

Gordon Primary School Curriculum Map – Year 6, Summer Term 2024-2025

	Summer 1	Summer 2
TOPIC	Leadership	
KEY TEXTS	Overheard in a Tower Block by Joseph Coelho	
ENGLISH <i>Convention on the Rights of the Child (CRC) Articles 8, 12, 13, 14, 17, 28, 29</i>	<u>Writer's workshops</u> During the majority of the first half of the Summer term, 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 copies.	<u>Philosophical thinking:</u> • Is separation always linked to relationships? • What makes an argument? • What is sentimental to you and why? • Are arguments helpful in resolving conflict? • Would you want to fit in or stand out? • How do you value people and objects, how is this different? • Is it healthy to argue? • How can we manage or deal with conflict? • Do we need to be aggressive when we are expressing how we feel? • What creates anger? • What will you miss about being young? What are you looking forward to being an adult? • What makes a family? Initially, we will explore the concept of poetry and the reasons that individuals write it, given that it has been some time since the children engaged with this genre. They will consider the various types of poetry with which they are familiar, as well as how these works are presented to readers and delivered during performances; this latter aspect will be examined in greater depth, later in the topic. Commencing with the poem "<i>Tables, Red, Green and Blue</i>", the children will reflect on its significance to them, drawing connections to their prior experiences in school and any concerns they may have regarding their transition to secondary school. They will recognise that the poem is narrated from the perspective of a single child, which does not encompass the experiences of all children; thus, they will appreciate that external observers may interpret the same events differently. Following their reading of the poem, the children will engage in personal reflection and analysis as a means of expressing their feelings and emotions, while also seeking to make sense of their experiences. Furthermore, the children will strive to identify patterns, literary devices, and language choices within the poem,

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		considering their impact both on the reader and on the overall performance. Additionally, they will compare this poem with another from the same anthology. Subsequently, the children will utilise the discussions from the initial sessions to take notes in preparation for their own writing. They will commence drafting their own poem in the style of "<i>Tables, Red, Blue and Green</i>". Throughout the editing process, they will reflect on their word choices in order to enhance and intensify meaning, particularly in the context of performance. After reviewing examples of performance poetry, the children will deliberate on various methods of presenting their work, identifying where pauses are necessary for reflection. Following further exploration of poetry and additional performance examples, the children will contemplate their vocal delivery, including the use of pauses, tone, and variations in expression. Upon completing their performances in class, the children will participate in a discussion regarding the aspects that stood out to them and how each poem resonated with their emotions, considering the images and feelings evoked. They will also reflect on potential changes they might incorporate into their own poems and what elements they may wish to borrow from their peers to enhance their writing.
MATHS <i>CRC Articles</i> 12, 13, 14, 17, 28, 29	<u>Coordinates</u> 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. <u>Properties of Shapes</u> 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	<u>Investigations</u> Throughout the second half of 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.

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	classify and compare 2D shapes according to their properties and sizes. 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. <u>Position and Direction</u> 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. <u>Revision of All Topics</u> 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.	
SCIENCE <i>CRC Articles</i> 12, 13, 14, 17, 28, 29	<u>Light</u> 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.	<u>Living Things and Their Habitats</u> 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.
COMPUTING <i>CRC Articles</i>		

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12, 13, 14, 16, 17, 28, 29, 31	<u>Computers and Networks</u> The children will gain an understanding of how computer networks facilitate communication and collaboration among computers. Throughout this topic, they will develop their knowledge of the various components of a computer and their respective functions within an operational system. Additionally, they will explore the concepts of input and output as they pertain to computing.	<u>Computer Science</u> The children will learn how to create their own blogs, acquiring essential skills in content creation, digital communication, and platform management. They will also have the opportunity to contribute to existing blogs, thereby enhancing their understanding of online communities and collaborative writing. <u>Online Safety</u> The children will consolidate their understanding of online safety along with the PowerPoint skills they developed during the spring term, to create a multiple-choice quiz. Once completed, they will nominate a quiz to be shared with another Year 6 class, fostering friendly competition and assessing which class possesses superior knowledge of e-safety principles.
HISTORY CRC Articles 8, 12, 13, 14, 17, 28, 29	<u>Islamic Civilisation</u> 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.	
GEOGRAPHY CRC Articles 12, 13, 14, 17, 28, 29	<u>Sustainability</u> 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 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	
ART CRC Articles	<u>Islamic Arabesque with Batik</u>	

