



Y6 2025-2026

2. Below is the range of experiences and activities that the children will do throughout the year. This is how we will bring our curriculum to life and provide learners with as many cross-curricular, meaningful and memorable experiences as possible.

	Autumn 1 <i>Eco Warriors</i> <i>(7 weeks)</i>	Autumn 2 <i>War and Peace</i> <i>(8 weeks)</i>	Spring 1 <i>South American Explorers</i> <i>(6 weeks)</i>	Spring 2 <i>Crime and Punishment</i> <i>(11 weeks)</i>	Summer 1	Summer 2 <i>Economic Activity</i> <i>(7 weeks)</i>
Enrichment Experiences		PGL	5 th – Air Raid Shelter			Cinema and Pizza Party
British Values and SMSC	Creativity	Peace	Trust	Forgiveness	Justice	Thankfulness
English – Writing (Literacy Tree)	Night Mail Suffragette: the battle for equality	The Last Bear Grimm Tales	Romeo and Juliet Hidden Figures	The Explorer	Holes	Stonewall Some places more than others
English – Reading (Pathways)	When we were warriors	Great Adventurers	Survivors: Extraordinary Tales from the Wild and Beyond	The place for me: Stories about the Windrush generation		Sky Chasers The place for me: Stories about the Windrush generation
Spelling (ELS)	Introduction: ward, light termine hind sci medi sign	preci fic par sol sacr Homophones	crit dict fer vary leg Words containing ua and ui	Prefixes: oc-, op- Prefixes: ag-, ap-, at- ie letter string Silent letters b, h and ch Silent letters g, k and n	ei letter string Suffixes: -ant/-ance, -ent/-ence, -able, -ible Suffix: -ous, -ial cure	judice Prefixes: cata-, cate- am parl Numbers
	<ul style="list-style-type: none"> Can I use endings which sound like –ce, spelt like –cious and tious? Can I use endings –cial and –tial? Can I spell words ending in –ant, -ance/-ancy, -ent, -ence/-ency? Can I spell words ending in –able and ible? Can I spell words ending in –ably and ibly? Can I add suffixes beginning with vowel letters to words ending in –fer? 			<ul style="list-style-type: none"> Can I use a hyphen to join a prefix to a root word? Can I spell words with the i sound spelt ei after c? Can I spell words containing the letter-string ough? Can I spell words with silent letters? Can I spell most of the 98 Year 5 and 6 statutory spelling list? 		



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Grammar and Punctuation	<p><u>Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Can I recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms? • Can I use passive verbs to affect the presentation of information in a sentence? • Can I use expanded noun phrases to convey complicated information concisely? • Can I use semi-colons or dashes to mark boundaries between independent clauses? • Can I use a colon to introduce a list? • Can I punctuate bullet points consistently? <p>Learning the Grammar for Y6:</p> <p>(6) Can I recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter?]</p> <p>(6) Can I recognise how words are related by meaning as synonyms and antonyms [for example, big, large, little?]</p> <p>(6) Can I effectively use the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)?]</p> <p>(6) Can I recognise the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he? or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech?]</p> <p>(6) Can I link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis?</p> <p>(6) Can I use layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text?]</p> <p>(6) Can I use a range of punctuation: semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up?]</p> <p>(6) Can I use a colon to introduce a list and use semi-colons within lists?</p> <p>(6) Can I use bullet points to list information?</p> <p>(6) Can I recognise how hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover?]</p> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Can I write legibly, fluently and with increasing speed? • Can I choose which shape of a letter to use when given choices and deciding whether or not to join specific letters? • Can I choose the writing implement that is best suited for a task? 					
Maths (White Rose)	Number: Place Value Number: Addition, Subtraction, Multiplication and Division Number: Fractions A Number: Fractions B Geometry: Converting units Arithmetic weekly		Number: Ratio Number: Algebra Number: Decimals Number: Fractions, decimals and percentages Measurement: Area, perimeter and volume Statistics		Geometry: Shape Geometry: Position and direction Themed projects, consolidation and problem solving Arithmetic weekly	
Geography	Eco Warriors (Sustainability) (Gr)		South America (CT)			UK Economic activity (Gr)
History		A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 WW2		Crime and Punishment		
Science (Kapow)	Circuits, batteries and switches (6 lessons)	Light and reflection (6 lessons)	Circulation and health (6 lessons)	Evolution and inheritance (6 lessons)	Classifying big and small (6 lessons)	Making connections: Are some sunglasses safer than others? (5 lessons)
Art & Design (Kapow)		Drawing – Make my voice heard (5 lessons)	Painting and mixed media – Artist Study (7 lessons)		Sculpture and 3D – Making Memories (5 lessons)	Craft and design – Photo opportunity (5 lessons)



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D&T (Kapow)	Structures – <i>Playgrounds</i> (4 lessons) <i>Automata Toys – DT Week</i>				Food - <i>Come dine with me</i> (6 lessons)	Textiles – <i>Waistcoats</i> (4 lessons)			
Music (Charanga)	Happy	Classroom Jazz 2	A New Year Carol	You've got a friend	Music and Me	Reflect, Rewind and Replay			
Music (SMS)	Rhythm and composition 4 Song Writing – The Blues cat / monkey / rest / cow / armadillo / elephant / anteater / semibreve	Ensemble singing and performance	Playing and Performing instruments 4	Ensemble singing and performance with instruments	Inter-related dimensions of music 4 A Night on the Bare Mountain	Musical appreciation and singing (ensemble, solo, duet and small group performance)			
Spanish (Language Angels)	At School (P)	World War 2 (P)	Phonetics lesson 4 (C) Healthy Living (P)	Planets (P)	Me in the World (P)	Irregular Verbs (P)			
RE	<u>EXPRESSING</u> Is it better to express beliefs in art or charity?	<u>LIVING</u> What matters most to Christians and Humanists?		<u>LIVING</u> Green religion: what can be done about climate and environment?		<u>EXPRESSING</u> What can be done to reduce racism? Can religion help?			
Computing	Computing systems and networks – Communication and collaboration	Creating media – Web page creation	Programming A – Variables in games	Data and information – Spreadsheets	Creating media – 3D Modelling 'Tinkercad'	Programming B – Sensing movement			
PE	Health and Fitness Dance	Lacrosse Gymnastics	Gymnastics Rugby	Netball Dance	Rounders Cricket	Athletics Tennis OAA			
PSHE & RSHE	Relationships			Health and Wellbeing			Living in the wider world		
	Families and friendships	Safe relationships	Respecting ourselves and others	Physical health and Mental wellbeing	Growing and changing	Keeping safe	Belonging to a community	Media literacy and digital resilience	Money and work
	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations Crucial Crew	Expressing opinions and respecting other points of view, including discussing topical issues	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; Managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks