






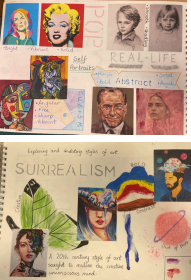






# Summer 2025: Year 6 Sequential Learning Grid

Text: Immersive reading text - The Final Year/ Wonder

Big Question: What Makes Me Me?

	13.04.26 (5 Days)	20.04.26 (5 Days)	27.04.26 (4 Days/Inset)	05.05.26 (4 Days/bank hol)	11.05.26 SATS WEEK	18.05.26 (4 Days/Inset)		01.06.26	08.06.26	15.06.26	22.06.26	29.06.26	06.07.26	13.07.26 Transition TBC
<b>Literacy</b>	Explanation text- <b>How does the heart work?</b>  Link to science	Explanation text- <b>How does the heart work?</b>  Link to science	Explanation text- <b>How does the heart work?</b>  Link to science <b>Suggested outcome:</b> published explanation text  GDS: From the POV of a blood cell or the heart	Persuasion linked to healthy lifestyle/ topical/ Vaping		Persuasion linked to healthy lifestyle/ topical/ Vaping  <b>Suggested outcome</b> - published piece (letter to the government to ban vape shops/vaping etc.)		Narrative - linked to IRE	Narrative - linked to IRE	Narrative - linked to IRE  <b>Outcome - published piece</b>	Autobiography	Autobiography	Autobiography  <b>Outcome - published piece</b>	
<b>Maths</b>	Consolidation of units							Themed projects	Themed projects	Themed projects	Themed projects	Themed projects		
<b>Science</b>	<b>LO: To identify and name the main parts of the human circulatory System</b>  <b>SUGGESTED OUTCOME</b> - Labelled diagram	LO: To describe the functions of blood vessels and blood  <b>SUGGESTED OUTCOME</b> - Investigation of what components of blood are  	LO: To describe the functions of the heart  <b>Expert visit:</b> Heart dissection  <b>SUGGESTED OUTCOME</b> - photographs  		LO: To describe the ways in which nutrients and water are transported within animals, including humans.  <b>SUGGESTED OUTCOME</b> - Diagram of process	LO: To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function  <b>SUGGESTED OUTCOME</b> - Investigation e.g. How does the length of time we exercise for affect our heart rate?  		L.O. To recognise that living things have changed over time and fossils provide information about living things that inhabited the Earth millions of years ago  <b>SUGGESTED OUTCOME</b> - Darwin Finch beaks/moth story		LO: recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents  <b>SUGGESTED OUTCOME</b> - Mr Men Offspring flowchart	LO: To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.  LO: To identify that variation exists within a population (and between offspring of some plants)  <b>SUGGESTED OUTCOME</b> - Investigation e.g. dominant and recessive alleles enquiry across family   		LO: research about scientists linked to evolution and inheritance  Charles Darwin Mary Anning Alfred Wallace  <b>SUGGESTED OUTCOME</b> Chd produce a piece of published learning about him using key facts such as: -age -location -findings -investigations etc	
<b>ICT</b>	<b>E-Safety</b>  LO: I can explain my digital footprint, keep my passwords safe, have a positive online reputation and know how to spot and report online bullying or scams.	<b>Data Handling Big data</b>  LO: To explain how data can be safely transferred.	<b>Data Handling Big data</b>  LO: To investigate the data usage of different online activities.	<b>Data Handling Big data</b>  LO: To identify how data collection can improve city life.	<b>Data Handling Big data</b>  LO: To design a system for turning a school into a smart school.	<b>Data Handling Big data</b>  LO: To present ideas for turning a school into a smart school		<b>Skills showcase</b> Inventing a product  LO: To design an electronic product.	<b>Skills showcase</b> Inventing a product  LO; To code and debug a program.	<b>Skills showcase</b> Inventing a product  LO: To use CAD software to design a product.	<b>Skills showcase</b> Inventing a product  LO: To create a website.	<b>Skills showcase</b> Inventing a product  LO: To create a video advert.		
