**Year 6 Curriculum Map 2025 / 2026**

| **Year Group** | **Autumn 1**  3 days + 6 weeks + 4 days  6 afternoons PSHE  17 afternoons | **Autumn 2**  7 weeks  21 afternoons | **Spring 1**  6 weeks  18 afternoons | **Spring 2**  5 weeks  15 afternoons | **Summer 1**  6 weeks  1 week - SATs  1 week - 3 day residential  14 afternoons | **Summer 2**  4 days + 6 weeks.  18 afternoons. |
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| **Geography** | Volcanoes & Earthquakes  6 afternoons |  |  |  |  | North America - The Rockies  Inc. Digimaps  6 afternoons |
| **History** |  | Beyond 1066: Propaganda  6 afternoons |  |  |  |  |
| **Science** | Classification  6 afternoons | Humans  6 afternoon | Evolution & Inheritance  6 afternoons | Light  6 afternoons | Electricity - School visit.  6 afternoons |  |
| **Spiritual moments / Cultural capital** |  | Queen street mill | Community Week 3 afternoons | Catholic, baptist and methodist visits to talk about the Eucharist. | Residential | Year 6 Show  Year 6 Leavers Service  Feed your family! Parent invitation |
| **English Fiction** | Novel as a theme  **The Nowhere Emporium** | Biography unit | Classic fiction: **Wizard of Oz** | Older literature: **Romeo and Juliet** | Novel as a theme. Incorporate poems on a theme.  **Wonder - push pack** |  |
| **English**  **Non Fiction** | Reports, discussion and debate | Persuasion: A Formal Review | Information text hybrid | Recount: Letters and diaries. | Discussion and debate (integrated) | Recount: autobiography |
| **English Poetry** |  |  |  |  |  | Classic narrative poetry  **The Lion and Albert** |
| **GPS** | ing opening clauses.  Create and punctuate sentences using simile starters. (Y5)  Manipulate sentences for effect. (Y6)  Blend action, dialogue and description within and across paragraphs. (Y5)  Blend action, dialogue and description within paragraphs to convey character and advance the  action. (Y6)  Create complex sentences by using relative clauses with relative pronouns who, which and that. (Y5)  Devices to build cohesion between paragraphs in recount  Brackets  Colon to introduce a list | Subject & Object  Active/Passive voice  Consciously controlling the use of different sentence  structures  Devices to build cohesion between paragraphs in  Persuasive texts  Ellipsis between paragraphs  Semi colon within a list  Blend action, dialogue and description within sentences to convey character and advance the  action. (Y6)  Deviate narrative from linear or chronological sequence  To select appropriate register for formal and informal purposes | Investigating and collecting a range of synonyms and  antonyms  Manipulating sentences to create particular  effects.  Use devices to build cohesion between paragraphs in narratives  Punctuating bullet points  Hyphen to avoid ambiguity  Combine text types to create hybrid texts  To select appropriate register for formal and informal purposes | Subject & Object  Active & Passive Voice  Ellipsis  Building cohesion between paragraphs in explanatory texts  Brackets  Semi colon | Investigating and collecting a range of synonyms and antonyms  Building cohesion between paragraphs in discursive texts  Formal and informal vocabulary | Question tags  Use repetition of a word or phrases to link ideas between paragraphs |
| **Spoken Language Opportunities** | Explore settings and characters orally, and select precise vocabulary to create well- structured descriptions.  Prepare oral retellings of identified sections of stories (or innovated/invented versions) in order to perform to an audience. | Participate in discussions and debates building on their own and others’ ideas, challenging views courteously.  Explore settings and characters orally, and select precise vocabulary to create well- structured descriptions. | Select and use appropriate registers for effective communication in a range of contexts, e.g. non-standard and Standard English to develop characterisation for dialogue; in non-fiction contexts such as persuasive speeches or journalistic reporting.  Use non-verbal gestures whilst presenting and performing to sustain the audience’s interest  Prepare poems to perform, using dramatic effects in order to gain, maintain and heighten the interest of the audience. | Provide oral explanations with supporting details in relation to questions posed with ‘how’ and ‘why’,  Prepare oral retellings of nonfiction texts/sections of nonfiction texts (or innovated/invented versions) in order to perform to an audience. | Participate in discussions and debates building on their own and others’ ideas, challenging views courteously.  Select and use appropriate registers for effective communication in a range of contexts, e.g. non-standard and Standard English to develop characterisation for dialogue; in non-fiction contexts such as persuasive speeches or journalistic reporting.  Prepare poems and playscripts to perform, using dramatic effects in order to gain, maintain and heighten the interest of the audience. |  |
| **Extended Writing Opportunities.** | Poem  Top Trumps cards  Diary Entry in role | Poem  Letter in role | Letters - making use of historical vocab | Character description | Cartoon strips  Persuasive leaflet | Identified in Lit planning - final push for end of KS expectations. |
| **Art** |  | Drawing - Still Life - 6 afternoons |  | Painting & Colour - Art & Design Skills - 6 afternoons |  | Sculpture - Make My Voice Heard - 6 afternoons |
| **DT** |  |  | Structures - Frames  6 afternoons |  | Electrical - Handmade Switches (link to science unit  5 afternoons | Food Fortnight -  Celebrating culture and seasonality  6 afternoons |
| **RE**  *One lesson per week* | 6.1 Life as a Journey  6.2 How do Christians prepare for Christmas? | | 6.3A Why is the Exodus such a significant event in Jewish and Christian history?  6.3 Why do Christians celebrate the eucharist  6.4 Easter: Who was Jesus, Who is Jesus? | | 6.6What is the nature and character of God? | |
| **PE**  *One lesson per week* | Tennis | Handball | Dance - Street Art | Gymnastics | Athletics | Outdoor and adventure |
| **PSHE**  *One lesson per week* | September Focus Unit - Health and wellbeing    Living In The Wider World -  Shared Responsibilities | Relationships -  Managing hurtful behaviour and bullying  Healthy lifestyles - keeping safe. | Living In The Wider World - Communities  Respecting Self & Others | Health & Wellbeing  Healthy Lifestyles  Living In The Wider World - Economic Wellbeing |  | Relationships -  Families and Close Positive Relationships  Healthy Lifestyles -  Ourselves, growing and changing |
| **Computing** |  | Networks  4 sessions |  | Graphing  4 sessions |  | Coding  6 sessions |
| **Music** | Baroque  5 afternoons |  | Dynamics, pitch and tone - Fingal’s Cave 3 afternoons |  |  | Composing and performing a leavers song |
| **French** |  |  |  |  | This is France (Y5) *Optional*  *3 afternoons* |  |
| **Maths Unit** | Place Value -Decimals  Mental & Written Addition  Written & Mental Multiplication Time  2D & 3D Shape Mental & Written Subtraction  Mental & Written Division | Fractions (Aut2)  Fraction, Ratio & Proportion  Geometry & Stats  Measurement  Measurement | LCC Bespoke Revision Planner - Using LCC, RTP | LCC Bespoke Revision Planner  Using LCC, RTP | LCC Bespoke Revision Planner  Using LCC, RTP | Measurement  Mental and written calculations  Fractions  Place Value & Decimals  2D & 3D shape |
| PPA cover every Tues.  50 mins topic  50 mins revision | PSHE 2 sessions  School Life (Y5)  4 sessions | 7 sessions Pop Art - Theme of variations | 6 sessions  Islamic Civilisations | 5 sessions  Family & Friends (Y5),  Let’s Visit A French Town | 6 sessions  Revision |  |