**Year 6 Curriculum Map 2025 / 2026**

| **Year Group**  | **Autumn 1**3 days + 6 weeks + 4 days6 afternoons PSHE17 afternoons  | **Autumn 2**7 weeks21 afternoons | **Spring 1** 6 weeks 18 afternoons  | **Spring 2** 5 weeks 15 afternoons  | **Summer 1**6 weeks 1 week - SATs1 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. Digimaps6 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 theaction. (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 sentencestructuresDevices to build cohesion between paragraphs inPersuasive texts Ellipsis between paragraphs Semi colon within a list Blend action, dialogue and description within sentences to convey character and advance theaction. (Y6)Deviate narrative from linear or chronological sequence To select appropriate register for formal and informal purposes | Investigating and collecting a range of synonyms andantonymsManipulating sentences to create particulareffects.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 interestPrepare 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 unit5 afternoons | Food Fortnight -Celebrating culture and seasonality6 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 RelationshipsHealthy Lifestyles - Ourselves, growing and changing  |
| **Computing** |  | Networks4 sessions  |   | Graphing4 sessions |  | Coding6 sessions  |
| **Music**  | Baroque5 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 -DecimalsMental & Written Addition Written & Mental Multiplication Time2D & 3D Shape Mental & Written Subtraction Mental & Written Division  | Fractions (Aut2)Fraction, Ratio & ProportionGeometry & Stats Measurement Measurement  | LCC Bespoke Revision Planner - Using LCC, RTP  | LCC Bespoke Revision Planner Using LCC, RTP  | LCC Bespoke Revision Planner Using LCC, RTP  | MeasurementMental and written calculations Fractions Place Value & Decimals 2D & 3D shape  |
| PPA cover every Tues. 50 mins topic50 mins revision | PSHE 2 sessionsSchool Life (Y5)4 sessions | 7 sessions Pop Art - Theme of variations  | 6 sessionsIslamic Civilisations  | 5 sessionsFamily & Friends (Y5), Let’s Visit A French Town | 6 sessions Revision |  |