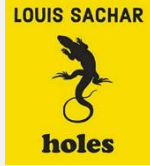
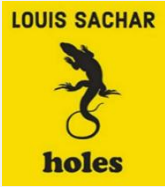
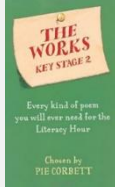
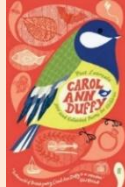
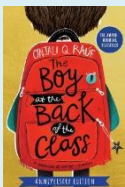


# Curriculum Overview Year 6 2026 - 2027

|                      | Term 1 & 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Term 3 & 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Term 5 & 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Writing</b>       | <p><b>T1 and 2: Holes by Louis Sachar</b></p>  <p>Writing to entertain<br/>Writing to inform<br/>Writing to persuade<br/>Writing to discuss</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>T3: Graffiti and linking to Artists (Banksy)<br/>T4: The Viewer by Gary Crew</b></p>  <p>Writing to discuss<br/>Writing to entertain<br/>Writing to inform</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>The Arrival by Shaun Tan</b></p>  <p>Writing to entertain<br/>Writing to inform<br/>Writing to persuade<br/>Writing to discuss</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Class Readers</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>*</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Reading</b>       | <p><b>Develop positive attitudes to reading and understand what they have read.</b></p> <ul style="list-style-type: none"> <li>Class readers – short stories, non-linear time sequence*, poetry</li> <li>High quality books used in writing - *complexity of plot</li> <li>Individual reading books chosen by themselves at an appropriate level</li> <li>Poetry week – Urban/Rap (The Michael Rosen Rap by Michael Rosen)</li> <li>Variety of fiction and non-fiction texts for Whole Class reading</li> <li>Non-fiction baskets</li> </ul> <p><b>Reading comprehension</b></p> <ul style="list-style-type: none"> <li>Development of the skills required to use dictionaries to check for meaning of words met</li> <li>Word Wonders – exploring vocabulary</li> <li>Whole Class Reading: Main focus skills: Inference Vocabulary, Point Evidence Explain</li> <li>Cross-curricular links in Foundation Subjects</li> </ul> <p>*5 Plagues of Reading/ Pie Corbett link</p> | <p><b>Develop positive attitudes to reading and understand what they have read.</b></p> <ul style="list-style-type: none"> <li>Class readers –theme refugee, poetry</li> <li>High quality books used in writing – theme immigration, rhyming verse poetry, film review.</li> <li>Debate on topical issue: online resources as stimulus,</li> <li>Individual reading books chosen by themselves at an appropriate level</li> <li>Poetry week – Rhyming Verse (From a Railway Carriage by Robert Louis Stevenson + 1 other)</li> <li>Variety of fiction and non-fiction texts for Whole Class reading</li> <li>Non-fiction baskets</li> </ul> <p><b>Reading comprehension</b></p> <ul style="list-style-type: none"> <li>Development of the skills required to use dictionaries to check for meaning of words met</li> <li>Word Wonders – exploring vocabulary</li> <li>Whole Class Reading: Main focus skills: Point Evidence Explain, Inference, Summaries, Vocabulary</li> <li>Cross-curricular links in Foundation Subjects</li> </ul> <p>*5 Plagues of Reading/ Pie Corbett link</p> | <p><b>Develop positive attitudes to reading and understand what they have read.</b></p> <ul style="list-style-type: none"> <li>Class readers –*complexity of narrator</li> <li>High quality books used in writing – gothic science fiction, theme refugee, fictional backstory, narrative, diary,</li> <li>Individual reading books chosen by themselves at an appropriate level</li> <li>Poetry week Sonnets</li> <li>Variety of fiction and non-fiction texts for Whole Class reading</li> <li>Non-fiction baskets</li> </ul> <p><b>Reading comprehension</b></p> <ul style="list-style-type: none"> <li>Development of the skills required to use dictionaries to check for meaning of words met</li> <li>Word Wonders – exploring vocabulary</li> <li>Whole Class Reading: Main focus skills: : Point Evidence Explain, Inference, Summaries, Vocabulary. Reading efficiently</li> <li>Cross-curricular links in Foundation Subjects</li> </ul> <p>*5 Plagues of Reading/ Pie Corbett link</p> |

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| <b>Maths</b>     | <b>White Rose</b><br>Place Value<br>Four Operations<br>Fractions<br>Measurement: converting units                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>White Rose</b><br>Decimals<br>Fractions, Decimals and Percentages<br>Ratio<br>Algebra<br>Measurement: perimeter, area & volume<br>Statistics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>White Rose</b><br>Geometry: properties of shape<br>Geometry: position and direction<br>Consolidation, investigations and preparations for KS3                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>History</b>   | <b>Victorians</b><br><b>What can the census tell us about local areas?</b> <ul style="list-style-type: none"> <li>I know that a census is carried out every ten years and is an official survey which records every person living in a household on a specific date.</li> <li>I know that change can be traced using the census.</li> <li>I understand the changing role of women and men in Britain.