<b>History</b>	<b>Strand 1: Chronological understanding</b>  LO: To order significant events, movements	<b>Strand 3 Range and depth of historical knowledge</b>  LO: To make links and comparisons		<b>Strand 2 Interpretations of History</b>  LO: To confidently use different sources. (library,	<b>Strand 4 Historical enquiry</b>  LO: To make confident use of a variety of sources for independent			<b>Strand 3 Range and depth of historical knowledge</b>  LO: To describe how some of the things studied from the past	<b>Strand 4 Historical enquiry</b>  LO: To construct informed responses that involve thoughtful selection and		<b>Strand 4 Historical enquiry</b>  L.O. - To address and sometimes devise historically valid questions			

<p><b>changed since 1948?</b></p>	<p>and dates on a timeline.</p> <p>LO: To use dates and terms accurately when describing events, including the use of the language 'Concurrence' and 'meanwhile.'</p> <p><b>SUGGESTED OUTCOME</b> - Timeline outlining key events of a significant change in British History - The end of the war and the introduction of the NHS</p>	<p>between some of the features of past societies. (E.g. society, healthcare.)</p> <p><b>SUGGESTED OUTCOME</b> - Factfile explaining and evaluating causes and consequences of a significant change in British History - The end of the war and the introduction of the NHS</p>		<p>textbooks, internet)</p> <p>LO: To critically analyse historical sources by evaluating their reliability, credibility and bias.</p> <p>History Booklet - Individual project</p> <p>How has Britain changed since 1948?</p> <p><b>SUGGESTED OUTCOME</b> - How has an area of life in Britain changed in the 1960s? (technology, fashion, music, entertainment)</p>	<p>research.</p> <p>LO: To understand how our knowledge of the past is constructed from a range of sources.</p> <p>History Booklet - Individual project</p> <p>How has Britain changed since 1948?</p> <p><b>SUGGESTED OUTCOME</b> - How has an area of life in Britain changed in the 1970s? (technology, fashion, music, entertainment)</p>		<p>affect/influence life today.</p> <p>History Booklet - Individual project</p> <p>How has Britain changed since 1948?</p> <p><b>SUGGESTED OUTCOME</b> - How has an area of life in Britain changed in the 1980s? (technology, fashion, music, entertainment)</p>	<p>organisation of relevant historical information.</p> <p>History Booklet - Individual project</p> <p>How has Britain changed since 1948?</p> <p><b>SUGGESTED OUTCOME</b> - How has an area of life in Britain changed in the 1990's to Present Day? (technology, fashion, music, entertainment)</p>			<p>about change, cause, similarity and difference, and significance.</p> <p>History Booklet - Individual project</p> <p>How has Britain changed since 1948?</p> <p><b>SUGGESTED OUTCOME</b> - How has an area of life in Britain changed in the 1990's to Present Day? (technology, fashion, music, entertainment)</p>			
<p><b>Geog</b></p>														
<p><b>DT</b></p>	<p><b>Mechanisms/Control</b> Transition worry monster</p> <p><b>Mechanisms: Research</b> Research</p> <ul style="list-style-type: none"> <li>Existing products</li> <li>Famous people (historical interpretation)</li> <li>Why is it needed?</li> </ul> <p>LO: To understand that pneumatic systems force air over a distance to create movement</p> <p><b>SUGGESTED OUTCOME</b> -: Reflection of researched pneumatic products.</p>		<p><b>Mechanisms/Control</b> Transition worry monster</p> <p><b>Mechanisms: Skills lesson</b> What is the particular skill/skills you are focusing on? Focus on skills progression.