

Year 6 Curriculum Overview 2025-2026



	Autumn -	Spring -	Summer -
English Lancashire units	Autumn 1: - The Nowhere Emporium -Narrative based on modelled text -A magazine page Autumn 2: - Novel as a Theme - Biography	Spring 1: - Classic Fiction - Poetry – Songs and Lyrics - Persuasion: A Formal Review Spring 2: - Older Literature - Information Text Hybrid - Poems with Imagery	Summer 1: - Detective / Crime Fiction - Explanations Summer 2: - Short Stories with Flashbacks - Novel as a Theme - Classic Narrative Poetry
Maths	- Place Value - Addition & Subtraction - Multiplication & Division - Fractions, Decimals & Percentages	- Measures - Shape - Position & Direction - Statistics - Ratio - Algebra	- Revision - Gaps & misconceptions
RE	6.1 Is every person's journey the same? (10hrs 6+4) - Non Christian faith unit: Pilgrimage (4) 6.2 How do Christians prepare for Christmas? (5hrs)	6.3 A – Why is the Exodus such a significant event in Jewish and Christian history? (6) 6.4 Who was Jesus? Who is Jesus?(4hrs) 6.5 – What is the importance of Ascension and Pentecost to Christians? – (4)	6.6 What is the nature and character of God? (8 hrs 6+2) 6.7 – How does having faith affect people's lives? (7 hrs 6+1)
Geog	<u>How are biomes and climate zones linked?</u> - What are climate zones? - What are the main biomes and how do they link to climate zones? - What are the main features of temperate deciduous forests and savannahs? - What are the main features of a tundra and desert?		<u>What are the main features of the Amazon Basin?</u> - How do time zones in South America compare with the rest of the world? - What are the names and key features of South American countries? - What and where is the Amazon Basin? - What is everyday life like in the Amazon Basin? - What industry and farming can be found in the Amazon Basin?

History	<u>Who were the Anglo-Saxons and Vikings and how did they struggle for the kingdom of England?</u> • From where did the Anglo-Saxons originate and when did they invade Britain? • How did the Anglo-Saxon settlements differ from the ones the Romans had created? • How did the Anglo-Saxon Kingdoms grow and change over time? • When and why did the Vikings invade Britain? • What do we mean by the struggle for the Kingdom of England?		<u>Who were the Maya?</u> • When and where did the Maya live? • How do we know about the Maya? • What was daily life like during the times of the Maya people? • What was happening around the world at the same time as the Maya? • What may have caused the Maya civilisation to decline?
Sci	Living things and their habitats - <u>Why is it important to classify living things?</u> • Is the classification of animals helpful? • Are there many similarities between animals in the local area? • How can plants be classified? • Is there a link between plant groups and the environment they grow in? • Do microorganisms matter?	Animals including humans - <u>How does the heart work and why is it so important?</u> • What is the purpose of the circulatory system? • Why is blood so important? • How does exercise affect our circulatory system? • How are nutrients and water transported within animals, including humans? • How do diet, exercise, drugs and lifestyle impact our bodies?	Electricity - <u>How does electricity work and how does its power vary?</u> • How can we represent a simple circuit in a diagram? • How does the number of batteries affect the brightness of the bulb? • What else impacts the brightness of a bulb in a circuit? • What can affect the function of a component in a circuit? • How can I use my knowledge of electrical components to make a device?
	Evolution and inheritance - <u>How have living things on Earth evolved over time?</u> • How do scientists know that living things have changed over time? • How does variation explain the different features and characteristics of living things? • How has variation led to evolution? • Do all living things adapt in the same way? • How have plants in the local area adapted?		Light - <u>How does light enable us to see?</u> • How does light travel? • Is a shadow always the same shape as the object that casts it? • How does a mirror reflect light? • (<i>Extension components if time allows</i>) • What is refraction and why is it a phenomenon? • What colour is light? Is this a phenomenon?
Art	<u>Drawing: 2D drawing to 3D making</u>	<u>Painting: Activism</u>	<u>Working in three dimensions: Take a seat</u>

	• How do artists create 3D objects from 2D drawings & paintings? • What key drawing techniques support seeing and drawing, and enable me to scale up my drawing? • How can I add both texture and form to a simple outline shape? • How can I transform a 2D drawing to a 3D object? • How can I reflect on my 3D object?	•	• How can I explore the structure and integrity of a chair through drawing? • How can I manipulate materials to create a mini sculpture or form? • How can I use sketchbooks to explore, develop and record my ideas? • How can I use sculptural and making techniques to construct a chair that expresses my personality? • How can I reflect on my chair?
DT	How can we create a camouflaged nomadic tent that would be suitable for a temperate climate? -Know what Viking nomadic tents look like and appreciate how they are made -Research different structures and joining of materials -Create initial design taking account of both structure and design of the fabric used -Create a stable structure capable of withstanding strong winds and rain -Evaluate the tent taking account of both structure and suitability	How can we use computing skills to create a piece of technology to help people get active? (Micro-bit) -Know and understand what variables are -Create algorithms that use variables -Create an algorithm to make a step counter -Predict how variables will be used in programs -Design and create an activity picker for a family	What dishes would we create as part of an afternoon tea as part of a celebration with our families? -Find out about different afternoon tea items and recipes -Research and taste different produce -Design an initial idea, which focuses on working within a budget -Gather resources and make the product-Evaluate the final product against the original brief
Music (Bolton Music service)	The Vikings (His)	Samba (Geog)	Electricity (Sci)
Computing (Purple Mash)	• Online Bullying • Coding • Blogging	• Online Reputation • Networks • Data Detectives	• Self - Image and Identity • Managing Online Information • Online Relationships
French (Mrs Wardle)	<u>Unit 18 – Planets</u> To learn and recite, in sequence, with accurate pronunciation from memory, the days of the week and the planets. To write days and planets accurately observing sound/spelling patterns. To	<u>Unit 19: My School</u> To deduce the meaning of unknown words using context, cognates, known vocabulary. To learn a series of places in the school with accurate pronunciation and to spell them from memory. Observe	<u>Unit 23- a Trip to Paris</u> Revision of different elements of the programme – opinions, food items, flavours, euros and numbers. Ordering drinks and snacks with different quantities.

	listen to a short spoken passage and to understand the main points and to decipher some unknown vocabulary. To create a postcard with descriptive factual and fictional sentences using a range of adjectives, a past tense, determiners and qualifiers with the aid of reference materials. To be able to present the postcard to the group	sound/spelling patterns. To create sentences using the first person form of ER verbs . To learn school subjects and to express a positive and negative qualified opinion in spoken and written form. To respond to more classroom instructions and to be able to give the instructions to others	To learn a range of facts about Paris, pinpointing famous monuments on a map, the Metro, finding our way, La Tour Eiffel
PSHEC Jigsaw	<u>Being Me in My World</u> Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling <u>Dreams and Goals</u> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	<u>Celebrating differences</u> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy <u>Healthy Me</u> Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	<u>Relationships</u> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use <u>Changing Me</u> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
PE	• Jagtag • Dodgeball	• Basketball • Rounders • Swimming	• Handball • Athletics