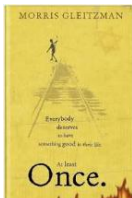




Year 6 Curriculum Overview 2026-2027

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Subject	Autumn		Spring		Summer	
English	Text types linked to Once by Morris Gleitzman  Letter- letters to apply for roles within school. Thank you letters to Hilltop Residential and letter as Felix to parents early on in the book 'Once'. Recount diary as the main character in once and to learn about Anne Frank diary writing. Historical Narrative – fill in the missing chapter / alternative storyline midway through the book.	Use 'Beyond the lines' on Literacy Shed as stimulus. Poetry – remembrance poetry, blackout poetry, emotions poem / narrative poem linked to 'once' Explanation text – light & electricity from science Persuasion – Advertising the Christmas Fair Instructional – How to Steal Christmas	Text types linked to 'The Explorer' by Katherine Rundell  Rainforest Survival guide Non-fiction, to include explanation texts and information texts. To cover things like shelter, food, water, species of animal and plant. Newspaper Reports To include description of each character, 5 Ws, quotes, formal and informal switch.	Narrative Prequel story to show how the Explorer got there. What is his back story? Narrative First chapter of their own adventure story. Set in a new location, to include 2-4 characters. In the style of The Explorer.	Text types linked to 'Holes' by Louis Sachar  Non-Chronological Report All about the Yellow-Spotted Lizard Non-Chronological Report about another chosen animal News Bulletin About the incarceration of Stanley Yelnats	Texts linked to Luxury Hotel Pupils create a luxury hotel and produce three written outcomes: - Persuasive Advert - Trip Advisor negative review - Formal letter in response Texts linked to Alma Narrative Rewrite Alma Integrate dialogue Opening to new story about another doll

Maths (White Rose)	The curriculum map for Year 5 Maths is structured as follows: Autumn: - Week 1: Number, Place value (FREE TRIAL) - Week 2: <i>Free trial</i> - Weeks 3-7: Addition, subtraction, multiplication and division - Week 8: Number, Fractions A - Week 9: Fractions B - Week 10: Fractions B - Week 11: Measurement, Converting units - Week 12: Measurement, Converting units Spring: - Week 1: Number, Ratio - Week 2: Number, Algebra - Week 3: Number, Decimals - Week 4: Number, Fractions, decimals and percentages - Week 5: Measurement, Area, perimeter and volume - Week 6: Statistics - Week 7: Statistics - Week 8: Statistics - Week 9: Statistics - Week 10: Statistics - Week 11: Statistics - Week 12: Statistics Summer: - Week 1: Geometry, Shape - Week 2: Geometry, Position and direction - Weeks 3-12: Themed projects, consolidation and problem solving
Humanities (Kapow)	Autumn 1 History: World War II (Kapow) Identify the causes of World War 2 Identify the different phases in the Battle of Britain Spring 1 History: What does the census tell us about the local area? (Kapow) Identify the type of information the census gives about people. Summer 1 History: Unheard Stories: Who should be on the £10 banknote? (Kapow) Name the features of a banknote.

	Make deductions about the Blitz from photographs. Describe how children may have felt when evacuated. Evaluate the accuracy, reliability and usefulness of sources. Describe the impact WW2 had on women's and African-Caribbean migrant lives. Autumn 2 Geography: Why does Population Change (Kapow) Identify most densely and sparsely populated areas. Describe increase in population over time. Describe what might influence the environments people live in. Define birth, death rates, migration, push and pull factors. Explain why some people have no choice but to leave their homes. Describe the causes of climate change and its impact on the global population. Suggest actions they can take to fight climate change. Collect information from a member of the public using a variety of data collection. Suggest an idea to improve the environment.	Use the census to make inferences about people from the past. Create questions about Victorian working conditions and the thoughts and feelings of a Victorian working child. Identify and describe the changes between periods of time using the census. Use other primary and secondary sources to verify the data in a census. Use a range of sources, including the census, to build an understanding of a period. Describe the changes in the 1921 census. Plan a local history enquiry using the census. Spring 2 Geography: Where does our energy come from? (Kapow) Describe the significance of energy. Give examples of sources of energy and their trading routes. Define renewable and non-renewable energy. Discuss the benefits and drawbacks of different energy sources. Describe the significance of the Prime Meridian. Identify human features on a digital map. Discuss how transport links have changed over time. Locate UK cities on a map. Use six-figure grid references to identify features on an OS map. Consider and justify the location of energy sources. Design and use interview questions. Plot points on a sketch map.	Make inferences about a historical figure using a banknote. Research and explore the achievements of different historical figures. Make inferences about historical figures from sources. Describe the legacies of historically significant people. Apply criteria to decide if a person is historically significant and explain why. Summer 2 Geography: Carry out fieldwork enquiry (Kapow) Give examples of issues in the local area. Identify questions to be asked to find the relevant data. Justify which data collection method is most suitable. Design an accurate data collection template. Identify areas along a route that are best for data collection. Discuss how to mediate potential risks. Collect data at points located on an OS map. Manage risks during a fieldwork trip. Identify any outcomes from data collected. Map data digitally. Describe the enquiry process.
Science (Kapow)	Autumn 1 Living Things: Classifying Big and Small Define the term 'organism' and name the seven life processes of all living things. Describe the work of Carl Linnaeus. Define the term 'vertebrate' and name the vertebrate groups. Describe the characteristics of fish, amphibians, reptiles, birds and mammals.	Spring 1 Living Things: Evolution and inheritance Define and identify variation in organisms and recall that it is caused by inherited and environmental factors. Recall that living things produce offspring of the same kind but are not normally identical to their parents. Describe patterns of inheritance from parent to offspring in a given example or family tree.	Animals, including humans: Circulation and Health Recall factors that improve someone's health and those that impact health negatively and suggest improvements to someone's health. Describe the circulatory system as the heart and blood vessels transporting blood around the body and recall that the heart is a pump that pushes blood through the circulatory system.

