

## Gordon Primary School Curriculum Map – Year 6, Summer Term 2026

|                                                                                                         | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Summer 2 |
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| TOPIC                                                                                                   | <i>Milestones and Memories</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |
| KEY TEXTS                                                                                               | <i>Macbeth</i> by William Shakespeare<br><i>The Final Year</i> by Matt Goodfellow                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |
| <b>ENGLISH</b><br><i>Convention on the Rights of the Child (CRC) Articles 8, 12, 13, 14, 17, 28, 29</i> | <b><u>Summer 1</u></b><br><br>During the majority of the first half of the summer term, the children will engage in a series of writers’ workshops. This will entail revisiting and reflecting upon previous pieces of writing in order to identify opportunities for enhancement as they prepare to publish their finest final drafts.                                                                                                                                                                                        |          |
|                                                                                                         | <b>Macbeth</b><br>The children will then begin exploring Shakespeare’s famous play <i>Macbeth</i> , with a strong focus on oracy, acting and performance. They will study key scenes from the text and work collaboratively in groups to interpret and bring these moments to life on stage. As part of their work, the pupils will deepen their understanding of character motivation, relationships and emotions, thinking carefully about how each character should speak, move and react in different moments of the play. |          |
|                                                                                                         | The children will also develop their understanding of performance techniques, including how to follow and apply stage directions, how to use body language and facial expression effectively, and how to position themselves on stage for impact. They will explore what actors do even when they are not speaking—such as maintaining character, reacting appropriately to lines spoken by others, and using stillness or movement to contribute to the overall atmosphere of the scene.                                      |          |
|                                                                                                         | In addition, the pupils will think about how theatrical elements such as sound, lighting and staging choices can enhance meaning, mood and tension. Through these hands-on approaches, the children will gain greater confidence in performing Shakespeare and will deepen their understanding of the language, themes and dramatic structure of <i>Macbeth</i> .                                                                                                                                                              |          |
|                                                                                                         | <b><u>Summer 2 - The Final Year</u></b><br><br>The children will also be studying <i>The Final Year</i> , a poetry book that explores the emotions, challenges and celebrations that come with moving into and out of their final year of primary school. Through the story of the main character, Nate, the pupils will follow his journey as he navigates the twists and turns of growing up—developing friendships, overcoming struggles and discovering more about who he is.                                              |          |

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| TOPIC                                                         | <i>Milestones and Memories</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                                               | <p>As they read, the children will explore a wide range of poems, responding to them thoughtfully through discussion, writing and performance. They will consider how poetry can express feelings, capture memories and tell powerful personal stories. This unit will also support the pupils in reflecting on their own primary school experiences.</p> <p>Throughout the term, the children will work towards creating a transition scrapbook, filled with poems, reflections, artwork and cherished memories from their time at school. This personal project gives them a meaningful way to celebrate their achievements and look ahead with confidence to the next stage of their education.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>MATHS</b><br><i>CRC Articles</i><br>12, 13, 14, 17, 28, 29 | <p><b>Coordinates</b></p> <p>The children will predict missing coordinates by utilising known properties of shapes. In some instances, these unknown values may be represented using algebraic terms, necessitating the calculation of a missing vertex.</p> <p><b>Properties of Shapes</b></p> <p>The children will demonstrate the ability to draw 2D shapes based on given dimensions and angles. Furthermore, they will recognise, describe, and construct simple 3D shapes, including their nets. The children will also classify and compare 2D shapes according to their properties and size. Additionally, they will illustrate and name the parts of circles, including the radius, diameter, and circumference, using this knowledge to determine the area and circumference of a circle.</p> <p><b>Position and Direction</b></p> <p>Throughout this topic, the children will expand upon their understanding of coordinates, describing positions on a complete coordinate grid that includes all four quadrants. They will also draw and translate simple shapes on the coordinate plane and reflect these shapes across the axes.</p> | <p><b>Investigations</b></p> <p>Throughout the summer term, the children will participate in a variety of Maths investigations that integrate all the learning they have undertaken over the past year. A priority will be for the children to learn how to approach an investigation or problem methodically and logically, ensuring that they consider all possibilities. They will employ strategies such as trial and error, particularly in cases where there may not be a definitive method to calculate an answer.</p> |

