religion and world views</u> <u>What do people believe?</u></p> <p>LO1 and 2: Know and understand what people believe about morality.</p> <p>LO3: Explore a global moral dilemma</p> <p>LO4: Explore a personal moral dilemma through scenarios</p>	<p><u>History</u> Crime and Punishment</p> <ul style="list-style-type: none"> - Find out about the legacy of Roman crime and punishment on the current legal system in Britain. - Find out about the Anglo-Saxon legal system and how it was/is similar/different to both the Roman system and the modern legal system in Britain. - Learn about crime and punishment during the Tudor period. 	<p><u>Physical Education</u></p> <p>Miss Fahy – Athletics</p> <p>Mrs Malone – Athletics (Coach)</p> <p>Demonstrate expert control, strength and speed in a variety of 'distance' events.</p> <p>Demonstrate advanced techniques and adapt them to the demands of a range of athletic activities.</p>

<p>LO5: Explore and compare the moral codes found within different religious scriptures</p> <p>LO6: Carry out a moral debate: 'Religion is the cause of most conflict in the world today'</p>	<ul style="list-style-type: none"> - Find out about Dick Turpin through studying various historical sources from the 18th and 19th century. - Learn about the development of crime and punishment during the Victorian period and Victorian prisons. <p>Make connections, note contrasts and trends over time by evaluating knowledge gained of the history of crime and punishment in Britain.</p>	<p>Show control when at 'take off' in jumping events.</p> <p>Understand what behaviour they should be demonstrating in lesson.</p> <p>Give outstanding verbal feedback using the 'stars and wishes' technique. i.e. constructive criticism.</p>
<p><u>D and T</u></p> <p>More complex circuits and switches, including programming and control.</p> <p>This project has been designed to encourage independent problem solving and critical thinking throughout. By the end of this project, the children are able to program their Crumbles to react to multiple conditions.</p> <p>The children are asked to design a product and produce a presentation and working drawing of their design. This project combines the practical code, control and manufacture of electronics, whilst at the same time encourages the children to think creatively about the limits of technology. The children will present their final ideas to the class, to both celebrate and evaluate their achievements</p>	<p style="text-align: center;"><u>Music</u></p> <p style="text-align: center;"><u>Shaping Music</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand and apply musical structure Pupils will identify and use structures such as verse, chorus, bridge, and intro when composing and performing music. <input type="checkbox"/> Compose music with intention and control Pupils will create original pieces that demonstrate clear musical ideas, using elements like rhythm, pitch, tempo, and dynamics effectively. <input type="checkbox"/> Develop ensemble performance skills Pupils will rehearse and perform in groups, maintaining their part with accuracy, awareness of others, and expressive control. <input type="checkbox"/> Use musical notation and/or graphic scores Pupils will read, write, and interpret simple notation (staff notation or alternative forms) to support composition and performance. <input type="checkbox"/> Evaluate and refine musical work Pupils will listen critically to their own and others' music, using appropriate musical vocabulary to suggest improvements and refine compositions. <p>Y6: Summer Production –</p>	<p style="text-align: center;"><u>PSHE/RSE</u></p> <p>Relationships – How to respect equality and diversity. Living in the Wider World – Human rights.</p> <p>Crime and Punishment Topic in Class – links with the Magistrates in the Community.</p> <p>Cities of Culture and Personal Heritage – my world and me, recognizing individual and personal qualities and identity – what contributes to what we are?</p> <p>Environment – How do we respect our environment? Responsibility of looking after our Earth. How can we look after our local community Sincil Bank?</p>

Computing – Purple Mash

. Spreadsheets (Unit 6.3)

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.

SMSC

Spiritual development

Exploring the value of the term - Respect
In RWV, we will study What do people believe?

Moral development

Classroom routines.
In History we will be studying crime and punishment.
In English we will be studying characters in texts focusing on their actions and the consequences of those – RUIN.
School Council meetings.
Collective Council meetings
Young Interpreter meetings

Social development

Class reader – The Titanic Detective Agency
Extra-curricular activities. Athletics after school.
First News weekly. Talking partners and opportunities across the curriculum.
Intergenerational project with Canwick House care home.

Cultural development

Boy Everywhere, Fight Back, Artist of the moment, Composer of the moment

Language of the Moment

Language of the moment greeting

French – Presenting Myself

Consolidate basic greetings and learn how to further present themselves by asking and answering questions in French.
Ask somebody their name in French and reply when asked.
Recall the numbers 1-10 and count from 11-20 in French.
Ask somebody how old they are in French and reply when asked.
Ask somebody where they live in French and reply when asked.
Express their nationality in French and understand basic gender agreement rules.

<p><u>Parental engagement:</u> Reading workshops with parents 14.05.26 Mount Cook residential meeting for parents – 23.04.26</p>	<p><u>Visits and visitors:</u> Crime and Punishment workshop at Lincoln Castle – 20.05.26 Community Games 15.05.26</p>
<p><u>Cultural Capital:</u></p> <ul style="list-style-type: none"> • Quiet club in outside area (board games, reading, conversational activities) • Yoga and mindfulness as part of our PE curriculum <ul style="list-style-type: none"> • Rehearsals for Summer Production 	<p><u>Global Learning:</u></p> <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 • Reflecting on All British Values
<p><u>Caring for the environment and each other:</u> Bishop King’s Big Clean Up – One lunch time session per term.</p> <ul style="list-style-type: none"> • Recycling bins in classrooms • Gardening – outdoor area. 	<p><u>Artificial Intelligence</u></p> <ul style="list-style-type: none"> . Interviewing a Roman Slave/ Gladiator using Ari from Twinkl . Use AI to build enhanced vocabulary banks to support written work. <hr/> <p><u>Outdoor Learning</u> Maths related problems and activity area Research station to support transition and information about their designated Secondary school.</p>