



Curriculum Planner

Term: Spring 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:
HOPE	The Rule of Law

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 focus linked to: Science: Evolution and inheritance RWV: What do people believe? History: Local study – Lincolnshire's role during World War 1 and 11. Class read: Boy Everywhere by A M Dassu 	<ul style="list-style-type: none"> Hope - Collective worship focus. Class collective worship book. Class reflection area. Cultural capital Litter picking on the playground Care given to our outdoor learning environment Intergenerational project with Canwick House care home 	<ul style="list-style-type: none"> PSHE/RSE Cultural capital Golden Mile twice weekly Cool down station and activities in the classroom Worry box in the classroom End of the day jar for reflection Outside area for collaborative game playing and learning beyond the classroom

<u>English</u>	<u>Mathematics</u>	<u>Science</u>
<p>Short bursts of writing building up to writing an extended Narrative – linked to Alma</p> <p>Narrative based on Alma - Narrative told from an alternative perspective -Alma's Mum or the shop keeper</p> <p>Science link - opportunity for cross-curricular writing - Non chronological report about Charles Darwin</p> <p>Grammar</p> <p>Using expanded noun phrases to convey complicated information concisely.</p> <p>Revise: Using and punctuating direct speech. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Using passive verbs to affect the presentation of information in a sentence.</p> <p>Using commas to clarify meaning or avoid ambiguity in writing.</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>Revise: Using fronted adverbials. Using commas after fronted adverbials.</p> <p>Reading – using a selection of texts of various lengths and genres (predominantly from Literacy Shed)</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p>	<p>Fractions: fractions on a number line, compare and order fractions, add and subtract fractions, add mixed numbers, add fractions, subtract mixed numbers, subtract fractions, mixed addition and subtraction, multiply fractions by integers, multiply fractions by fractions, divide fractions by integers, four rules of fractions and fractions of an amount.</p> <p>Number: Decimals – decimals to 2d.p, understand thousandths, 3d.p, multiply and divide by 10,100 and 1000, multiply decimals by integers, divide decimals by integers, division to solve problems, decimals as fractions, fractions to decimals;</p> <p>Percentages: Understand percentages; fractions to percentages; equivalent fractions, decimals and percentages; order fractions, percentages and decimals; percentages as an amount and percentages – missing values.</p>	<p>Biology– Evolution and Inheritance</p> <ul style="list-style-type: none"> • Understand how fossils can teach us about the past. • Explain who Charles Darwin was and why he is still a controversial figure. • Consider why and how animals have evolved over time to ensure their survival. • Conduct an investigation to establish which of Darwin’s finches lived on which Galapagos island. • Explain inheritance and begin to understand what DNA means. <p>Working scientifically: Observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels. They might analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.</p>

<p>Asking questions to improve their understanding. Retrieve, record and present information from non-fiction. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>		
<p><u>Religion and World Views.</u></p> <p><u>What do people believe?</u> How do people know who to believe? What do people believe about the existence of God? What do people believe about good, evil and suffering?</p> <p><u>Religions included in this unit:</u> Abrahamic religions – Christianity, Islam, Judaism Dharmic religions – Sikhi, Hindu, Buddhist Other – Humanism and Philosophical thinking</p> <p><u>Pupils will:</u></p> <ul style="list-style-type: none"> • Give examples of different sources of authority for people's beliefs and actions, providing reasons why some are trusted more than others • Explain how beliefs about the existence of God are open to interpretation 	<p><u>History</u></p> <p><u>Lincoln's part in World War II</u> <u>Local study</u></p> <ul style="list-style-type: none"> - Appreciate the role Lincoln played in the birth of the tank during WW1 - Appreciate the role women in Lincolnshire played during World War 1 - Understand the role Lincolnshire played in the development of the R.A.F and military aviation - Understand Lincolnshire's role in wartime evacuations - Understand how Lincoln was affected during World War 11. 	<p><u>Physical Education</u></p> <p><u>6F – Football</u></p> <ul style="list-style-type: none"> • Building consistent technical execution (passing/receiving progression). • Refining movement, ball control, and pressure decision-making. • Tactical development – understanding how to create and use space. • Defensive principles – delaying, denying space, and regaining possession. • Personal and social skills – teamwork, responsibility, leadership. <p><u>6M –NETBALL</u></p> <ul style="list-style-type: none"> • Progressive skill development—passing variety, movement timing. • Movement skills—balance, coordination, spatial awareness. • Tactical thinking—using space and structured movement patterns.