</p> <p>LO: To understand how linkages change the direction of a force</p> <p><b>SUGGESTED OUTCOME</b> -: Pic collage of the skills sessions</p> <p><b>Focussed practical session: Use syringes and balloons to create different types of pneumatic systems to achieve given purposes, e.g. move a soft toy. Understand how levers, linkages and pivots change the direction of motion. Make things move at the same time.</b></p>				<p><b>Mechanisms/Control</b> Transition worry monster</p> <p><b>Mechanisms: Rubric and Design</b> RUBRIC: What is your design criteria? How does it link to the research? Design: What do you need to make it? Will it be differentiated?</p> <p>LO: To design a worry monster which uses a pneumatic system, selecting appropriate materials and purpose</p> <p><b>Mechanisms (pneumatics)</b> Start with existing designs and invent improved ones - innovate how they will create movement and the finish they will use.</p> <p><b>SUGGESTED OUTCOME</b> -: Picture and reflection for techniques explored and which they think best to complete task</p> <p><b>Design a product which uses a mechanical system with more than 1 moving part that can move at the same time.</b></p>		<p><b>Mechanisms/Control</b> Transition worry monster</p> <p><b>Mechanisms: Make</b></p> <p>LO: To produce a product with a quality finish, choosing materials and techniques to meet a specification</p> <p><b>Mechanisms (pneumatics)</b> Understand and use mechanical systems in their products [for example, pivots, levers and linkages]</p> <p>Produce a good quality finish to products using art techniques.</p> <p><b>SUGGESTED OUTCOME</b> -: Worry monster with moving parts</p> <p><b>Measure, mark and check the accuracy of materials required, using a ruler and scissors</b></p>		<p><b>Mechanisms/Control</b> Transition worry monster</p> <p><b>Mechanisms: Evaluate</b> Does your product fit its purpose? How can it be changed? Which were the best if differentiated?</p> <p>LO: To evaluate the design and identify further performance-related improvements</p> <p><b>Mechanisms (pneumatics)</b> Evaluate the design of products and identify possible further changes to improve it performance</p> <p><b>SUGGESTED OUTCOME</b> -: reflection</p> <p><b>Apply points of improvement highlighted, describe changes they would make if they were to do the project again</b></p>			
<p><b>Art</b></p> <p><b>Picture This</b></p>	<p>LO: To explore a range of great artists, architects and designers in history.</p> <p>Compare the different styles (abstract, surrealism, cubism, popart) and approaches.</p> <p><b>SUGGESTED OUTCOME</b> - art appreciation from a range of images - ch comment on different pictures. Can ch group them? Similarities/differences etc.</p> 	<p>LO: To use different techniques and mediums for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p><b>SUGGESTED OUTCOME</b> - skills lesson in sketchbook</p> 	<p>LO: To develop an awareness of composition, scale and proportion in their drawings.</p> <p>LO: To develop their own style using tonal contrast and mixed media.</p> <p><b>SUGGESTED OUTCOME</b> - begin work on inspired self portrait</p> 	<p>LO: To work in a sustained and independent way to develop own style of drawing.</p> <p>LO: To draw for a sustained period of time over a number of sessions working on one piece.</p> <p><b>SUGGESTED OUTCOME</b> - complete inspired self portrait</p> 	<p>LO: To evaluate and reflect upon the final outcome.</p> <p><b>SUGGESTED OUTCOME</b> - reflection/evaluation</p>	<p>LO: Demonstrate experience in a range of printmaking techniques. (monoprinting, relief printing, stencil print)</p> <p>LO: To describe techniques and processes and have a go at each. (carousel style)</p> <p><b>SUGGESTED OUTCOME</b> - Sketchbook skills work</p>		<p>LO: To develop their own style using tonal contrast and mixed media.</p> <p>e.g. charcoal tree rubbing with printed moths overlaying it.</p> <p><b>SUGGESTED OUTCOME</b> - final piece (consider 3D moth/printed moth/pen and ink moth to demonstrate camouflage)</p> 		<p>LO: Evaluate and reflect upon the final outcome.</p> <p><b>SUGGESTED OUTCOME</b> - reflection/evaluation</p>				
<p><b>PE</b></p>	<p>Cricket - <a href="https://www.getset4pe.co.uk/lesson/ks2/cricket?years=1004.1005">https://www.getset4pe.co.uk/lesson/ks2/cricket?years=1004.1005</a></p>						<p>Rounders - <a href="https://www.getset4pe.co.uk/lesson/ks2/rounders?years=1004.1005">https://www.getset4pe.co.uk/lesson/ks2/rounders?years=1004.1005</a></p>							
<p><b>Music</b></p>	<p>LO: To identify and mark metre in 3s</p>	<p>LO: To identify and mark metre in 3s</p>	<p>LO: To identify and mark metre in 3s</p>	<p>LO: To identify and mark metre in 3s</p>	<p>LO: To identify and mark metre in 3s</p>		<p>LO: To identify the "tam-ti" rhythm</p>	<p>LO: To identify the "tam-ti" rhythm</p>	<p>LO: To identify the "tikatika" rhythm</p>	<p>LO: To identify the "tikatika" rhythm</p>	<p>LO: To identify the "tikatika" rhythm</p>	<p>LO: To identify the "tikatika" rhythm</p>	<p>LO: To identify the "tikatika" rhythm</p>	

<p><b>Charanga scheme</b></p>	<p>L.O. To perform the "syncopa" rhythm</p> <p>L.O. To sing do, re, mi songs</p> <p><b>Suggested outcome -</b> Learn Bravo Bravissimo game</p> <p>Sing and play Alabama girl</p> <p>Sing Suogan and show shape of melody with people sitting/kneeling/standing</p>	<p>L.O. To perform the "syncopa" rhythm</p> <p>L.O. To sing do, re, mi songs</p> <p><b>Suggested outcome -</b> Play Bravo bravissimo</p> <p>Sing and play Alabama girl. Accompany with a "ti-ti, ti-ti, ta, ta" ostinato. Compare to the rhythm of "ain't I rock candy". Find the word that doesn't match and use a tie to make it longer.</p> <p>Sing Hot cross buns and rain is falling down with parachute/stretchy band. Then try Suogan</p>	<p>L.O. To perform the "syncopa" rhythm</p> <p>L.O. To sing do, re, mi songs</p> <p><b>Suggested outcome -</b> Learn Lavender's blue game with stretchy band</p> <p>Sing and play Alabama Girl. Recap the tied rhythm and replace with syncopa. Find the new rhythm in other songs sung this term.</p> <p>Sing the three do re mi songs from last week, showing handsigns and humming the "middle" sound. Introduce this sound as re</p>	<p>L.O. To identify the "tam-ti" rhythm</p> <p>L.O. To sing do, re, mi songs</p> <p><b>Suggested outcome -</b> Play Lavender's blue game</p> <p>Learn Oi Dana as another song in ¾</p> <p>Learn Stoopin' on a window game (Y5 Spring)</p> <p>Learn Chairs to mend</p> <p>Recap known do re mi songs and sing with handsigns</p>	<p>L.O. To identify the "tam-ti" rhythm</p> <p>L.O. To sing do, re, mi songs</p> <p><b>Suggested outcome -</b> Improve 3 beat rhythms to play while singing Oi Dana</p> <p>Play Stoopin' on a window</p> <p>Sing Chairs to mend in three parts</p> <p>Re-order jumbled up pitches for do re mi songs</p>			<p>L.O. To place so, mi, la, do and re on the stave</p> <p><b>Suggested outcome -</b> Sing chairs to mend with "ta ta ti-ti ta" ostinato</p> <p>Learn the Naka naka hoi game.