

St Luke's C of E (Aided) Primary School
Year 6 Curriculum Planning, Summer 1
2023-2024
Topic: WW2

Subject	Week 1 W/C 15 th April	Week 2 W/C 22 nd April	Week 3 W/C 29 th April	Week 4 W/C 6 th May	Week 5 W/C 13 th May	Week 6 W/C 20 th May
English: Goodnight Mr Tom	Stories that build suspense			Descriptive writing		
EGPS	Cohesive devices, word class			Modal verbs, determiners, noun phrases		
Maths	Shape		SATs		Themed projects, consolidation and problem solving	
Science	Light Pre assessment	Light To know that light appears to travel in straight lines	Light To know that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.	Light To know that light travels in straight lines and use this idea to explain that objects are seen because they give out or reflect light into the eye.	Light To know that light travels in straight lines and use this to explain why shadows have the same shape as the objects that cast them.	Light Consolidation Post assessment
Computing	Drawing shapes To know how to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying	Drawing an aquarium To know how to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs	Drum Kit To know how to test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem. To know how to turn a more complex programming task into an algorithm by identifying the important	Dancing Disco To know how to use variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions. To know how to translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of	Maze Game To know how to use variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions. To know how to translate algorithms that include sequence, selection and repetition into code and their own	Consolidation

	<p>skills from previous programs</p> <p>To draw shapes using sprites.</p>	<p>To program the sprite to move.</p> <p>To alter the background and sprite.</p>	<p>aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs</p> <p>To use sound in animations.</p> <p>To change the appearance of the sprite.</p>	<p>how to accomplish the set task in code utilising such structures, including nesting structures within each other.</p> <p>To create an animation.</p>	<p>designs show that they are thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other.</p> <p>To create an interactive game.</p>	
PSHE	Health and Wellbeing: Mental Health	Health and Wellbeing: Mental Health	Health and Wellbeing: Mental Health	Living in the Wider World: Work and Finance	Living in the Wider World: Work and Finance	Living in the Wider World: Work and Finance
History	<p>WW2 and The Blitz</p> <p>How significant was the Blitz?</p> <p>To know how to address a historically valid question related to the cause of the Blitz and its wider context.</p> <p>To know how to inform their response through thoughtfully selected relevant information.</p> <p>To know how to address historically valid questions related</p>	<p>WW2 and The Blitz</p> <p>World War Two: Whose War?</p> <p>To know how to develop a coherent narrative of the war including a British and world dimension.</p>	<p>WW2 and The Blitz</p> <p>How well does a fictional story tell us what it was like to be an evacuee?</p> <p>To know how our knowledge of the impact of the war is constructed from a range of sources.</p> <p>To know how to address historical questions relating to similarity and difference between fiction and evidence-based sources.</p>	<p>WW2 and The Blitz</p> <p>Evacuee experiences in Britain: Is this all we need to know about children in World War 2?</p> <p>To know how to address questions about similarity and difference through selection and organisation of historical information.</p> <p>To know how to answer historical valid questions about the causes of the kinder transport through</p>	<p>WW2 and The Blitz</p> <p>New opportunities? How significant was the impact of World War 2 on women?</p> <p>To address historical valid questions about significance.</p> <p>To know how to construct responses through the careful selection and organisation of information.</p>	<p>WW2 and The Blitz</p> <p>What did men do in the war? Did all men have to fight?</p> <p>To know how to address questions about similarity and difference.</p> <p>When was the most dangerous time to live? How different was the Blitz?</p> <p>To know the connections, trends and contrasts over time.</p>

	<p>to the significance of the Blitz.</p> <p>To know how to address questions relating to similarity and difference.</p>			<p>selection and organisation of historical information.</p> <p>To know how to address questions about similarity and difference through selection and organisation of historical information.</p>	<p>To know how to address historically valid questions about change.</p> <p>To know the significance of an event.</p>	<p>To know how to address questions about the significance of an event.</p>
RE	<p>The Quran</p> <p>To know and understand the key teachings of beliefs of a wider range of religions and use theological terms.</p> <p>To know and evaluate beliefs, perspectives, sources of wisdom and ways of life.</p>	<p>The Bible</p> <p>To know and understand the key teachings of beliefs of a wider range of religions and use theological terms.</p> <p>To know and evaluate beliefs, perspectives, sources of wisdom and ways of life.</p>	<p>Humanist wise words</p> <p>To know and understand the key teachings of beliefs of a wider range of religions and use theological terms.</p> <p>To know and evaluate beliefs, perspectives, sources of wisdom and ways of life.</p>	<p>Comparison</p> <p>To know how some teachings and beliefs are shared between religions.</p> <p>To know, compare and contrast the many ways individuals show their beliefs through literature and the arts.</p> <p>Explain why different religious communities or individuals may have a different view of what is right and wrong.</p>	<p>My own words of wisdom</p> <p>To know how to explain their own ideas creatively and coherently, using the main methods of religious study.</p> <p>To know and be able to express their own feelings about their own beliefs and relate these to religious beliefs or teachings.</p> <p>To know why their own answers to ultimate questions may differ from those of others.</p>	<p>Consolidation</p>
PE	<p>Swimming</p> <p>Adventurous activity</p> <p>To know how to orientate themselves with confidence and</p>	<p>Swimming</p> <p>Adventurous activity</p> <p>To know how to design an orienteering course that is clear to follow</p>	<p>Swimming</p> <p>Adventurous activity</p> <p>To know how to compete in orienteering activities</p>	<p>Swimming</p> <p>Adventurous activity</p> <p>To know how to manage an orienteering event for others to compete in.</p>	<p>Swimming</p> <p>Adventurous activity</p> <p>To know how to complete an orienteering course on multiple occasions, in a</p>	<p>Swimming</p> <p>Adventurous activity</p> <p>To know how to offer a detailed effective evaluation of both personal performances</p>

Art and design	Pattern – WW2 – Traditional camouflage	Pattern – WW2 – Traditional camouflage	Pattern – WW2 – Traditional camouflage	Pattern – WW2 – Traditional camouflage	Pattern – WW2 – Traditional camouflage
Design and Technology	Mechanisms – machinery, vehicles and aircrafts – hydraulics, pneumatics, cams, pulleys and gears	Mechanisms – machinery, vehicles and aircrafts – hydraulics, pneumatics, cams, pulleys and gears	Mechanisms – machinery, vehicles and aircrafts – hydraulics, pneumatics, cams, pulleys and gears	Mechanisms – machinery, vehicles and aircrafts – hydraulics, pneumatics, cams, pulleys and gears	Mechanisms – machinery, vehicles and aircrafts – hydraulics, pneumatics, cams, pulleys and gears