

# Year 6 Parent Planner - Summer Term 5 2026 - Why Are Shadows Important?



## AREAS OF LEARNING



### As **Readers** we will...

- Read 'The Invention of Hugo Cabret' by Brian Selznick.
- We will further develop our inferencing, focusing on answering 'What does....suggest about....?' and 'What is the effect of.....' questions.
- Answer compare and contrast questions, using the text to support our answers.
- Understand how to use a text to evidence our inferences.

### As **Writers** we will...

- Will learn and revise many of the key grammar requirements of Y6 and have opportunity to apply them by writing a missing flashback chapter exploring Hugo's experience of living Uncle Claude.
- Research the famous film director George Méliès and write a biography.
- Other Writing Opportunities: diary entry, journalistic writing, flashback narrative, speech, letter, film critique.

### As **Mathematicians** we will...

- Continue regular arithmetic practice, thinking about mental and written calculations;
- Draw, compose and decompose shapes according to given properties and solve related problems;
- Solve problems involving ratio relationships;
- Interpret and construct pie charts and line graphs and use these to solve problems.

### As **Scientists** we will...

- Recognise that light appears to travel in straight lines;
- use the idea that light travels in straight lines to explain that objects
- are seen because they give out or reflect light into the eye;
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes;
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

### As **Artists** we will ....

- Create sketchbooks to record observations and use them to review and revisit ideas;
- improve mastery of art and design techniques,
- be taught about great artists, architects and designers in history such as the following that use shadow to great effect:

### As **Computer Scientists** we will...

- Have the opportunity to use all of our existing programming knowledge, utilising a physical device — the micro:bit.
- Build in and test within the new programming environment, before transferring it to their micro:bit.

### As **Musicians** we will...

- Learn the song 'Nobody Knows' by The Lumineers, exploring the mood, texture, and singing with expression. Moving on to learn the chord progression of the song, and create our own lyrics and melody on the theme of leavers, adapting the chords to suit their own intentions.

### As **Sportspeople** we will...

- Tennis: develop forehand, groundstroke, backhand, volley and underarm serving.
- Athletics: pace, sprint, jump for distance, push throw, fling throw, balance

### As **Philosophers** we will...

- Discuss how to overcome problems and challenges on the way to achieving goals.
- Think about examples of an emotional risk and a physical risk and how to can do to reduce or remove risk in different situations.

The key question we will investigate in RE is as follows: Should believing in Jesus' resurrection change how Christians view life and death?