

Eastry C of E Primary School Lo Term Plan 2025/2026

CLASS:	Year 6 Owl Class	TEACHER:	Miss Leishman
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	TERM ONE	TERM TWO	TERM THREE	TERM FOUR	TERM FIVE	TERM SIX
TOPIC QUESTION	How would YOU survive in the rainforest?	Why do I look like me?	Will the 'fittest' survive?	How did the Mayans live?	What if Gods and planets ruled our lives?	Who is Walt Disney?
HOOK/WOW	Brazil Day	Down House visit?	Survival day	Mayan day		Production Theatre trip Residential
TEXTS	The Explorer – Katherine Rundell, Inspire Curriculum information texts, poetry	'What Mr Darwin Saw', Excerpts from 'Voyage of the Beagle'	Floodland' Marcus Sedgwick (story)	Information texts, The Rain Player (story), Mayan folklore	Myths and legends, graphic novel 'The Hero Twins against the Lords of Death' David Witt and Dan Jolley	Theatre Production Scripts Coraline
ENGLISH	adventure story writing, letter home, information writing/non-chronological report,	Biography, Charles Darwin's diary	letter writing, poetry, and persuasive speech writing,	retell folklore/myth; job advertisement, instructions for playing a game/explanation text	balanced arguments, myth writing,	Biography Diary Entry Playscripts
MATHS	WRM	WRM	WRM	WRM	WRM	WRM
SCIENCE	Living things and their habitats: classification- Big and Small	Living Things and their habitats: Evolution and Inheritance	Energy: Circuits, batteries and Switches	Energy: Light and reflection	Animals including Humans Circulation and health	Making connections – are some sunglasses better than others?
HISTORY	N/A	Charles Darwin	N/A	Ancient Mayan civilisation, architecture, social customs, structure of society.	Gods, religion planets and sacrifice!	
GEOGRAPHY	Brazilian cities, exports and the rainforest, the tropics of Cancer, Capricorn and the Equator	Galapagos islands	Use field work to observe, measure and record the human and physical features in the local area as well as using compasses and grid references for orienteering skills.	N/A	N/A	N/A
ART/DT	Design and build a bridge to cross the Amazon	Self-portraits/ adapted portraits	Design a nutritious survival meal	Study, design and create Mayan masks	Study, design and create Maya ceramics	set design

						cartoon illustration
COMPUTING	Programming: Variables in Games Programming: Sensing Movement	Spreadsheets	Creating Media: 3d Models	Website creation	Computing Systems and Networks: Communication and Collaboration	Using the Microbit
PROJECT EVOLVE	Self image and identity	Online relationships	Online reputation	Online Bullying Privacy and Security	Managing online information Copyright and ownership	Managing online information (cont'd) Health, well being and lifestyle
PE	Football	Basketball	Gymnastics	Dance	Athletics	Rounders
RE	Creation and Science; conflicting or complimentary?	Gospel: What would Jesus do?	HUMANISM What is Humanism?	JUDAISM What does it mean to be Jewish in Britain today?	UNIVERSAL What can be done to reduce racism? Can religion help?	Kingdom of God: What kind of king is Jesus?
PSHE	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing me
MUSIC	<p>OAQ: Can a different rhythm change the style of a piece of music?</p> <p>EUP: I know what articulation is and I can tap along to the pulse when it changes.</p>	<p>OAQ: How do you organise rhythmic ideas in to performance pieces?</p> <p>EUP: I know how to use rhythm grids and counting in 8 and 16 to organise my rhythmic ideas in to performance pieces.</p>	<p>OAQ: How does music on stage and screen use the inter-related dimensions of music for dramatic effect?</p> <p>EUP: I know what mickey mousing is and how to change pitch and instruments to make my music dramatic.</p>	<p>OAQ: What are the different musical jobs in theatre and film?</p> <p>EUP: I know the musicians play in a pit at the theatre. They have to follow the music carefully.</p>	<p>OAQ: How can the style of a piece of music played affect the overall feeling on screen?</p> <p>EUP: I know that tempo, dynamics and style can totally change the mood of something you see on screen. You have to select sounds appropriately.</p>	<p>OAQ: How can we use expression to give a convincing musical performance?</p> <p>EUP: I have performed to an audience using articulation, dynamics and timbre to make my performance stronger.</p>
MFL French	Starter – Salutations recap					
	Unit of work					
	Presenting myself	The family	Clothes	Clothes	My home	My home
	Location of work					
	Language Angels KS2 intermediate language teaching	Language Angels KS2 intermediate language teaching	Language Angels KS2 intermediate language teaching	Language Angels KS2 intermediate language teaching	Language Angels KS2 intermediate language teaching	Language Angels KS2 intermediate language teaching
	Rationale / progression					
	Suggested French progression and learning. Suggested progression of skills.					