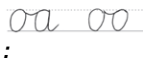



## Acer Curriculum Overview Summer Term 2 2026

Week Beginning	Reading	English	Maths	PE	Geography	Art (Week 1-3) DT (Week 4-6)	Computing Purple Mash: Branching Databases	PSHE Jigsaw:	Music	Science Evolution	RE	French Language Angels	Outdoor Learning
<b>WB 1<sup>st</sup> June Assessment week</b>	<p><b>Class Book:</b> <i>Darwin's Dragons</i> by Lindsay Galvin</p> <p><b>Poem of the Term:</b> <i>The Hawk</i> by Robert Sund</p> <p><b>Text type:</b> Narrative</p>	<p><b>Writing focus:</b> Narrative (with speech)</p> <p><b>Grammar:</b> Dialogue, complex sentences &amp; cohesion</p> <p><b>Spelling Yr5:</b> Unit 11: shus spelt -tious</p> <p><b>Spelling Yr 6:</b> Unit 11: <i>Plural nouns (1)</i></p> <p><b>Handwriting:</b></p> <p><i>va vo</i></p>	<p>Division</p> <p>FKNS: Doubles and halves of 4-digit numbers</p> <p>Times Table: 9</p>	<p>Swimming</p> <p>RealPE: YR5 Unit 6A</p>	<p><i>How have humans impacted the Galapagos Islands?</i></p> <p>Charles Darwin's journey around the world on the H.M.S. Beagle.</p>	<p>Create a gallery using print outs of botanical paintings by Marianne North</p>	<p>Introduce the 2DIY 3D tool and begin planning a game.</p>	<p>I am aware of my own self-image and how my body image fits into that</p>	<p>Composition and Singing for performance</p>	<p>To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p>	<p>What is religion and worldview? Discussion</p>	<p><i>Moi dans le monde (Me in the World)</i></p> <p>Improve decoding and comprehension skills through texts about four different fictional characters from the Francophone world.</p>	<p>Drama: Practise dialogue in character.</p>
<b>WB 8th June Assessment week</b>	<p><b>Text type:</b> Narrative</p>	<p><b>Writing focus:</b> Narrative (with speech)</p> <p><b>Grammar:</b> Relative clauses, expanded noun phrases &amp; figurative language</p> <p><b>Spelling Yr5:</b> Unit 11: shus spelt -tious</p> <p><b>Spelling Yr 6:</b> Unit 11: <i>Plural nouns (1)</i></p> <p><b>Handwriting:</b></p>	<p>Fractions- Y3 recap</p> <p>FKNS: Doubles and halves of 4-digit numbers</p> <p>Times Table: 11</p>	<p>Swimming</p> <p>RealPE: YR5 Unit 6A</p>	<p>Where are the Galapagos Islands?</p>	<p>Explore watercolour medium and techniques</p>	<p>Design the game environment.</p>	<p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p>	<p>Composition and Singing for performance</p>	<p>TAPS Camouflaged moths</p> <p>(Identify how animals and plants are adapted to suit their environment in different warts and that adaptation may lead to evolution).</p>	<p>Strand A - Belonging, identity, community. Character profile.</p>	<p>Improve decoding skills through longer and more complex texts about each character's favourite celebration in their home country.</p>	<p>TAPS Camouflaged moths</p>

		wa wo											
<b>WB 15<sup>th</sup> June</b>	<b>Text type:</b> Journals & Diaries	<b>Writing focus:</b> Descriptive Journal Galapagos Islands  <b>Grammar:</b> Subjunctive form, tenses & subordinating conjunctions  <b>Spelling Yr5:</b> <i>Special focus 11: Orange words</i> <b>Spelling Yr 6:</b> <i>Special focus 11: Orange words</i> <b>Handwriting:</b> ra ro	Fractions- Y4 recap  FKNS: Doubles and halves of 4-digit numbers  Times Table: All tables	Swimming  RealPE: YR5 Unit 6A	The human impact on the Galapagos Islands.	Use photos of plant life from the school grounds or paint in situ	Design the game quest to make it a playable game. (Part 1)	I can describe how boys' and girls' bodies change during puberty	Composition and Singing for performance	TAPS Bird Beaks  (Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution).	Strand B- influences and values. Discussions and post notes.	Consolidate cultural knowledge and understanding as two out of our four characters will talk to one of their mutual friends giving more detailed information on two different religious celebrations.	Use photos of plant life from the school grounds or paint in situ

