

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: Art-LS Lowry

Summer 2: Art-Portraits; DT-Mayan Masks

- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- Learn about great artists, architects and designers in history.
- Design, make, evaluate



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

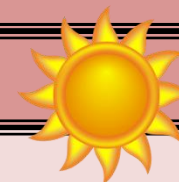
Summer 2: Reflect, Rewind and Replay



- 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 2025

Miss Gunning & Mrs Piletto



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



Science

Summer 1: 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: Scientists and Inventors

Draws on all aspects of Yr 6 Science NC



History and Geography

Summer 1: World War Two

- A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
- A significant turning point in British history.



Summer 2: Mayan Civilisations

- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared.

<u>Computing</u> <u>Summer 1: Quizzing</u> •To make a picture quiz for young children. •To learn how to use the question types within 2Quiz •To explore the grammar quizzes •To make a quiz that requires the player to search a database. •Are you smarter than a 10- (or 11-) year-old? To make a quiz to test your teachers or parents. <u>Summer 2: Understanding Binary</u> Examine how whole numbers are used as the basis for representing all types of data in digital systems through: •Recognising that digital systems represent all types of data using number codes that ultimately are patterns of 1s and 0s •Understanding that binary represents numbers using 1s and 0s and these represent the on and off electrical states respectively in hardware and robotics. •Exploring how division by two can be used as a technique to determine the binary representation of any whole number by collecting remainder terms. •Representing whole numbers in binary, for example counting in binary from zero to 15, or writing a friend’s age in binary. • Representing the state of an object in a game as active or inactive using the respective binary values of 1 or 0	<u>PE – Get Set 4 PE</u> <u>Rugby</u> • 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. <u>Dance</u> • 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.	<u>PE – Get Set 4 PE</u> <u>Athletics</u> • 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. • 	<u>Music</u> <u>Summer 1: Music and Me</u> • 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 ontinue group compositions and perform. • Listen/appraise The Middle Middle by Afrodeutsche and explore more about her and ontinue group compositions. • Listen/appraise an artist from the Inspirational Women’s Timeline + perform, share and present group compositions <u>Summer 2: Reflect, Rewind and Replay</u> •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 earn 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 plav/perform 1. Secure vour compositions 2. Improvise using the	
Year 6 Curriculum Map Summer Term 2025 – Learning Intentions				
<u>ART/DT</u> <u>Summer 1:</u> •use different shades of pencils to create different tones and lines. •apply and develop use of tools and techniques, including creating different tones and lines. •find out about a famous artist and his work - L S Lowry. •create my own painting in style of an artist – L S Lowry. •use different materials and techniques precisely to produce The Blitz artwork. •use sketching techniques to communicate emotions in a Propaganda poster. •explain why specific drawing techniques to produce the poster have been used. <u>Summer 2:</u> •explore and study different types of portraits from artist’s like Picasso and Julian Opie •produce a portrait in the style of Julian Opie. •produce a self portrait in style of Picasso. •learn about ourselves through 2D and 3D collage through the artwork of artists who used personal memorabilia in their work. •make a collage which represents the way we are and evaluate its effect. •investigate traditional Mayan masks to get ideas to use as a starting point for an original design •use labelled drawings, notes and technical vocabulary to explain how their product will be made. •choose appropriate sheet materials that are fit for purpose. •join and combine materials using glue to fix them together to create stable frames and apply a range of decoration. •consider ways in which their design or product could be improved and how it meets the design criteria.	<u>Science</u> <u>Summer 1: Evolution and Inheritance</u> • Understand the scientific concept of inheritance. • Identify how animals and plants are adapted to suit their environment. • Understand that adaptation may lead to the theory of evolution. • Understand how plants have evolved over time. (explore fossils) • Understand how human beings have evolved over time. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. <u>Summer 2: Scientists and Inventors</u> • Report on my findings from an enquiry inspired by Stephen Hawking’s theories about black holes. • Use Libbie Hyman’s work to classify invertebrates. • Identify the evidence scientists used to prove the structure of DNA. • Record data using scatter graphs in the context of Fleming’s discovery of penicillin. • Describe the importance of the fossils found by Mary Leakey. • Use recognised symbols when representing a simple circuit in a diagram in the context of the invention of Apple computers and the life of Steve Jobs.	<u>History/Geography</u> <u>Summer 1: World War Two</u> • Gain more knowledge about WW2. • Understand how an evacuee and their parents would have felt during WW2. • Write a letter in role as a mother of an evacuee child. • Understand how WW2 began. • Describe how people on the home front contributed to the war effort during WW2. • Create an information booklet based on the events of the Blitz during WW2. • Write an explanation text on how to stay safe during the Blitz. <u>Summer 2: Mayan Civilisations</u> • Learn more about the Maya people. • Understand the religious beliefs of the Maya people. • Understand and explain why certain foods were significant to the ancient Maya people. • Identify and use a range of evidence sources to help me Understand more about the Maya civilisation. • Understand how the Maya number system works. • Understand what the Maya writing system consists of.		