



Curriculum Planner

Term: Summer 2 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:
Thankfulness	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 RWV: What do people believe? Class reader – The Final Year Global Learning	Thankfulness – 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	Cool down station and activities in the classroom Thoughts and questions box in the classroom Puberty workshops Drug and alcohol awareness workshop Pornography workshop Mental well-being and transition to secondary school. End of year production Fire safety workshop

<p style="text-align: center;"><u>English</u></p> <p><u>Writing</u></p> <p style="text-align: center;"><u>Wonder</u></p> <p>Diary from Auggie’s perspective Writing from an alternative perspective Writing a formal complaint letter from Mr Tushman Writing a persuasive argument based on home schooling versus mainstream education</p> <p><u>Grammar</u></p> <ul 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><u>Reading</u></p> <p>Practice for end of year production. Reading and learning lines from script.</p>	<p style="text-align: center;"><u>Mathematics</u></p> <p><u>Converting Units</u> Metric measures; converting metric measures; calculating with metric measures; miles and kilometers; imperial measures.</p> <p><u>Statistics</u> 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><u>Properties of Shape</u> 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><u>NCETM and Nrich</u> Problem solving and investigations based on all areas of the Maths curriculum.</p>	<p style="text-align: center;"><u>Science</u></p> <p><u>Second Look at Science</u></p> <ul style="list-style-type: none"> - To correctly identify the different parts of the circulatory system and their roles. - To understand and explain how the position of a light source affects the size and shape of a shadow. - To explore how gravity, friction and air resistance affects movement. <p><u>Working scientifically:</u></p> <ul 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> <ul style="list-style-type: none"> - Carry out a moral debate: ‘Religion is the cause of. Most conflict in the world today’. 	<p style="text-align: center;"><u>Geography</u></p> <p><u>Geographical Skills</u></p>	<p style="text-align: center;"><u>Physical Education</u></p> <p style="text-align: center;">6M – Dance 6F – Tennis</p>

<ul style="list-style-type: none"> - Explore key terminology linked with how people care for the world. - Know and understand what Christians believe about taking care of the world. - Know and understand what Hindus believe about taking care of the world. - Know and understand what non-religious people believe about taking care of the world. 	<ul style="list-style-type: none"> - Explore, learn and use map symbols and keys, four and six figure grid references and compass directions. - 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><u>Tennis</u> Develop accurate forehand and backhand shots with control and consistency during rallies. Apply tactical awareness in games by positioning effectively and choosing appropriate shots. Demonstrate good sportsmanship, teamwork and understanding of rules during competitive play.</p> <p><u>Dance</u> Perform a range of dance movements with control, coordination and rhythm. Create and sequence movements to communicate ideas and respond to music or themes. Evaluate and improve performances by giving and applying constructive feedback.</p>
<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. • Evaluate and refine prints, commenting on the effectiveness of light and dark areas. 	<p style="text-align: center;"><u>Music</u></p> <p style="text-align: center;"><u>Carnival Time</u></p> <p style="text-align: center;">Develop ensemble and instrumental skills by performing samba rhythms accurately and expressively, demonstrating awareness of pulse, dynamics and co-ordination. Compose and perform original Call and Response sections, integrating learned patterns into full samba compositions.</p> <p style="text-align: center;">End of year production Robin Hood – Hoodwinked</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. - 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><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><u>SMSC</u></p> <p>Social: Class reader – The Final Year 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 LSCP workshops</p>	<p><u>Language of the Moment / French</u></p> <p>Language of the moment greeting</p> <p>French – Review of the whole curriculum – presenting myself, weather, my home and French phonics.</p>
	<p>Moral: In English we will be studying characters in texts focusing on their actions and the consequences of those – Wonder School Council meetings. Collective Council meetings</p>	
	<p>Spiritual: Exploring the value of the term. In RWV we will study LAS: Big Questions: What do people believe?</p>	
	<p>Cultural: Artist of the moment, Composer of the moment. French breakfast / French Day</p>	

<p><u>Parental engagement:</u></p> <ul style="list-style-type: none"> • Attendance to end of year production. • Attendance at Leavers’ service • Parents reading invitation - TBC • Summer Fayre – TBC • Attendance to Sports Day – TBC • Learning Explorer Worships - Fridays 	<p><u>Visits and visitors:</u></p> <ul style="list-style-type: none"> • Transition visits for secondary schools • Zest Zone Theatre – 21st July 2026 • Workshops delivered by LSSP around drug and alcohol awareness, fire safety and pornography. • Church School Festival – 4th June 2026 • Intergenerational project with Canwick House • Transition workshop with Bridge Church - 29th June 2026
<p><u>Cultural Capital:</u></p> <ul style="list-style-type: none"> • Play performance • End of year party • Residential – 8th June – 10th June 2026 • Leavers’ assembly – 22nd July 2026 • The Zone 	<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 moment during registration • Global Learning within dedicated subject leadership time • British Value sessions • Newsround • Rights Respecting Award

Caring for the environment and each other:

- Development of outdoor areas
- Timetable to show use of outdoor area to support learning across Year 6

Use of Artificial Intelligence

AI Perspective Rewriter

Children use AI to rewrite a scene from another character's perspective.

AI Debate Generator – Homeschooling vs Mainstream School

Use AI to generate arguments for both sides.

AI Local Development Debate

Use AI to generate arguments about commercial development near school.

AI Treasure Hunt with Grid References

AI creates map clue challenges.

AI Environmental Ethics Comparison

Children compare AI-generated viewpoints from:

- Christians
- Hindus
- non-religious perspectives

Outdoor Learning:

Outdoor area linked to transition to secondary school to support pupils' emotional and mental well-being.