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8, 12,13, 14, 17, 28, 29, 31	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.	
DT CRC Articles 12, 13, 14, 28, 29, 31		<u>Fairgrounds – Pulleys and Gears</u> The children will enjoy practising and extending their understanding of electrical circuitry and switches by constructing a circus-themed carousel. They will follow the design and technology process, which includes engaging with stakeholders, creating models, and experimenting with various materials.
MUSIC CRC Articles 12, 13, 14, 1, 28, 29, 31	<u>Using Chords and Structure</u> How Does Music Shape Our Way of Life? <u>Class Song</u> As well as practising singing with the use of Charanga, we will also be continuing our work on our class song. Following on from this, the children will start to prepare for their performance of the Year 6 production.	
PE CRC Articles 12, 13, 14, 28, 29, 31	<u>Outdoor P.E. – Outdoor Adventurous Activity</u> 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. <u>Badminton</u> The children will enhance their coordination and control when striking a shuttlecock. In addition, they will identify and refine their forehand and	<u>Outdoor P.E. – Sports Day Activities</u> 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. <u>Gymnastics</u>

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	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.	The children will focus on developing 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.
RE <i>CRC Articles</i> 2, 8, 12, 13, 14, 15, 30,	<u>What Do Different People Believe About God?</u> 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 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.	<u>What Will Make Our Town/Borough a More Respectful Place?</u> 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 are practised 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.
PSHE <i>CRC Articles</i> 2,3,4,5, 6, 7, 8, 12, 13, 14, 15, 16, 17, 28, 29, 31	<u>Relationships</u> • I know that it is important to take care of my mental health • I understand that people can get problems with their mental health and that it is nothing to be ashamed of • I know how to take care of my mental health • I can help myself and others when worried about a mental health problem • I understand that there are different stages of grief and that there are different types of loss that cause people to grieve • I can recognise when I am feeling those emotions and have strategies to manage them • I can recognise when people are trying to gain power or control • I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control	<u>Financial Management</u> • I can identify different ways that I can pay for things and keep track of money • I can recognise how and why people decide to spend their money • I understand different ways that people's spending decisions can affect others and the environment, and that things have different values • I recognise that people have different attitudes towards saving and spending money, and towards risk <u>Changing Me</u> • I am aware of my own self-image and how my body image fits into that • I know how to develop my own self esteem • I am aware of the importance of a positive self-esteem and what I can do to develop it

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	• I can judge whether something online is safe and helpful for me • I can resist pressure to do something online that might hurt myself or others • I can use technology positively and safely to communicate with my friends and family • I can take responsibility for my own safety and well-being	• I can express how I feel about my self-image and know how to challenge negative 'body-talk • 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 • I know how to prepare myself emotionally for the changes next year
SPANISH <i>CRC Articles</i> 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42	<u>Clothes</u> 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 conjunction. They will cover the following topics: • Learning summer clothes (<i>sandalias, bañador, pantalones cortos, camiseta, falda, gorro, sombrero</i>) • Learning winter clothes and materials (<i>guantes de piel, bufanda de algodón, abrigo, pantalones de pana, vaqueros, jersey</i>) • Opinions and reasons on clothes (<i>Me encanta mi falda porque es cómoda pero odio...</i>) • Conjugating the verb llevar in all persons in present, past and future. • Saying what you and others wore for a special occasion. • Saying what you will wear next weekend.	
Safeguarding <i>CRC Articles</i> 2, 3, 4, 5, 6, 7, 8, 12, 17, 28, 29, 31	Using the book <i>Over heard in a Tower Block</i>, the children will develop their understanding of identity and how you build up your own personal, unique identity throughout your life. As the book is based upon the life of Joseph Coelho, it links to various difficult themes that will be discussed as they arise, which include: loss, grief, harassment and bullying. The children will develop their understanding further of what it is to have a different perspective outlook on something: the way that one person perceives something may not actually be how another sees the same event. The children will explore bullying through the poem <i>Tables, Red, Green and Blue</i>. They will develop their understanding of what constitutes bullying – they will consider the way in which they articulate themselves and interact with others to ensure that they are conveying themselves to be the best possible version of themselves. They will consider what they need to do if they see someone being bullied. This will link very well to transition topics that the children will be engaging with, which, coupled with their High School's transition days will support them in their move to Year 7. The children will explore more about high school and what they expect to be the same or different, considering their rights within this and any concerns that they have. Hopefully, using some class discussion and talking about strategies, they will feel more confident about the move and any concerns will be put at ease.	

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	The children will also look at differences in families – what does a family look like? The children will appreciate the absence of dad throughout these poems, whilst being sensitive to the fact that some children may be without certain family members for whatever reason. As well as this, the children will continue to develop their understanding and awareness of internet and online safety, ensuring that they know what behaviour is acceptable and who and when to report behaviour when they deem it to be unacceptable.	