

RE

To the ends of the Earth
Dialogue and Encounter
Collective Worship



Computing

Summer 1: Networks

- To discover what the children know about the internet.
- To find out what a LAN and a WAN are. To find out how we access the internet in school.
- To research and find out about the age of the internet. To think about what the future might hold.

Summer 2: Understanding Binary

- 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



ART/DT

Summer 1: Sculpture and 3D: Making memories

How to translate a 2D image into a 3D form. How to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). How to manipulate cardboard to create different textures. How to make a cardboard relief sculpture. How to make visual notes to generate ideas for a final piece. How to translate ideas into sculptural forms.

Summer 2: DT – Cooking and nutrition: Come dine with me

That 'flavour' is how a food or drink tastes.

That many countries have 'national dishes' which are recipes associated with that country.

That 'processed food' means food that has been put through multiple changes in a factory.

That it is important to wash fruit and vegetables before eating to remove any dirt and insecticides.

What happens to a certain food before it appears on the supermarket shelf (farm to fork).



English (see unit plan)

Power of reading: Goodnight Mr Tom and Wonder

- Non-chronological report from the point of view of an evacuee
- Explanation text on staying safe during the Blitz
- Diary entry
- Biography of Ann Frank
- Poems- figurative language and imaginary
- Balanced discussion
- Spellings
- GAPS tests (and GAPS focus within writing)
- Daily guided reading sessions – Rigby Star, VIPERS, Bug Club, CGP



Maths (see unit plan)

Geometry: Properties of Shape

- Draw 2-D shapes using given dimensions and angles.
- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Statistics

- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.
- Interpret and construct pie charts and line graphs and use these to solve problems.
- Calculate the mean as an average.

Problem Solving and Investigations

- All NC objectives



P.E

Rugby, Dance, Athletics



- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
- Perform dances using a range of movement patterns.

Music

Summer 1: Music and Me

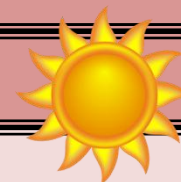
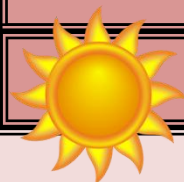
Summer 2: Reflect, Rewind and Replay



- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.

Year 6 Curriculum Map – Summer Term 2026

Ms Lapinska & Mrs Piletto



Science

Summer 1: Variations; Adaptations; Evolution and Inheritance

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Summer 2: Fossils; Themed projects

(Year 7 ready)



History and Geography

Summer 1: Unheard histories: Who should go on the £10 note?

Summer 2: Can I carry out an independent fieldwork enquiry?



Computing

Summer 1: Spreadsheets -

Microsoft

- To understand and use basic formatting in Excel.
- To develop skills in using basic functions in Excel.
- To create and format charts in Excel.
- To sort and filter data within a spreadsheet.
- To understand and use advanced functions in Excel.
- To combine Excel skills to create an effective spreadsheet for a given purpose.

Summer 2: 3D Modelling

- To explore and develop simple 3D models using CAD software.
- To explore the effect of moving points when designing.
- To plan, design and begin creating packaging to meet a design brief.
- To refine, assemble and evaluate the finished packaging prototype.

PE – Get Set 4 PE

Rugby

- To develop attacking principles, understanding when to run and when to pass.
- To develop throwing and catching with control.
- To be able to use the 'forward pass' and 'offside' rules.
- To be able to play games using tagging rules.
- To develop dodging skills to lose a defender.
- To develop drawing defence and understanding when to pass.
- To be able to work as a defending unit to prevent attackers from scoring.
- To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.

Dance

- To copy and repeat a set dance phrase showing confidence in movements.
- To work collaboratively with a partner to explore and develop the dance idea.
- To use changes in level and speed when choreographing.
- To copy and create actions using a prop as a dance stimulus.
- To use choreographing devices to improve how the performance looks.
- To select actions and dynamics to convey different characters.
- To choreograph a dance that shows contrasting characters.
- To communicate a story through dance.