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>WW2</b><br><b>What was the impact of WW2 on the people of Britain?</b> <ul style="list-style-type: none"> <li>I know that change can be brought about by conflict.</li> <li>I understand the process of democracy and parliament in Britain.</li> <li>I know some of the impacts of war on local communities and daily lives.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>What is the Sikh Empire?</b> <ul style="list-style-type: none"> <li>I understand how the monarchy exercised absolute power.</li> <li>I can identify the impact of beliefs on society.</li> <li>I understand the development of global trade.</li> </ul>                                                                                                                                                                                                                                                                                                                     |
| <b>Geography</b> | <b>Why does population change?</b> <ul style="list-style-type: none"> <li>I know that the global population has grown significantly since the 1950s.</li> <li>I know that migration is the movement of people from one country to another.</li> <li>I know which factors are considered before people build settlements.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Where does our energy come from?</b> <ul style="list-style-type: none"> <li>I know that natural resources can be used to make energy.</li> <li>I know that humans can have positive and negative impacts on the environment.</li> <li>I know that different sources of energy have different advantages and disadvantages.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Can I carry out an independent fieldwork enquiry?</b> <ul style="list-style-type: none"> <li>I know how to use a range of data collection methods.               <ul style="list-style-type: none"> <li>I know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.</li> <li>I know that qualitative data involves qualities and characteristics and is largely opinion-based and subjective.</li> </ul> </li> </ul>                                                                                                         |
| <b>Science</b>   | <b>T1: All living things</b><br>Describing how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals<br>Giving reasons for classifying plants and animals based on specific characteristics.<br><b>T2: Light</b><br>Recognising that light appears to travel in straight lines<br>Using the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye<br>Explaining that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes<br>Using idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them<br><br><b>Working Scientifically objectives delivered in all lessons throughout year.</b> | <b>T3: Electricity</b><br>Associating the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit<br>Comparing and giving reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches<br>Using recognised symbols when representing a simple circuit in a diagram<br><b>T4: Animals including Humans</b><br>Identifying and naming the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood<br>Recognising the impact of diet, exercise, drugs and lifestyle on the way their bodies function<br>Describing the ways in which nutrients and water are transported within animals, including humans.<br><b>Working Scientifically objectives delivered in all lessons throughout year.</b> | <b>T6: Evolution and inheritance</b><br>Recognising that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago<br>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents<br>Identifying how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution<br><br><b>Working Scientifically objectives delivered in all lessons throughout year.</b> |

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| <b>Art</b>  | <p><b>Art: Drawing</b><br/>(Artist study: Pablo Picasso)</p> <ul style="list-style-type: none"> <li>I know that Pablo Picasso was a Spanish painter who co-founded the style of 'Cubism'.</li> <li>I know that 'cubism' is when different views of something are brought together into the same picture.</li> <li>I know that oil pastels and soft pastels can be layered on top of each other.</li> </ul> <p><b>Key Vocabulary:</b><br/>cubism, views, layer</p> | <p><b>Art: Painting</b><br/>(Artist study: Banksy)</p> <ul style="list-style-type: none"> <li>I know that Banksy is an England-based street 'graffiti' artist.</li> <li>I know that Banksy uses a 'stencilling' technique.</li> <li>I know an example of a material which can be used to create a different texture when painting.</li> </ul> <p><b>Key Vocabulary:</b><br/>graffiti, stencil, texture</p>                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Art: Sculpture</b><br/>(Artist study: Yulia Brodskaya - paper quilling artist)</p> <ul style="list-style-type: none"> <li>I know that Julia Brodskaya is a paper quilling artist.</li> <li>I know that paper quilling involves rolling paper.</li> <li>I know that different shapes can be made by making the paper rolls tighter or looser.</li> </ul> <p><b>Key Vocabulary:</b><br/>quilling, three-dimensional</p>                |