	Compare the characteristics of the vertebrate groups. Define the term 'invertebrate'. Describe the characteristics of worms, snails, spiders and insects. Compare the characteristics of the invertebrate groups. Name the plant groups. Describe the characteristics of flowering plants, ferns, mosses and conifers. Define the term 'micro-organism' and name some examples. Autumn 2 Energy: Light and Reflection Compare sources of light and explain how the eye is protected from light. Describe how light travels and how we see luminous and non-luminous objects. Recall factors that affect the size of a shadow and describe how the distance between an object and the surface its shadow is cast on affects the size of the shadow. Use ray diagrams to explain why shadows change size and why the shape of a shadow matches the object that was cast. Recall what happens to light when it reaches a smooth mirror surface. Identify the incoming and reflected rays and describe the relationship between their angles. Use mirrors to make a working periscope and explain how a periscope works using ray diagrams. Recall a range of uses of mirrors and reflection, describe how a mirror reflects light in different situations and explain how light is reflected using knowledge of light and reflection.	Describe what an adaptation is; it cannot be chosen and is usually inherited. Describe key characteristics that would help an organism to survive and explain how an adaptation helps the organism to survive. Explain how variation may affect survival within a population and recall what natural selection means. Recall what evolution is, identify differences between a living thing and its ancestor and describe key steps in the evolution of a species. Recall different types of evidence that can be used to explain evolution and describe methods that make scientists' results or conclusions more trustworthy. Spring 2 Energy: Circuits, Batteries and Switches Describe the function of key electrical components and explain how the models used in the lesson represent these. Correctly predict if an electrical circuit will work or not, explaining why using their knowledge of complete loops, power sources and presence of components. Describe the relationship between the number of bulbs in a circuit, the bulb brightness and the amount of resistance. Explain that increasing the number of components increases the resistance, affecting the flow of current and energy transferred. Identify that batteries are a voltage source; they come in different voltages, affecting bulb brightness. Describe that voltage can be changed using different numbers of cells in a circuit and that more cells or a higher voltage causes brighter bulbs. Use the relationship between voltage and bulbs to predict what will happen with buzzers and motors. Build an electrical circuit with a switch to control its function, explain how the switch and the electrical circuit solve the problem and recall different examples of problems that can be solved using an electrical circuit.	Describe the pathway of blood through the circulatory system, including passing through the heart twice in a complete circuit through the body. Describe some of the functions of blood, including transporting substances like oxygen, water and nutrients around the body. Recall what is meant by heart rate and research using multiple websites to find reliable animal masses. Identify the pattern between animals' size and heart rate and quote values as evidence. Describe how different exercises affect heart rate and explain why heart rate changes during exercise. Describe what happens to heart rate during and after exercise and compare two sets of heart data to identify a link between heart rate and fitness. Making Connections: Are some sunglasses safer than others? Recall key knowledge from previous units. Apply knowledge in new contexts. When working scientifically, pupils who are secure will be able to: Carry out a full scientific enquiry.
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Design Technology <u>(Kapow)</u>	<u>Textiles: Bags (Kapow)</u> Explore and compare real textile products, thinking about how they look, how they are used and how they affect the environment. Develop and test design ideas by creating pattern pieces and making prototypes to explore how well they work. Use labelled drawings and diagrams to show clear design ideas, including how pattern pieces will fit together. Use fabrics and materials suitable for the product, thinking about how they look and how well they work. Make 3D textile shapes by carefully cutting, folding and joining materials to match the design. Join fabrics securely using stitches or knots and add decorative details to improve the appearance. Use pins, scissors and other tools carefully to keep fabric flat and measure and cut accurately. Evaluate how well the final product meets the design criteria and suggest improvements.	<u>Structure: Playgrounds</u> Create five apparatus designs, applying the design criteria to their work. Make suitable changes to their work after peer evaluation. Make roughly three different structures from their plans using the materials available. Complete their structures, improving the quality of their rough versions and applying some cladding to a few areas. Secure their apparatus to a base. Make a range of landscape features using a variety of materials which will enhance their apparatus.	<u>Digital World: Navigating the world</u> Incorporate key information from a client's design request such as 'multifunctional' and 'compact' in their design brief. Write a program that displays an arrow to indicate cardinal compass directions with an 'On start' loading screen. Identify errors (bugs) in the code and suggest ways to fix (debug) them. Self and peer evaluate a product concept against a list of design criteria with basic statements. Identify key industries that use 3D CAD modelling and why. Recall and describe the name and use of key tools used in Tinkercad (CAD) software. Combine more than one object to develop a finished 3D CAD model in Tinkercad. Complete a product pitch plan that includes key information.
Art and Design <u>(Kapow)</u>	<u>Craft and Design: Photo Opportunity</u> Explain how a new image can be created using a combination of other images. Understand what photomontage is and recognise how artists use photography. Demonstrate a confident understanding of Edward Weston's style through their artistic choices. Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects. Choose a suitable painting and suggest appropriate ways to recreate it photographically with props. Set up a composition and think about a space that will provide good lighting levels. Take a portrait that is focused and appropriately framed. Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned. Create a final painting or drawing with tonal differences that create a photo-realistic effect.	<u>Drawing: Expressing Ideas</u> Identify key features of street art and murals. Discuss the intention and impact of street art. Use various shading techniques to show texture, tone, form and depth. Apply one point perspective in their work. Enlarge a drawing by scaling using an accurately drawn grid. Show an understanding of perspective, scale and proportion with a level of accuracy across their design. Choose appropriate materials for their design and explain their choices and intention. Use space effectively to enhance visual impact of their graffiti tag.	<u>Sculpture and 3D: Making Memories</u> Discuss the work of artists that appreciate different artistic styles. Create a sculpture to express themselves in a literal or symbolic way. Suggest ways to represent memories through imagery, shapes and colours. Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. Competently use scissors to cut shapes accurately. Talk about artists' work and explain what they might use in their own work. Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. Successfully translate plans to a 3D sculpture. Produce a completed sculpture demonstrating experimentation, originality and technical competence.