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| TOPIC                                                           | <i>Milestones and Memories</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                 | <b>Revision of All Topics</b><br><br>Where feasible, we will revisit all topics covered, providing the children with various opportunities to consolidate their knowledge and apply it in context-based questions that involve multiple steps                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>SCIENCE</b><br><i>CRC Articles</i><br>12, 13, 14, 17, 28, 29 | <b>Living Things and Their Habitats continued</b><br><br>The children will explore living organisms and their respective habitats, gaining insight into how scientists classify these entities based on observable characteristics. They will investigate micro-organisms, plants, and animals, developing an understanding of the rationale behind their classification into different groups. Furthermore, the children will engage in scientific inquiry by observing, comparing, and conducting investigations to classify living organisms, thereby fostering critical thinking and enhancing their comprehension of scientific methods. | <b>Light</b><br><br>The children will expand their understanding of both man-made and natural light sources, gaining an appreciation for the principle that light travels in straight lines. They will conduct experiments using mirrors and torches to test this theory. The children will also explore the functionality of periscopes, recognising their historical application in warfare for observation from concealed positions. By applying the concept of light travelling in straight lines, they will explain the process of vision through the study of the eye's components and their respective functions. Furthermore, they will experiment with shadows to investigate how distance influences their size. Additionally, the children will examine the formation of the colours of the rainbow, demonstrating that white light is composed of all the colours within the spectrum.<br><br><b>Electricity</b><br><br>Building on prior knowledge that the children acquired in Year 4, the children will develop their ability and confidence when constructing simple series circuits which will help them to answer their own queries that they may have regarding components within the circuit, such as: how the brightness of a lamp or volume of a buzzer is directly related to the number of or voltage of cells used in the circuit.<br><br>The children will develop their knowledge of the symbols that represent each of the components in a circuit and understand why such symbols are |

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|                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>used. The children will also be educated about the importance of safety when working with electrical components and circuits.</p> <p>As well as this, the children will engage with various scientific experiments to see how different components affect a series circuit such as the placement of a switch.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>COMPUTING</b><br><i>CRC Articles</i><br><i>12, 13, 14, 16, 17, 28, 29, 31</i> | <p><b>Unit 6.1 Coding - Coding Crash course</b></p> <p>In Computing, the children will be developing their coding skills by designing and building their own playable game that includes key features such as a timer and a scoring system. They will learn how to plan and use selection, variables and the launch command, as well as explore how functions are created, called and used to make code more efficient. As part of the process, the pupils will use flowcharts to help them test, debug and refine their programs. They will also create a simulation of a room where digital devices can be controlled, gaining an understanding of different forms of user input in 2Code and how these inputs can affect what happens on screen. Finally, the children will discover how 2Code can be used to build a simple text-based adventure game, applying everything they have learned to create interactive and imaginative outcomes.</p> | <p><b>Unit 6.6 Networks</b></p> <p>In their <i>Networks</i> unit, the children will begin by exploring what they already know about the Internet before learning the difference between a LAN (Local Area Network) and a WAN (Wide Area Network). They will investigate how we access the internet in school and carry out research to discover when the internet was created and how it has developed over time. The children will also be encouraged to think about the future of networking and technology, considering how the internet might continue to evolve and shape the world around them.</p> <p><b>Unit 6.7 Quizzing</b></p> <p>In their <i>Quizzing</i> unit, the children will learn how to use different question types within 2Quiz to design and create a picture-based quiz suitable for younger pupils. They will explore a range of quiz formats, including grammar-focused quizzes, and will learn how to make quizzes that require players to search a database to find the correct answers. As part of this topic, the pupils will also develop their skills in creating digital surveys and questionnaires, learning how to use these tools to gather information rather than simply generate scores. By the end of the unit, the children will have created interactive quizzes and surveys that demonstrate thoughtful design, clear communication and purposeful use of technology.</p> |

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|                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Unit 6.8 Binary</b></p> <p>In their <i>Binary</i> unit, the children will explore how whole numbers form the basis for representing all types of data in digital systems. They will learn that computers use number codes made up of patterns of 1s and 0s, known as <i>binary digits</i>, which reflect the on/off electrical states in hardware and robotics. The pupils will investigate how simple numbers—such as 0, 1, 2 and 3—can be represented in binary as 00, 01, 10 and 11, before moving on to represent larger whole numbers, for example counting in binary from 0 to 15 or converting a friend’s age into binary. They will also explore how dividing numbers by two and collecting the remainders can help determine a number’s binary representation. Finally, the children will apply their understanding by representing the state of an object in a game—such as active or inactive—using the binary values 1 and 0, helping them recognise how binary underpins much of the digital technology they use every day.</p> |
