







Year 6			
Spring 1 – Ancient Egypt			
	 Looking IN	 Looking OUT	 Looking UP
Reading	Through our learning in reading, we reflect on Lil's courage, curiosity, and determination as she uncovers the mystery of the cursed artefact and tries to save her grandfather, thinking about how we face fear and responsibility in our own lives.	Through our learning in reading, we explore how Lil's choices affect her friends and others, and how friendship, empathy, and shared adventure help people overcome challenges together.	Through our learning in reading, we ask big questions about history, the ethics of discovering and returning ancient objects, and what it means to respect the past while seeking meaning in our own journeys.
Writing	<p>Through our learning in writing, we reflect on Howard Carter's thoughts, feelings, and motivations as he is accused of stealing an amulet, and think about how we might respond in challenging or unfair situations ourselves.</p> <p>Through our learning in writing, we think about Howard Carter's life, achievements, and challenges, and reflect on the qualities, strengths, and perseverance we might use in our own lives.</p>	<p>Through our learning in writing, we explore how Carter's actions and the accusations against him affect others, including his friends, colleagues, and the wider archaeological community.</p> <p>Through our learning in writing, we explore how Carter's discoveries and contributions influenced others, archaeology, and our understanding of Ancient Egypt.</p>	<p>Through our learning in writing, we ask big questions about integrity, honesty, and reputation, and consider how people make ethical decisions and why their choices matter in history and life.</p> <p>Through our learning in writing, we ask big questions about legacy, ambition, and how one person's choices can have a lasting impact on the world.</p>
Science	Through our learning in science, we think about our own bodies, health, and how to take care of ourselves as we learn about the heart, blood, and circulation.	Through our learning in science, we consider how circulatory health affects others and how lifestyle choices can support the wellbeing of our community.	Through our learning in science, we ask big questions about life, how our bodies sustain us, and what it means to maintain health and balance.
RE	Through our learning in RE 'Salvation – what do Christians believe did Jesus do to save people?' we reflect on forgiveness, love, and the ideas of sacrifice and hope, and consider what these mean to us personally.	Through our learning in RE 'Salvation – what do Christians believe did Jesus do to save people?', we explore how Christians' beliefs about Jesus' actions shape the way they live, treat others, and act in their communities.	Through our learning in RE 'Salvation – what do Christians believe did Jesus do to save people?', we ask big questions about God, salvation, and why people believe Jesus' life and actions matter for humanity.
RHSE	Through our learning in Dreams and Goals, we reflect on our own strengths, ambitions, and the steps we need to take to achieve our personal learning and life goals.	Through our learning in Dreams and Goals, we consider how we can support others, make a positive difference in the world, and respond with empathy to people facing challenges or suffering.	Through our learning in Dreams and Goals, we ask big questions about purpose, aspiration, and what it means to live a meaningful and fulfilling life, both for ourselves and for others.
DT/Art	Through our learning in art, we think about who we are, our ideas, feelings, and how we can express them through different media.	Through our learning in art, we explore how art can communicate experiences, perspectives, and emotions to others.	Through our learning in art, we ask big questions about self, culture, and what creativity tells us about being human and the wider world.
History/Geography	Through our learning in history, we think about our own values, choices, and curiosity as we imagine what life might have been like in Ancient Egypt and how we would have coped with their challenges.	Through our learning in history, we explore how the achievements and challenges of Ancient Egyptian society affected ordinary people and how their innovations, culture, and practices influence the world today.	Through our learning in history, we ask big questions about the purpose of life, death, and legacy, and why humans build civilizations and create systems that last for thousands of years.

Year 6			
Spring 2 – Ancient Egypt			
	 Looking IN	 Looking OUT	 Looking UP
Reading	Through our class novel 'The Final Year', we reflect on Nate's emotional journey as he faces changes in friendships, the stress of moving on from primary school, and the fear and love he feels for his family, thinking about how we deal with our own big feelings and challenges.	Through our class novel 'The Final Year' we explore how Nate's choices and relationships with PS, Turner, Mr Joshua and his brothers shape his experiences, and consider how support, empathy and communication affect others in our own lives.	Through our class novel 'The Final Year' we ask big questions about identity, belonging, and resilience, and reflect on the angel motif in the story to consider guidance, hope, and the ways people—or something bigger than ourselves—can offer support and inspiration during difficult times.
Writing	<p>Through our learning in writing, we reflect on our own values, curiosity, and sense of right and wrong as we consider the ethical dilemma of opening the tomb.</p> <p>Through our learning in writing, we imagine our own thoughts, feelings, and reactions as we experience the museum gallery and think about how we would behave in an unusual or magical situation.</p>	<p>Through our learning in writing, we explore how Carter's decision affected others, including archaeologists, the local community, and history itself.</p> <p>Through our learning in writing, we explore how the museum exhibits tell stories about Ancient Egypt and how visitors might respond to them.</p>	<p>Through our learning in writing, we ask big questions about morality, responsibility, and whether it is ever justified to break rules to achieve discovery.</p> <p>Through our learning in writing, we ask big questions about the past, how we preserve history, and why some objects hold meaning across generations.</p>
Science	Through our learning in science, we reflect on our own health, growth, and responsibilities as we learn about life processes, habitats, and classification.	Through our learning in science, we explore how humans impact other living things and the importance of caring for our environment and ecosystems.	Through our learning in science, we ask big questions about the diversity of life, evolution, and how living things are connected in the wider world.
RE	Through our learning in RE 'For Christian's, what kind of King was Jesus?', we reflect on our own ideas of leadership, fairness, and the qualities we value in people we admire.	Through our learning in RE 'For Christian's, what kind of King was Jesus?', we explore how Jesus' teachings and actions affected others, both in his time and for Christians today.	Through our learning in RE 'For Christian's, what kind of King was Jesus?', we ask big questions about God, leadership, justice, and how faith shapes the way people live and act in the world.
RHSE	Through our learning in Healthy Me, we reflect on our own choices, feelings, and responsibilities for our physical and emotional health, and think about how to stay safe, healthy, and resilient in different situations.	Through our learning in Healthy Me, we explore how our decisions affect others, consider how to support friends and peers, and recognise ways to help people who may be vulnerable, exploited, or under pressure.	Through our learning in Healthy Me, we ask big questions about wellbeing, personal responsibility, and how people can live meaningful, balanced lives while coping with challenges, stress, and difficult choices.
DT/Art	Through our learning in DT, we reflect on our own problem-solving, creativity, and perseverance as we design and build a structure.	Through our learning in DT, we consider how our designs could help others, protect people, or solve real-world problems.	Through our learning in DT, we ask big questions about human ingenuity, engineering, and how people use creativity and skill to shape the world around them.