</p>	<p>L.O. To place so, mi, la, do and re on the stave</p> <p><b>Suggested outcome -</b> Analyse the rhythm of Chairs to mend ostinato, adding a tie to show the longer sound. Present the "tam-ti" rhythm. Find the rhythm in Stoopin' on a window and London Bridge</p> <p>Sing Naka naka hoi. Fill in the missing pitches (Y5 pitch slides 4)</p>	<p>L.O. To place so, mi, la, do and re on the stave</p> <p><b>Suggested outcome -</b> Learn Yolica clapping game</p> <p>Fill in the missing pitches on the stave for Naka naka hoi</p>	<p>L.O. To place so, mi, la, do and re on the stave</p> <p><b>Suggested outcome -</b> Sing Yolica, using different dynamics markings for each repeat</p> <p>Learn No one's in the house bu Dinah claves game</p> <p>Recap and play the Swing a lady uptom game</p>	<p>L.O. To place so, mi, la, do and re on the stave</p> <p><b>Suggested outcome -</b> Play Yolica and No one's in the house but Dinah games again. Isolate where the fastest movements are</p> <p>Fill in the missing pitches for Swing a lady uptom</p>	<p>L.O. To place so, mi, la, do and re on the stave</p> <p><b>Suggested outcome -</b> Learn Tideo clapping game. Identify the faster movement in this song too, comparing to Yolica and Dinah. Present the ti-ka-ti-ka rhythm.</p> <p>Play rhythm card games including ti-ka-ti-ka rhythm</p> <p>Fill in the missing pitches for an unknown melody and sing it once complete</p>	
<p><b>MFL</b></p>	<p>L.O. To develop appropriate pronunciation.</p> <p>LO: To use appropriate pronunciation to recall the names of pets</p> <p>I can recall the names of domestic pets.</p> <p><b>SUGGESTED OUTCOME -</b> Bingo</p>	<p>L.O. To develop appropriate pronunciation.</p> <p>LO: To use appropriate pronunciation and matched written vocabulary to describe occupations</p> <p>I can describe people places and things orally and in writing</p> <p>I can describe jobs and careers.</p> <p><b>SUGGESTED OUTCOME -</b> Labeled picture.</p>	<p>L.O. To speak in full sentences using familiar vocabulary, phrases and basic language structures.</p> <p>LO To speak in full sentences during a conversation</p> <p>I can hold a basic conversation introducing myself and describing what I'd like to do for a job.</p> <p><b>SUGGESTED OUTCOME -</b> QR code of interview by partner.</p>		<p>L.O. To broaden vocabulary and build understanding including using a dictionary</p> <p>LO: To write phrases from memory and adapt these to create new sentences</p> <p>L.O. I can write phrases from memory and adapt these to create new sentences.</p> <p><b>SUGGESTED OUTCOME -</b> research jobs in French. Add to paragraph about self - 'quand je serai grand j'aimerais être ...' Handwritten short paragraph about career choices.</p>		<p>French Culture Maps and Flags</p> <p>L.O. To describe people, places and things orally and in writing</p> <p>LO: To use appropriate pronunciation and matched written vocabulary to describe occupations</p> <p>I can locate key cultural places in Paris/France.</p> <p><b>SUGGESTED OUTCOME -</b> Labeled map.</p>		<p>L.O. To write phrases from memory and adapt these to create new sentences</p> <p>.LO: To write phrases and sentences linked to opinions about a film</p> <p>I have a broadening vocabulary and am building understanding including using a dictionary</p> <p><b>SUGGESTED OUTCOME -</b> Short conversation and then short written paragraph about favourite film.</p>			<p>L.O: To read a short extract of text and show understanding of what has been read.</p> <p><b>SUGGESTED OUTCOME -</b> Children translate each others' paragraphs from last week.</p> <p>Link to Cannes Film Festival Le festival de Cannes (June) E.g. Film genres, opinions, watch a French animation.</p>		
<p><b>RE</b></p>	<p><b>Unit 6.3: Religions in the local community</b> What will make our town a more respectful place?</p>													