RE	Autumn 1 – Christianity (God) Science Verses Religion (digging deeper -Psalm 8) Autumn 2 – Christianity (Incarnation) Was Jesus the Messiah? (digging deeper- transfiguration)		Spring 1 – Hinduism What special pathways to Molisha are written about in Hindu Scripture? Spring 2 – Christianity (Salvation) What did Jesus do to save human beings (Digging deeper)		Summer 1 – Humanism Why do Humanists say happiness is the goal of life? Summer 2 – How do people show their faith through art.	
Computing e-safety	Unit 6:1 – We are online safety ambassadors		Unit 6:3 – We are safe social networkers	Unit 6:4 – We are respectful of others	Unit 6:5 – We are online safety problem solvers	Unit 6:6 – We are safe gaming experts
Computing	Year 6: Networks – 4 lessons Year 6 Graphing – 4 lessons Year 6 Blogging – 4 lessons Year 6 Data detectives – 4 lessons		Year 6 – Coding – 6 lessons Year 6 – Introduction Python- 4 lessons		Year 6 – Spreadsheets 5 lessons Year 6 – 3D modelling 4 lessons	
Music	Kapow! Songs of WW2	Kapow! Dynamics, pitch and texture (coast)	Kapow! Film Music	Kapow! Theme and Variations: Pop Art	Kapow! Baroque	Kapow! Composing and performing a leavers’ song
PE outdoor (Get Set 4 PE)	Rugby	Football	Hockey	OAA	Athletics	Rounders
PE indoor (Real PE)	Personal – Invasion – Tag Netball	Physical – Athletics - Jumpball	Creative – Net & Wall - Seated Volleyball	Cognitive – Athletics – Dodgeball	Social – Invasion- Kabbadi	Fitness - Target - Throlf
PSHE	Rights, rules and responsibilities	Family and friends Working together	Being Safe	Financial capability (not statutory)	Drug Education	Relationships and Sex Education Managing change
French (Kapow)	Unit 1 – French Sport and The Olympics	Unit 2 – French football champions	Unit 3 – In my French house	Unit 4 – Planning a French holiday	Unit 5 – Visiting a town in France	Revision & Readiness for Secondary French