| <b>DT</b>   | <p><b>Structures: Playgrounds</b></p> <ul style="list-style-type: none"> <li>I know that structures can be strengthened by manipulating materials and shapes.</li> <li>I understand what a 'footprint plan' is.</li> <li>I know that a prototype is a cheap model to test a design idea.</li> </ul>                                                                                                                                                               | <p><b>Electrical systems: Steady hand game</b></p> <ul style="list-style-type: none"> <li>I know that 'form' means the shape and appearance of an object.</li> <li>I know the difference between 'form' and 'function'.</li> <li>I understand the diagram perspectives 'top view', 'side view' and 'back'.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Mechanical Systems: Automata Toys</b></p> <ul style="list-style-type: none"> <li>I know which mechanisms are working together to make a mechanical system.</li> <li>I know that there are different directions of movement.</li> <li>I know mechanisms can change one type of movement to another.</li> </ul>                                                                                                                        |
| <b>PE</b>   | <p><b>Football<br/>Athletics<br/>Netball<br/>Basketball</b></p> <p>Using running, jumping, throwing and catching in isolation and in combination.<br/>Playing competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>                                                                                                                                                                                 | <p><b>Hockey<br/>Tag rugby<br/>Gymnastics<br/>Swimming</b></p> <p>Using running, jumping, throwing and catching in isolation and in combination.<br/>Playing competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.<br/>Developing flexibility, strength, technique, control and balance.<br/>Comparing their performances with previous ones and demonstrating improvement to achieve their personal best.<br/>Taking part in outdoor and adventurous activity challenges both individually and within a team.<br/>Swimming competently, confidently and proficiently over a distance of at least 25 metres.<br/>Using a range of strokes effectively.<br/>Performing safe self-rescue in different water-based situations.</p> | <p><b>Cricket<br/>Rounders<br/>Dance</b></p> <p>Using running, jumping, throwing and catching in isolation and in combination.<br/>Playing competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.<br/>Comparing their performances with previous ones and demonstrating improvement to achieve their personal best.<br/>Performing dances using a range of movement patterns.</p> |
| <b>PSHE</b> | <p><b>T1: Being me in my world</b><br/>Who am I and how do I fit?</p> <p><b>T2: Celebrating differences</b><br/>Respect for similarity and difference. Anti-bullying and being unique</p>                                                                                                                                                                                                                                                                         | <p><b>T3: Dreams and goals</b><br/>Aspirations, how to achieve goals and understanding the emotions that go with this</p> <p><b>T4: Healthy me</b><br/>Being and keeping safe and healthy</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>T5: Relationships</b><br/>Building positive, healthy relationships</p> <p><b>T6: Changing me</b><br/>Coping positively with change</p>                                                                                                                                                                                                                                                                                               |

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| <b>RE</b>               | <p><b>T1: Discovery RE - Islam</b><br/>Beliefs and Moral Values<br/>Key Question: What is the best way for a Muslim to show commitment to God?</p> <p><b>T2: Discovery RE – Christianity</b><br/>Key Question: What kind of King is Jesus?</p>                                                                                                                                                                                                                                                                                                    | <p><b>T3:</b><br/>Key Question: Does religion cause conflict and what can the Founders of Faith teach us?</p> <p><b>T4: Discovery RE – Humanism</b><br/>Key Question: How can humanists lead a good life?</p>                                                                                                                                                                                                                                                                                                                                    | <p><b>T5: Discovery RE – Islam</b><br/>Beliefs and Moral Values<br/>Key Question: Does belief in the Akhirah (life after death) help Muslims lead good lives?</p> <p><b>T6: Understanding Christianity</b><br/>Creation<br/>Key Question: Creating and Science<br/>Conflicting or Complimentary?</p>                                                                                                                                                              |