<b>WB 22nd June</b>	<b>Text type:</b> Journals & Diaries	<b>Writing focus:</b> Descriptive Journal Galapagos Islands  <b>Grammar:</b> Cohesion, ambiguity & tenses  <b>Spelling Yr5:</b> Unit 12: shul spelt -cial/-tial <b>Spelling Yr 6:</b> Unit 12: Plural nouns (2) <b>Handwriting:</b> rd rg	Fractions Year 5 recap  FKNS: Doubles and halves of 4-digit numbers  Times Table: All tables	Swimming  RealPE: YR5 Unit 6A	Sustainability on the Galapagos Islands (1).	Observe buzz/ steady hand toy and draw including electrical circuit. How does it work? What are the components?	Design the game quest to make it a playable game. (Part 2)	I understand that sexual intercourse can lead to conception and that is how babies are usually made  I also understand that sometimes people need IVF to help them have a baby	Composition and Singing for performance	To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	Strand C- discussion and speech bubble.	Further develop cultural awareness by comparing where two of the fictional characters live.	Solving fractions in the outdoor environment.
<b>WB 29<sup>th</sup> June</b>	<b>Text type:</b> Biographies	<b>Writing focus:</b> Biography Darwin  <b>Grammar:</b> Complex sentences, cohesion & tenses  <b>Spelling Yr5:</b> Unit 12: shul spelt -cial/-tial <b>Spelling Yr 6:</b> Unit 12: Plural nouns (2) <b>Handwriting:</b> fa fo	Perimeter and area  FKNS: Doubles and halves of 4-digit numbers  Times Table: All tables	Swimming  RealPE: YR5 Unit 6A	Sustainability on the Galapagos Islands (2).	Explore circuits and make a prototype.	Finish and share the game.	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	Composition and Singing for performance	To understand how human beings have evolved.	Strand D - truth, interpretation and meaning. Post it notes.	The four fictional characters from this unit will discuss how they are going to be more responsible global citizens by doing more to protect our planet.	Human impact on the school grounds.

<p><b>WB 6<sup>th</sup> July</b></p> <p><b>Transition Days</b></p>	<p><b>Text type:</b> Biographies</p>	<p><b>Writing focus:</b> Biography Darwin</p> <p><b>Grammar:</b> Complex sentences, cohesion &amp; tenses</p> <p><b>Spelling Yr5:</b> <i>Special focus 12: Orange words</i></p> <p><b>Spelling Yr 6:</b> <i>Special focus 12: Homophones and other words that are often confused</i></p> <p><b>Handwriting:</b></p> 	<p>Angles</p> <p>FKNS: Doubles and halves of 4-digit numbers</p> <p>Times Table: All tables</p>	<p>Swimming</p> <p>RealPE: YR5 Unit 6A</p>	<p>Planning the enquiry question: <i>How have humans impacted the Galapagos Islands?</i></p>	<p>To design a wire toy.</p>	<p>Self- and peer-evaluation of the game.</p>	<p>I can identify what I am looking forward to when I move to my next class.</p>	<p>Composition and Singing for performance</p>	<p>To identify how adaptation may lead to evolution</p>	<p>What advice would you give to year 1? Poster.</p>	<p>Revise and consolidate all language covered in the unit and complete the end of unit assessment.</p>	<p>Maths in the outdoor environment.</p>
<p><b>WB 13<sup>th</sup> July</b></p> <p><b>Transition Days</b></p>	<p><b>Text type:</b> Balanced Arguments</p>	<p><b>Writing focus:</b> Balanced argument on Evolution</p> <p><b>Grammar:</b> Passive voice &amp; modal verbs</p> <p><b>Spelling Yr5:</b> <i>Special focus 12: Orange words</i></p> <p><b>Spelling Yr 6:</b> <i>Special focus 12: Homophones and other words that are often confused</i></p> <p><b>Handwriting:</b></p> 	<p>Time</p> <p>FKNS: Doubles and halves of 4-digit numbers</p> <p>Times Table: All tables</p>	<p>Swimming</p> <p>RealPE: YR5 Unit 6A</p>	<p>Answering the enquiry question: <i>How have humans impacted the Galapagos Islands?</i></p>	<p>To make and test our wire toys.</p>	<p>Improvements to the game based on evaluations (1).</p>	<p>I can identify what I am looking forward to when I move to my next class.</p>	<p>Composition and Singing for performance</p>	<p>TAPS Egg strength</p> <p>(Identify how animals are adapted to suit their environment in different ways</p>	<p>What makes me feel hopeful for the future?</p>	<p>Revise and consolidate all language covered in the unit and complete the end of unit assessment.</p>	<p>Debating on the playground.</p>

<b>WB 20<sup>th</sup> July</b>		<b>Writing focus:</b> Balanced argument on Evolution  <b>Grammar:</b> Passive voice & modal verbs  <b>Spelling Yr5:</b> <i>Special focus 12: Orange words</i> <b>Spelling Yr 6:</b> <i>Special focus 12: Homophones and other words that are often confused</i>	Alegbra  FKNS: Doubles and halves of 4-digit numbers  Times Table: All tables		Answering the enquiry question: <i>How have humans impacted the Galapagos Islands?</i>	To evaluate our wire toys.	Improvements to the game based on evaluations (2).		Composition and Singing for performance				
------------------------------------	--	--	---	--	---	----------------------------	--	--	---	--	--	--	--