Year

PE – Get Set 4 PE

Athletics

- To work collaboratively with a partner to set a steady pace.
- To develop your own and others sprinting technique.
- To develop running over obstacles with greater control and coordination.
- To develop take off position when jumping for height.
- To develop power, control and technique for the triple jump.
- To develop power, control and technique when throwing for distance.
- To develop throwing with force and accuracy for longer distances.
- To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.
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6 Curriculum Map

Music

Summer 1: Music and Me

- Discuss themes that relate to '*Music + Me*' and create and perform beats/lyrics + melodies in groups
- Listen/appraise **Something Helpful** by Anna Meredith and explore more about her **and** continue group compositions and perform – adding instruments
- Listen/appraise **V-A-C Moscow** by Shiva Feshareki and explore more about her and continue group compositions.
- Listen/appraise **Shades of Blue** by Eska and explore more about her and continue group compositions and perform.
- Listen/appraise **The Middle Middle** by Afrodeutsche and explore more about her and continue group compositions.
- Listen/appraise an artist from the Inspirational Women's Timeline + perform, share and present group compositions

Summer 2: Reflect, Rewind and Replay

- Listen/appraise I Want You Back by The Jackson 5 and learn to play/perform 1. the tune/head and 2. the middle 8.
- Listen/appraise Take The 'A' Train by Duke Ellington and Billy Strayhorn and learn to play/perform 1. the whole tune/head and 2. Improvise using instruments.
- Listen/appraise Walking On Sunshine by Katrina And The Waves and learn to play/perform 1. the whole tune/head and 2. Improvise using instruments.
- Listen/appraise Don't Worry, Be Happy by Bobby McFerrin and learn to play/perform 1. Compose your own tune/head and 2. Improvise using the notes of the tune/head.
- Listen/appraise The Loco-Motion sung by Little Eva and learn to play/perform 1. Continue to compose your own tune/head and 2. Improvise using the notes of the tune/head.
- Listen/appraise Man In The Mirror by Michael Jackson and learn to play/perform 1. Secure your compositions 2. Improvise using the notes of the tune/head.

<u>ART/DT</u>	<u>Summary</u>
<u>Summer 1:</u> To analyse how art can explore the concept of self. To explore sculptural techniques. To use creative experience to develop ideas and plan a sculpture. To apply an understanding of materials and techniques to work in 3D. To problem solve, evaluate and refine artwork to achieve a chosen outcome. <u>Summer 2:</u> To explain the use of complementary flavours. To research and design a three-course meal. To explain recipe choices. To apply culinary skills and knowledge. To apply culinary skills and knowledge. To apply culinary skills and knowledge. To apply culinary skills and knowledge. TBAT evaluate the ways in which the bread met the design brief and how well it performed at the bake sale.	

Year 6 Curriculum Map

Summer Term 2026 – Learning Intentions

Science

Summer 1: Evolution and Inheritance

- To understand what variation means.
- To understand that characteristics are inherited from parents.
- To understand how animals are adapted to their habitat.
- To understand how plants are adapted to survive in their habitats.
- To understand that living things change over time through evolution.
- To understand how Charles Darwin's ideas explain evolution and common ancestry.
- To understand how natural selection leads to changes in living things over time.
- To understand Charles Darwin's work and explain ideas about evolution and natural selection.

Summer 2: Scientists and Inventors

- To understand what fossils are and how they provide evidence for evolution.
- To understand how fossils provide evidence for evolution over time.
- To understand the work of Mary Anning and explain how fossils provide evidence for evolution.

History/Geography

Summer 1: Unheard histories: Who should go on the £10 note?

- To explain the significance of people on banknotes.
- To explore what makes a monarch historically significant.
- To evaluate the significance of Ellen Wilkinson and Betty Boothroyd using sources. To investigate why Mary Seacole is historically significant.
- To research historically significant sporting figures. To evaluate the significance of different historical figures by applying criteria.

Summer 2: Geography: Can I carry out an independent fieldwork enquiry?

- To develop an enquiry question.
- To determine the most effective data collection methods for fieldwork.
- To plan a route for a fieldwork trip. To collect the data to answer the enquiry question.
- To determine an answer to the enquiry question.
- TBAT understand what the Maya writing system consists of.