| <p><b>HISTORY</b><br/> <i>CRC Articles</i><br/> 8, 12, 13, 14, 17, 28, 29</p> | <p><b>Islamic Civilisation</b></p> <p>The children will undertake a comprehensive study of a non-European society that provides a contrast to British History—the Early Islamic Civilisations. They will learn to identify historical connections over time and make comparisons between different civilisations. The children will appreciate the significance of Islamic art, architecture, and scientific discoveries, with a specific focus on the features of the Round City (Baghdad). They will discuss insights into Al-Mansur's character as reflected in the city he constructed. Furthermore, they will investigate the foundation of Cordoba, paying particular attention to the history of its mosque. The children will collaboratively formulate historically valid questions to guide their inquiry.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>GEOGRAPHY</b><br/> <i>CRC Articles</i><br/> 12, 13, 14, 17, 28, 29</p>  | <p><b>Sustainability</b></p> <p>The children will explore the concept of sustainability and its implications for decision-making. They will examine unsustainable practices in daily life and compare them with innovative solutions that benefit both present and future generations. Additionally, they will delve into the historical generation of</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|                                                                   | power, focusing on the emergence of electricity during the Industrial Revolution and the transition to renewable energy sources. The children will evaluate the advantages and disadvantages of fossil fuels and explore issues related to energy security, underscoring the necessity for sustainable energy solutions. Through first-hand observations, they will assess the sustainability of their local environments.                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>ART</b><br><i>CRC Articles</i><br>8, 12,13, 14, 17, 28, 29, 31 | <b>Islamic Arabesque with Batik</b><br><br>The children will immerse themselves in the intricate world of Islamic Arabesque, an art form renowned for its geometric and floral patterns. They will learn about the cultural significance and historical context of Islamic art, including its influence on architecture, textiles, and visual arts. A particular emphasis will be placed on the batik technique, which involves the application of wax to fabric to create patterns. The children will explore the principles of symmetry, balance, and repetition in their compositions, reflecting the characteristics found in traditional Islamic art. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>DT</b><br><i>CRC Articles</i><br>12, 13, 14, 28, 29, 31        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Structures</b><br><br>In Design and Technology, the children will be creating a 'Moving On' photo frame or multi-frame linked to their transition to secondary school. Using computer-aided design (CAD), they will design a stable structure with a strong backing, exploring ways to strengthen and join materials effectively. The pupils will have the option to include rotating or sliding elements and will personalise their frame by designing patterned edges or engraved details digitally. The finished product will be meaningful and purposeful, designed for a real user, such as themselves, a family member or their Year 6 teacher, to hold a class photo, favourite memories or even a "first day of secondary school" picture. |
| <b>MUSIC</b>                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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| <p><i>CRC Articles</i><br/>12, 13, 14, 1, 28, 29, 31</p>               | <p><b>Using Chords and Structure</b></p> <p><i>How Does Music Shape Our Way of Life?</i></p> <p><b>Class Song</b></p> <p>As well as practising singing with the use of Charanga, we will also be continuing our work on our class song.</p>                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>PE</b><br/><i>CRC Articles</i><br/>12, 13, 14, 28, 29, 31</p>    | <p><b>Outdoor P.E. – Outdoor Adventurous Activity</b></p> <p>The children will develop their teamwork and communication skills by designing, creating, and implementing their own team games. These games will be tested by a lower year group once they have been refined.</p> <p><b>Badminton</b></p> <p>The children will enhance their coordination and control when striking a shuttlecock. In addition, they will identify and refine their forehand and backhand techniques. During this half-term, the children will build upon their previously acquired racket skills from tennis and learn how to effectively strike objects at varying heights.</p> | <p><b>Outdoor P.E. – Sports Day Activities</b></p> <p>The children will learn to execute athletics field events such as javelin, chest push, long jump, shot put, speed bounce, and triple jump. In throwing events, they will learn to position their non-dominant side in the lead while the dominant side trails. Furthermore, they will practice synchronising their legs and arms during track events while maintaining an upright posture.</p> <p><b>Gymnastics</b></p> <p>The children will focus on developing their flexibility and core strength to minimise the risk of injury. They will be able to identify the primary and secondary muscle groups activated during various exercises. The children will practise a range of acrobatic movements and demonstrate how the body can replicate different shapes and patterns. Subsequently, they will sequence these movements into a routine, facilitating smooth transitions between each element.</p> |