<ul style="list-style-type: none"> • Present balanced arguments about moral and ethical issues 		<ul style="list-style-type: none"> • Defensive principles—pressure, tracking, anticipation. • Personal/social development—teamwork, respect, responsibility.
<p style="text-align: center;"><u>D & T</u></p> <p>🔍 Research and evaluate existing pizza products to understand flavour combinations, nutrition, and consumer preferences.</p> <p>🔍 Develop design criteria that reflect the purpose, user needs, and constraints (ingredients, cost, time).</p> <p>🔍 Generate and communicate ideas for a pizza design using annotated sketches, notes and labelled diagrams.</p> <p>🔍 Grow and use fresh herbs (e.g., basil, oregano, rosemary) to explore seasonality, sustainability and flavour enhancement.</p> <p>🔍 Select and use appropriate tools and ingredients accurately and safely when preparing and making their pizza.</p> <p>🔍 Evaluate the final product against the design criteria, identifying strengths, areas for improvement, and how effectively the herbs were used.</p>	<p style="text-align: center;"><u>Music</u> You've got a friend</p> <p><u>Listen and Appraise</u> You've got a friend and other songs by Carole King</p> <p><u>Musical Activities</u> learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ol style="list-style-type: none"> Warm Up Games (including vocal warm ups) Flexible Games (optional extension work) Learn to Sing the Song Play Instruments with the Song Improvise with the Song Compose with the Song <p>Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>	<p style="text-align: center;"><u>PSHE/RSE</u></p> <p>Explore the British Value of the Term – Rule of Law Mental Health</p> <ul style="list-style-type: none"> • To understand like physical health – part of daily life, importance of taking care of mental health • To understand different areas of mental health, how this fits with wellbeing. • To know strategies and behaviours to support mental health • To understand and recognise that feelings can change overtime/ The importance of expressing feelings • To know services that can help with Mental Health support. • To understand how online misuse (trolling) can be detrimental to someone's mental health as well as face-to-face unkindness. <p style="text-align: center;">Keeping Safe – Peer Pressure</p> <ul style="list-style-type: none"> • To understand and know the meaning of Consent & • To know how to have the ability to say 'No'. • To know unwanted own opinion of unwanted physical/ emotional contact and to know what strategies we would use • To understand levels of friendship and how peer pressure can take a role in relationships • To know pressures of social influences. <p style="text-align: center;"><u>When to say 'no' / 'I'll tell' –</u></p> <ul style="list-style-type: none"> • To know that sometimes we have a responsibility to tell • To understand our changing bodies as we grow and how to keep our bodies safe. To understand pressures of media and online.

		<p>Can I recognise how images in the media do not always reflect reality and can affect how people feel about themselves?</p> <ul style="list-style-type: none"> To understand pressures of self-image in social media. <p>To understand that the media's perception of beauty may not be reality.</p> <ul style="list-style-type: none"> To know that social media can glamorise beauty, drugs, alcohol etc. <p>Internet Safety Day</p> <ul style="list-style-type: none"> To understand and know the risks of being online, including age restrictions. To know the internet and digital devices can be used safely to find things out and to communicate with others
<p><u>Computing – Purple Mash</u></p> <p>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.</p>	<p><u>SMSC</u></p>	<p><u>Language of the Moment / French</u></p> <ul style="list-style-type: none"> Name the countries and languages involved in WW2. Say what the differences were in city and country life during the war. Learn to integrate all their new and previous language writing a letter.
	<p>Social: _ In DT we will work collaboratively to create food items which are seasonal and cater for a range of dietary requirements.</p>	
	<p>Moral: Classroom routines. In PSHE we will be looking at body image and how the media/social media impacts on how we perceive ourselves and our image.</p>	
	<p>Spiritual: Church School Value – Hope. In RWV we will look at people, their core belief and what influences those beliefs. We will be attending the IBCC to learn more about the role of Bomber Command.</p>	
	<p>Cultural: Celebrate language of the moment. We will celebrate Chinese New Year, explore a composer of the month and an artist of the month. We will explore Holocaust Day in January in line with our History topic on WW11.</p>	

<p><u>Parental engagement:</u></p> <ul style="list-style-type: none"> Reading at home to an adult. Parental engagement and support with homework. 	<p><u>Visits and visitors:</u></p> <ul style="list-style-type: none"> Visit from PC Flack - random acts of kindness TBC Mini police will be going into the community with PC Flack
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<ul style="list-style-type: none"> • SATs meeting (TBC) 	<ul style="list-style-type: none"> • IBCC (TBC) • Resilience workshops
<p><u>Cultural Capital:</u></p> <ul style="list-style-type: none"> • 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. 	<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 • Newsround • Language of the month during registration • Artist of the month • Composer of the month • Global Learning within dedicated subject leadership time
<p><u>Caring for the environment and each other:</u></p> <ul style="list-style-type: none"> • Recycling paper in the classroom • Gardening in the Year 6 outside area 	