<p>LO: To identify the plural religious communities found in the locality and region, the nation and world.</p> <p><b>What are the religions of our region, villages, towns and country?</b></p> <p>Learn that there are four religions in the world numbered in hundreds of millions.</p> <p><b>SUGGESTED OUTCOME -</b> Map religions within local area <a href="http://www.statistics.gov.uk">www.statistics.gov.uk</a></p>	<p>LO: To identify which religions are represented in the local area or community.</p> <p><b>Which religions are found in our local area, town, town and region?</b></p> <p>To think carefully and in an informed way about worship and religion</p> <p><b>SUGGESTED OUTCOME -</b> Mindmap - what do you know about the religions represented within</p>	<p>LO: To express the Golden Rule through personal interpretation and representation</p> <p><b>Golden Rule and Silver Rule: what are they, and why are these rules found in so many religions?</b></p> <p><b>SUGGESTED OUTCOME -</b> Representation of The Golden Rule through Art</p>			<p>Visit: Local church/audience with local vicar</p> <p>LO: To explore a Christian church in preparation for a visitor.</p> <p>LO: To generate questions about religion</p> <p><b>Is our town typical of the ways in which religious communities are spread out around the UK?</b></p> <p>Develop the Children's understanding</p>			<p>LO: To reflect on the similarities and differences between the places of worship for the two religions.</p> <p><b>What difference does believing makes to worshippers everyday lives?</b></p> <p>Use deep thinking skills to reflect.</p> <p>LO: To describe, understand and begin to explain similarities and differences in worship.</p> <p><b>SUGGESTED OUTCOME -</b> Venn Diagram</p>	<p>LO: To make links between own behaviour and religious behaviours.</p> <p><b>How are two religions so different but still have some important similarities?</b></p> <p>Deepen their understanding of respect through thinking about their own behaviour and linking it to religious difference</p> <p><b>SUGGESTED OUTCOME -</b> A charter for peace between religions.</p>		<p>LO: To explain the idea of community harmony through examples of how people work together within a community</p> <p><b>What makes people more respectful? How can we live in harmony?</b></p> <p><b>SUGGESTED OUTCOME -</b> If I were elected Mayor... Write speech</p>			

		our area?				of the difference that believing and worshipping makes to the lives of religious people. <b>SUGGESTED OUTCOME</b> - The impossible village response							
<b>PSHE RHE</b>	Kapow - Identity L1 LO: To explain what factors contribute to identity  <b>SUGGESTED OUTCOME</b> - Responses to scenarios on Passive, Assertive, Aggressive	Kapow - Identity L2 LO: To discuss how the media can manipulate images  <b>SUGGESTED OUTCOME</b> - Labelled image of different changes which have been made.	Kapow - Families and relationships L5 LO: To resolve disputes and conflicts through compromise  <b>SUGGESTED OUTCOME</b> - Freeze frames of conflict and resolutions		Kapow - Families and relationships L6 LO: To understand the emotions and process relating to grief  <b>SUGGESTED OUTCOME</b> - Loss scenarios and how to respond		Kapow - Safety and Changing Body L4 LO: To understand the changes which occur in puberty  <b>SUGGESTED OUTCOME</b> - Pic collage of discussions and question opportunities		Kapow - Safety and Changing Body L5 <b>Parents can withdraw</b>  LO: To understand the biology of conception  <b>SUGGESTED OUTCOME</b> - Discussion and question opportunities		Kapow - Safety and Changing Body L6 <b>Parents can withdraw</b> LO: To understand the development of a baby during pregnancy.  <b>SUGGESTED OUTCOME</b> - Discussion and question opportunities		
<b>Mission Possible Project P4C links</b>							Mission 1: Self-discovery and vision	Mission 2: Making connections	Mission 3: Community Collaboration	Mission 4: The Changemaker Within (Growth Mindset)	Mission 5: Future gazing		