| <p><b>RE</b><br/><i>CRC Articles</i><br/>2, 8, 12, 13, 14, 15, 30,</p> | <p><b>What Do Different People Believe About God?</b></p> <p>The children will explore diverse religious beliefs concerning the concept of God, including perspectives from atheists, spiritualists and realists. Throughout the topic, they will integrate their prior knowledge of various</p>                                                                                                                                                                                                                                                                                                                                                                | <p><b>What Will Make Our Town/Borough a More Respectful Place?</b></p> <p>The children will investigate the meaning of respect and how it is demonstrated within their local area and community. They will gain an understanding of different religious perspectives on respect and how these</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|                                                                                                       | religions studied over the year, noting the similarities and differences in beliefs about God. The children will examine how belief in God, or the importance of a moral framework, influences individuals' daily lives.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | are practiced in daily life. The children will explore various expressions of respect, such as volunteering, food service, and charitable actions. They will assess which of these services are available within their community and identify additional initiatives to enhance mutual respect among residents. Finally, they will present their ideas to their peers, drawing connections to various religions and making comparative analyses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>PSHE</b><br><i>CRC Articles</i><br>2,3,4,5, 6, 7, 8, 12, 13,<br>14, 15, 16, 17, 28, 29,<br>31      | <b>Relationships</b> <ul style="list-style-type: none"> <li>• I know that it is important to take care of my mental health</li> <li>• I understand that people can get problems with their mental health and that it is nothing to be ashamed of</li> <li>• I know how to take care of my mental health</li> <li>• I can help myself and others when worried about a mental health problem</li> <li>• I understand that there are different stages of grief and that there are different types of loss that cause people to grieve</li> <li>• I can recognise when I am feeling those emotions and have strategies to manage them</li> <li>• I can recognise when people are trying to gain power or control</li> <li>• I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</li> <li>• I can judge whether something online is safe and helpful for me</li> <li>• I can resist pressure to do something online that might hurt myself or others</li> <li>• I can use technology positively and safely to communicate with my friends and family</li> <li>• I can take responsibility for my own safety and well-being</li> </ul> | <b>Financial Management</b> <ul style="list-style-type: none"> <li>• I can identify different ways that I can pay for things and keep track of money</li> <li>• I can recognise how and why people decide to spend their money</li> <li>• I understand different ways that people's spending decisions can affect others and the environment, and that things have different values</li> <li>• I recognise that people have different attitudes towards saving and spending money, and towards risk</li> </ul><br><b>Changing Me</b> <ul style="list-style-type: none"> <li>• I am aware of my own self-image and how my body image fits into that</li> <li>• I know how to develop my own self esteem</li> <li>• I am aware of the importance of a positive self-esteem and what I can do to develop it</li> <li>• I can express how I feel about my self-image and know how to challenge negative 'body-talk</li> <li>• I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class</li> <li>• I know how to prepare myself emotionally for the changes next year</li> </ul> |
| <b>SPANISH</b><br><i>CRC Articles</i><br>2, 3, 7, 8, 10, 12, 13, 14,<br>16, 23, 28, 30, 31, 39,<br>42 | <b>Clothes</b><br><br>In this module, the children will be able to describe the clothes they are wearing, they wore and they are going to wear using a great variety of adjectives and connectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|                                                                                              | <ul style="list-style-type: none"> <li>• Learning summer clothes (<i>sandalias, bañador, pantalones cortos, camiseta, falda, gorro, sombrero</i>)</li> <li>• Learning winter clothes and materials (<i>guantes de piel, bufanda de algodón, abrigo, pantalones de pana, vaqueros, jersey</i>)</li> <li>• Opinions and reasons on clothes (<i>Me encanta mi falda porque es cómoda pero odio...</i>)</li> <li>• Conjugating the verb <b>llevar</b> in all persons in present, past and future.</li> <li>• Saying what you and others wore for a special occasion.</li> <li>• Saying what you will wear next weekend.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          |
| <b>Safeguarding</b><br><i>CRC Articles</i><br><i>2, 3, 4, 5, 6, 7, 8, 12, 17, 28, 29, 31</i> | <p>Safeguarding is embedded throughout all learning this term to ensure the children feel safe, supported and confident as they approach their transition to secondary school. In English, through <i>Macbeth</i>, writers' workshops and <i>The Final Year</i>, the children explore emotions, relationships, personal challenges and change. These units provide structured opportunities to discuss feelings, identity and resilience, helping the pupils understand healthy relationships, manage difficult emotions and know how to seek help from trusted adults.</p> <p>In Science, D&amp;T and PE, the pupils learn how to work safely with equipment, follow agreed procedures and support one another through practical tasks. Whether constructing electrical circuits, using CAD tools, carrying out investigations or participating in physical activity, the children are taught responsibility, cooperation and safe risk-taking. Emotional safety is also prioritised in transition-focused work such as creating memory scrapbooks and designing personal photo frames.</p> <p>In Computing, safeguarding is reinforced explicitly as the pupils learn about coding, networks, quizzes and binary. The children revisit key messages about online safety, protecting personal information, evaluating digital content and using technology responsibly. They learn how networks operate and how data is shared, helping them become secure and informed digital citizens. Collaborative work in Maths, History, Geography, Art and Spanish further supports respectful communication, cultural awareness and valuing diverse perspectives.</p> <p>PSHE provides direct teaching on mental health, relationships, online behaviour, managing pressure and preparing for change. The children learn strategies to keep themselves safe, recognise unhealthy behaviours, support others and manage grief, loss and transition worries. Across the curriculum, the pupils are encouraged to speak openly, treat others kindly and understand which trusted adults they can turn to if they ever feel unsure or unsafe. Our aim is for every child to feel secure, valued and ready for the next stage of their education.</p> |          |