

# Chase Lane

## Primary School and Nursery



### Half Termly Curriculum Plan Summer 1 2025

Year 6									
	Prior Knowledge	Key Vocabulary	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment
Science		Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood	Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood	Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood	Describe the ways in which nutrients and water are transported within animals, including humans	Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	
Computing	Programming with Crumble – Yr 5	Command Coordinates Parameter Repeat Position Event Variable Condition Nested Loops	<u>Programming with Minecraft Education</u>  <b>L.I. – To use computational thinking for problem solving</b>  • I can analyse the sequence of a program  • I can use computational thinking to solve problems	<u>Programming with Minecraft Education</u>  <b>L.I. – To debug a program</b>  • I can spot mistakes in my program  • I can make simple changes to debug my program  • I can use decomposition to debug more	<u>Programming with Minecraft Education</u>  <b>L.I. – To use repetition in a program</b>  • I understand the difference between infinite and count-controlled loops  • I can use loops effectively in a program  • I can choose the appropriate	<u>Programming with Minecraft Education</u>  <b>L.I. – To use variables in a program</b>  • I understand the need for variables in my program  • I can edit a variable in my program  • I can create and use a variable in my	<u>Programming with Minecraft Education</u>  <b>L.I. – To conditional statements in a program</b>  • I can explain that a condition being met can start an action  • I can identify a condition and an action in my project	<u>Programming with Minecraft Education</u>  <b>L.I. – To use conditional statements and variables together</b>  • I can use an operand (e.g. <=>) in an if, then statement  • I can explain the importance of the order of conditions	Teacher assessment across the unit

			• I can independently solve a programming puzzle	complex programs	loop to complete me program	program to solve a problem	• I can use selection to direct the flow of a program	• I can modify a program to achieve a different outcome	
<b>Religious Education</b>		Pacifism Conflict Peace Self-defence Violence Justice Jihad Harb al-Muqadis Ahimsa	Research and review different religious beliefs of peace	Examine the connection between religion and conflict	Investigate the motives, actions and impact of activists promoting peace	Identify the different ways in which religious members express their desire for peace	Construct a balanced argument which examines both viewpoints and expresses a personal conclusion		
<b>Music</b>	Previous drama / musical productions undertaken throughout all Key Stages at Chase Lane.	Acting Singing Solo Unison Harmony Balance Performance Stage-Presence Character Audience Self-belief Confidence	<ul style="list-style-type: none"> <li>• Investigate Charles Dickens, the Victorian period of history &amp; the story of 'Oliver Twist'.</li> <li>• Introduce &amp; become familiar with some of the well-known songs from 'Oliver' (The Musical).</li> </ul>	<ul style="list-style-type: none"> <li>• Watch / discuss various videos from 'Oliver' taken from the original 1968 film &amp; subsequent stage show recordings.</li> <li>• Continue to work through &amp; become familiar with more of the well-known songs from 'Oliver' (The Musical).</li> </ul>	<ul style="list-style-type: none"> <li>• Watch / discuss some of the recommended choreography, from the 'Oliver Junior' production resources.</li> <li>• Continue to work through &amp; become familiar with more of the well-known songs from 'Oliver' (The Musical).</li> </ul>	<ul style="list-style-type: none"> <li>• Look at / discuss the main characters &amp; their roles in 'Oliver' The Musical.</li> <li>• Continue to work through &amp; become familiar with more of the well-known songs from 'Oliver' (The Musical).</li> </ul>	<ul style="list-style-type: none"> <li>• Look at / discuss more of the characters &amp; their roles in 'Oliver' The Musical.</li> <li>• Continue to work through &amp; become familiar with more of the well-known songs from 'Oliver' (The Musical).</li> </ul>	<ul style="list-style-type: none"> <li>• Audition for parts in 'Oliver' The Musical using previously learned content from the 'Oliver Junior' production.</li> </ul>	
<b>PSHE</b>			• I know that it is important to take care of my mental health.	• I know how to take care of my mental health	• 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 people are trying to gain power or control	• I can judge whether something online is safe and helpful for me	• I can use technology positively and safely to communicate with my friends and family	

Languages	<p>Je m'appelle- I am called  J'habite à- I live in....  J'ai ..... ans - I am ....years old  Je suis....- I am  J'aime/ je n'aime pas – I like / don't like  Mon ..... préféré est... - my favourite .....is...  Des fruits - some fruits  Vous désirez?- What would you like?  Voilà ! – Here it is !  Je voudrais...I would like  Merci- thank you  S'il vous plait- please</p>	<p>Le petit déjeuner – the breakfast  Un croissant – a croissant  Un pain au chocolat – a pain au chocolat  Du pain – some bread (baguette)  Un jus d'orange - an orange juice  Un café - a café  Un chocolat chaud - a hot chocolate  Du lait - some milk  Des céréales - some cereals  Les boissons- drinks  Un café- a black coffee un café crème/au lait – a coffee with milk  Un thé- a tea  Un coca- a coke  De l'eau minérale – mineral water  Les plats – meals  Une omelette – an omelette  Un sandwich (au fromage/ au jambon) – a (cheese/ham) sandwich  Une portion de frites- a portion of chips  Un croque monsieur – a</p>	<p>Ask and answer questions about someone's identity and what they like and don't like</p>	<p>Describe and promote my town</p>	<p>Learn about café culture and begin to know key phrases and names of snacks and drinks</p>	<p>Take part in a café role play/ sketch</p>	<p>Know some facts about favourite French meals and read a menu</p>	<p>Follow a story about going to a restaurant</p>	
-----------	--	---	--	-------------------------------------	--	--	---	---	--

		ham and cheese toastie Un croque madame – a ham and cheese toastie (with an egg on top) Une glace – an ice cream Une salade verte – a green salad Un steak-frites – steak and chips Un serveur – a waiter							
--	--	--	--	--	--	--	--	--	--