| <b>French</b>           | <p><b>T1: Let's Visit a French Town</b><br/>Knowing how to say the places I visit where I live.<br/>Knowing and using ordinal numbers.</p> <p><b>T2: Let's Go Shopping</b><br/>Knowing the names of different types of shops.<br/>Knowing how to say money amounts in French and use shopping conversational language.</p>                                                                                                                                                                                                                        | <p><b>T3: This is France</b><br/>Knowing the neighbouring countries of France.<br/>Knowing directional language: the 4 compass points.</p> <p><b>T4: All in a day</b><br/>Knowing how to say and write sentences about time.<br/>Knowing phrases for different times of the day.</p>                                                                                                                                                                                                                                                             | <p><b>T5: Our precious planet</b><br/>Knowing how to state some of the environmental challenges we face.<br/>Knowing how to say what I am going to do to help the planet.</p> <p><b>T6: More to explore</b><br/>Knowing about French culture and some special French celebrations.<br/>Knowing how to pronounce unfamiliar words using my knowledge of French sounds.</p>                                                                                         |
| <b>Music</b>            | <p><b>T1: Fusion Performance</b></p> <ul style="list-style-type: none"> <li>I know that fusion music is where more than one genre is combined. (L1)</li> <li>I know that Latin American rhythms are often syncopated</li> </ul> <p><b>T2: Classical: themes and variations</b></p> <ul style="list-style-type: none"> <li>I know that Mozart was a famous composer in the classical period (L1)</li> <li>I know that a variation on a piece of music is where the notes or structure stay the same but something else is changed. (L1)</li> </ul> | <p><b>T3: Protest songs and signing in harmony</b></p> <ul style="list-style-type: none"> <li>I know that oppressed cultures have used music as a form of protest</li> <li>I know that singing in harmony requires me to sing a different line to another singer at the same time.</li> </ul> <p><b>T4: Film score (Race)</b></p> <ul style="list-style-type: none"> <li>I know that notes within the same chord will create a pleasant harmony <ul style="list-style-type: none"> <li>I know a semibreve is 4 beats long</li> </ul> </li> </ul> | <p><b>T5: Percussion instrumental</b></p> <ul style="list-style-type: none"> <li>I know that Calypso involves a lot of syncopated rhythm</li> <li>I know the importance of listening to other instruments around me when playing a different part/ instrument to someone else.</li> </ul> <p><b>T6: Year 6 performance</b></p> <ul style="list-style-type: none"> <li>I know articulation and expression are important when performing to an audience.</li> </ul> |
| <b>Computing</b>        | <p><b>E-Safety</b><br/><b>Computing systems and networks</b> - Communication<br/><b>Creating Media</b> – Web page creation</p>                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Programming A</b> – Variables in games<br/><b>Data and Information</b> – Introduction to spreadsheets</p>                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Creating Media</b> - 3D modelling</p>                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Cultural Capital</b> | <ul style="list-style-type: none"> <li>European Day of Languages – learning about Spain <ul style="list-style-type: none"> <li>Residential Trip</li> </ul> </li> <li>Performing Poetry to an audience</li> <li>Learning about Picasso and Close</li> <li>In PSHE, learning about ourselves and others and celebrating differences <ul style="list-style-type: none"> <li>Learning about other religions – Islam</li> </ul> </li> <li>Visiting Salisbury Playhouse - pantomime</li> </ul>                                                          | <ul style="list-style-type: none"> <li>Learning about Banksy</li> <li>In PSHE, learning how to stay healthy <ul style="list-style-type: none"> <li>Performing Poetry to an audience</li> </ul> </li> <li>Learning about other cultures – The Shang Dynasty <ul style="list-style-type: none"> <li>Celebrate Science Week</li> <li>Learning about Humanism</li> </ul> </li> </ul>                                                                                                                                                                 | <ul style="list-style-type: none"> <li>End of Year Performance to an audience</li> <li>Visiting Salisbury Cathedral</li> <li>In PSHE, learning about relationships and understanding how we change</li> <li>Learning about other religions – Islam</li> </ul>                                                                                                                                                                                                     |

