



Year Group: 6

**Value Focus:
Team Work**

**Summer Term 1
School Year 2025-2026**

RRS:

Article 14: Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.

British Values:

Mutual respect and tolerance. Individual liberty.

	Week 1 13/4/2026	Week 2 20/4/2026	Week 3 27/4/2026	Week 4 4/5/2026	Week 5 11/5/2026	Week 6 18/5/2026
Whole School Events	Establishing Week Autism Awareness Welcome meetings	Clubs and Job Centre begin Belonging Buzz Day	T&L Review Days	4 day week (Bank holiday) IEP Meetings	Attendance Focus Fortnight KS2 SATS Week	Attendance Focus Fortnight
Enrichment (Trips/Visits)		Y3 and Y4 tennis Y3 trip Science Museum	Y5 and Y6 tennis Y2 trip to St Pauls	Parliament visit Y3&Y4 sheep shearing	Y1 and Y2 tennis	Y6 Activity Week
Class Read (Storytime)	Canon of Literature books: whole class sets can be utilised for story time. T:\2. Curriculum Leadership\English\1a. Reading\Book Lists\0. Whole School Recommended Reading Lists Choose texts from Recommended Reading List					
English Reading	Dare to Be You (Block 13) Focus on the core text for predicting and giving a personal response Focus on a diary extract, a report and a narrative extract for retrieval Focus on the core text for summarising and understanding themes Focus on a biography, a narrative extract and a news report for inference		Dare to Be You (Block 14) Focus on the core text for comparing and understanding authorial intent Focus on an extended narrative and a biography for retrieval Focus on the core text for summarising and giving a personal response Focus on a narrative extract, a personal recount and a combined persuasive and explanatory text for inference		SATS WEEK AND ACTIVITY WEEK	
Reading Outcomes	Know: Subheadings help the reader to navigate a text Quotations should be interpreted to demonstrate how they support a point Be able to: Find and copy specific words or phrases accurately Identify themes across multiple texts		Know: Opinions need to be supported by evidence Bullet points are a method of summarising Be able to: Comment on authorial intentions Use personal experience to support inference			

English Writing	News reports (Block B) Part 1 Explicit teaching of the grammatical structures and text conventions required Part 2 Structural understanding, planning and execution of extended task and focused editing teaching	Discursive writing and speeches Part 1 Explicit teaching of the grammatical structures and text conventions required Part 2 Structural understanding, planning and execution of extended task and focused editing teaching	SATS WEEK	Activity Week
Writing Outcomes	Know The main conventions used in the organisation and presentation of a news report Colloquialisms and contractions are examples of informal language structures Be able to Plan in note form under headings Use cohesive devices to aid the flow of writing Use and sustain a formal tone, making deliberate exceptions for direct quotations	Know Points should be elaborated upon by offering further details and examples Humour can be used to engage the listener in a formal speech Be able to Select emotive language to convey strength of meaning Sustain a formal tone using the subjunctive and passive verb forms	SATS WEEK	Activity Week
VGPS	Introduce: Linking ideas across paragraphs Revisit: Formal and informal speech Subjunctive form Consolidate: Verb Tenses Passive and active voice Synonyms and antonyms Colons, semi-colons and dashes for clauses Hyphens			

Spoken Language Expectations	listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication.					
Maths	Revision Cover any Year 3-6 content which needs consolidating. Use gap analysis from Year 6 mock SATs to identify areas of weakness				SATs Week and Revision Revision sessions on the afternoons of Monday, Tuesday and Wednesday to prepare for Arithmetic paper and Reasoning 1 and 2 papers	Activity Week
Maths vocabulary						
Maths Basic Skills	Know the multiplication and division facts up to 12 x 12 Identify prime numbers up to 50	Know the conversions between fractions, decimals and percentages	Know common factors of a pair of numbers			
Science	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 microorganisms, plants and animals - give reasons for classifying plants and animals based on specific characteristics					

	Who was the scientist Carl Linnaeus and what did he do?	How do we classify vertebrates? What are microorganisms?	How do we classify invertebrates we know?	How do we classify invertebrates we don't know?	How do we classify plants?	
	T2: characteristic, interdependence, specific, categorise, primitive, hierarchy T3: fungus, arthropod, taxonomy, kingdom, phylum, genus					

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Foundation Subjects (Blocked) - History - Geography - RE - Art - DT - PSHE	Establishing Week PSHE - 1Decision	<u>Geography</u> <u>National Curriculum:</u> Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <u>Cusp outcomes:</u> Recap: what are 4 and 6 figure grid references? How do we use them? What is orienteering? How do I orientate a map? How do I navigate a simple indoor course using controls? How do I navigate a simple outdoor course using controls? DESIRABLE Matala: how do I navigate multiple outdoor courses using controls? DESIRABLE How do I plan and set up an orienteering course?		DT Project on a Page Structures- Frame structures Designing Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. Making Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used.		

			Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. Use finishing and decorative techniques suitable for the product they are designing and making. Evaluating Investigate and evaluate a range of existing frame structures. Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. Research key events and individuals relevant to frame structures. Technical knowledge and understanding Understand how to strengthen, stiffen and reinforce 3-D frameworks. Know and use technical vocabulary relevant to the project.		
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			Outcome: Structures of London buildings		
Vocabulary		Tier 2: Equivalent Contrast Erosion Inhospitable Moderately Prosper Tier 3: Orogeny Glaciation Temperate Tectonic Summit Altitude	frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional		
Computing	(Junior Jam)				
Music	(Junior Jam)				
Spanish	(Junior Jam)				
Singing	https://www.singup.org/singing-schools/quick-sings https://www.singup.org/song-bank/sing-up-playlists/singing-schools#c867 T:\2. Curriculum Leadership\Singing				
P.E.	<u>Dance</u> - Interpret different stimuli with imagination and flair - Identify in others and self where good performance qualities are achieved - Warm up and cool down independently - Work creatively and imaginatively on their own, in pairs and in a group to create simple dances - Use recognised dance actions and adapt to create motifs and movement patterns - Communicate the artistic intention of a dance clearly, fluently, musically and with control - Practise and refine coordination skills through activities such as live aural setting / freeze frame - When working in groups/pairs take the lead suggesting ideas and refining actions of others Use facial expression to communicate emotion and a further narrative Motif, street dance, composition, collaborate, stag leap, rebound, expression				
Weekly Reflection	TEAM –Together Everyone Achieves More	Do as you would be. How should we treat others?	No Man is an Island	Resolving conflict – falling out and making up	Think Before You Speak But why? Questions - it's okay to ask

P4C Skills	Plan and facilitate own discussions. (Teacher to provide alternate enquiries with increasingly nuanced stimulus).					
P4C Enquiries	PSHE		Religion or spiritual education		Resilience and growth mindset	