

History and Geography: Titanic

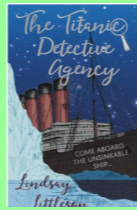
What was the Titanic and why was it famous?
 What was the role of Liverpool in the construction and departure of the Titanic?
 When and where did the Titanic sink?
 What was the impact of the Titanic disaster on Liverpool's maritime industry?
 Who were some of the passengers on the Titanic and what was their reason for traveling?
 What were the conditions like on the Titanic during its voyage?
 What lessons were learned from the sinking of the Titanic and how did it impact future sea travel?
 What was the route of the Titanic's maiden voyage?
 What is an iceberg, how are icebergs formed and where are they typically found?
 Where did the Titanic sink?
 How do climate change and global warming impact iceberg formation and movement?



Summer Term 2026

(Weeks)

Core Texts:



Reading

Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
Consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).
Discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
Retrieve, record and present information from non-fiction texts.
Use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets)

VIPERS

Core texts: Freedom Harriet Tubman **Spellings:** Year 5/6 words and spelling patterns **Handwriting:** Curly c, a, d, e, s, g, f, q and o



PSHE: Health and Well Being Growing Up

All children should be able to... • understand that they can choose what happens to their own bodies; • know where and how to get help if they are worried; • understand the importance of sleep, exercise and healthy eating; • identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies; • identify positive aspects about themselves; • discuss the choices related to health that they make each day; • identify choices that will benefit their health and provide a 'balanced lifestyle'; •

Computing:

3D Modelling (yr 6)
 To recognise that you can work in three dimensions on a computer
 To identify that digital 3D objects can be modified
 To recognise that objects can be combined in a 3D model
 To create a 3D model for a given purpose
 To plan my own 3D model

ART : Titanic Ceramics

Slab build and mould clay to desired shapes with increased control to achieve even thicknesses.



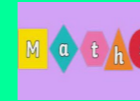
Make stamps for embossing and debossing into clay. Score and slip to join two pieces of clay together securely. Decorate using applique, stencilling, graffito and printing.

3D
 Create free-standing 3D models using different materials. Mix and combine a range of different materials and tools to create surface texture and impressions. Create effective relief and radiating patterns

Year 6 Clay
 Make conscious decisions about whether to pinch, coil, slab or mould clay. Control the thickness of areas to avoid weaknesses and cracks. Combine decorative techniques confidently to achieve

Maths

Shape, Angles, Nets, Graphs, Mean



Living in wider world

Money Matters

Writing

Plan: Plan, edit and present a range of independent piece of writing, plan for audience, plan writing by discussing the structure, vocab and grammar of similar writing, discuss, plan and record ideas and panning key vocabulary and punctuation.



Draft and write: Compose and rehearse formal sentences orally, build a varied and rich vocabulary, build an increasing range of sentence structures (short sentence and descriptions, and in non-narrative use simple organisational devices such as script.

Evaluate and edit: Assess the effectiveness of own and others' writing, propose changes to grammar and vocabulary to improve writing.

Writing Genre's to cover: science—explanation, Geography—leaflet, English - persuasive writing, letter writing, diary writing.

Science:

Materials: Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
 know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
 use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
 Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
 Demonstrate that dissolving, mixing and changes of state are reversible changes
 Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

R.E: Christianity

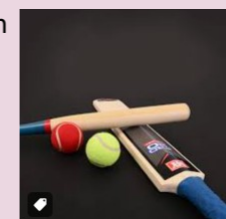
Gospel 2b.5 What would Jesus do?

Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.

- Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.
- Christians believe that Jesus' good news transforms lives now, but also points towards a restored, transformed life in the future (see Salvation and Kingdom of God).

PE:

- Tactics in games
- Athletics: running, jumping and throwing. How to use equipment safely and with good control. How to model using equipment with different techniques to other children- peer modelling. How to describe good athletic performance using correct vocabulary.
- Team building and Tactics: OAA (problem solving)
- Striking and Fielding (rounders and cricket) Work effectively with peers. Having patience with self and others. Showing resilience and the will to keep trying. Look after equipment and be responsible for it. To be gracious in success and defeat. Able to demonstrate correct grip.



Music:

Composing digitally using programmable instruments & loops

- **Listen to loops** – Understand that loops are short sounds that repeat.
- **Pick some sounds** – Choose different instrument loops (e.g., drums, bass).
- **Arrange the loops** – Put the loops in an order to make a pattern.
- **Change the music** – Adjust speed, volume, or add/remove sounds.
- **Share your piece** – Play your short digital composition to others.

D.T: Pulleys and Gears (History of travel)

Using a construction kit, explore combinations of two different size gears meshed together. Investigate the direction and speed of rotation focusing on how the size of **the** driver gear affects the speed of the follower gear. Ask the children to use the number of teeth on each gear to decide upon the gear ratios e.g. 10 tooth driver gear meshed with a 20 tooth follower gear

Enrichment/Fieldwork:

Crucial Crew, End of year assembly, Transition days, Sports Day and fair, parent rounders