



CURRICULUM OVERVIEW – YEAR 6

Year 6	Autumn		Spring		Summer	
	Explorers		Inventors and Industry		All Change	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	In writing, we will focus on the following key texts and writing outcomes: - Can we save the tiger? – Discussion text about endangered animals - The Last Bear – Newspaper article about April's mission - The wind in the wall – Extended Gothic narrative - Rainplayer – Essay about legacy of the Maya Each text will also provide opportunities for children to write across a range of fiction, poetry and non-fiction genres. Grammar and punctuation will be taught within this context, enabling pupils to apply their skills in meaningful and purposeful writing. In reading, we will explore a range of high-quality texts to develop children's enjoyment and understanding of literature. Pupils will strengthen their comprehension skills in vocabulary, inference, prediction, explanation, retrieval and summarising, through approaches such as VIPERS. Spelling Shed will be used to teach spellings patterns and rules RWI Handwriting will be used to support the development of a joined, legible and fluent handwriting style.		In writing, we will focus on the following key texts and writing outcomes: - The Arrival – Retelling in third person (man's journey to another country) - Windrush Child – Persuasive pitch to the local council - Boy in the Tower – Own version apocalyptic story Each text will also provide opportunities for children to write across a range of fiction and non-fiction genres. Grammar and punctuation will be taught within this context, enabling pupils to apply their skills in meaningful and purposeful writing. In reading, we will explore a range of high-quality texts to develop children's enjoyment and understanding of literature. Pupils will strengthen their comprehension skills in vocabulary, inference, prediction, explanation, retrieval and summarising, through approaches such as VIPERS. Spelling Shed will be used to teach spellings patterns and rules RWI Handwriting will be used to support the development of a joined, legible and fluent handwriting style.		In writing, we will focus on the following key texts and writing outcomes: - Stonewall – Visitor's guide to The Stonewall Inn - The Unforgotten Coat – Own version 'issues and dilemmas' narrative - Some places more than others – Range of writing to create 'The Suitcase Project' Each text will also provide opportunities for children to write across a range of fiction, poetry and non-fiction genres. Grammar and punctuation will be taught within this context, enabling pupils to apply their skills in meaningful and purposeful writing. In reading, we will explore a range of high-quality texts to develop children's enjoyment and understanding of literature. Pupils will strengthen their comprehension skills in vocabulary, inference, prediction, explanation, retrieval and summarising, through approaches such as VIPERS. Spelling Shed will be used to teach spellings patterns and rules RWI Handwriting will be used to support the development of a joined, legible and fluent handwriting style.	
Mathematics	In Maths we will focus on: - Place Value including reading, writing, ordering and comparing numbers to 10 000 000. Round numbers accurately and use negative numbers in context. - Four operations. Use BODMAS to solve calculations. Use formal written methods including long multiplication and long division with remainders. Solve multi-step problems. - Fractions: Use common factors to simplify fractions. Add, subtract, multiply and divide fractions with different denominators and mixed numbers. - Measurement: Use formulae to find perimeter, area and volume.		In Maths we will focus on: - Ratio and Proportion: Solve problems. - Algebra: Use simple formulae to describe sequences and find missing numbers - Decimals: Multiply and divide decimals by whole numbers. Convert between fractions and decimals. Solve problems. - Percentages: Recall and use equivalences between fractions, decimals and percentages. Find percentages of amounts - Measurement: Use, read, write and convert between standard and non-standard units of measure. - Statistics: Interpret and construct pie charts and line graphs. Calculate and interpret the mean as an average.		In Maths we will focus on: - Geometry involving properties of shapes. Draw 2D shapes accurately. Know terms radius, diameter and circumference. Describe and build 3D shapes using nets. Find unknown angles in a triangle, quadrilateral and regular polygon. - Geometry: Use co-ordinates in all four quadrants. Translate and reflect shapes across the axes. - Problem Solving - Investigations	
Science	Light. Children will learn about sources of light, how light travels, the law of reflection, light and sight, and the functions of different parts of the eye.		Electricity. Children will draw circuit diagrams using recognisable symbols. They will investigate the effects of changing different components in a circuit, including voltage.		Animals, including humans. Children will focus on the key components of the circulatory system and how they enable our bodies to function properly. They will also learn how to keep their bodies healthy and understand some ways they could be damaged.	
			Living things and their habitats. Children will look more closely at the classification system and how all organisms can be separated into broad groupings based on observable characteristics. They will also identify how animals and plants are adapted to suit their environment.		Evolution and Inheritance. Children will recognise that living things have changed over time and that fossils provide information about living things. They will explore how characteristics are passed from parents to offspring and how variation can help species survive, learning about Darwin's theory of evolution by natural selection.	
History	Explorers. Children will uncover the mysteries of the Mayan civilisation as they explore Mayan ruins and from there embark		Inventors and Industry. Children will build upon their knowledge of British history through an in-depth study of the Victorian era		All Change. Children will learn about some of the amazing discoveries of Charles Darwin and his voyage on The Beagle.	



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	on a journey that will help them to uncover the life, society and civilisation of ancient Mayans. Children will learn about Mayan religious beliefs, Mayan society and accomplishments, number and writing system, Mayan calendar, entertainment and diet. Children will understand that Mayan society collapsed and will explore some of the theories about why this happened.		with a focus on Higham and its most famous resident – Charles Dickens. They will describe the ways of life for different classes of society from the Royal family to life in the workhouses. They will know how Britain changed throughout Queen Victoria's reign and will be able to explain the industrial revolution and its impact on the UK. Children will be able to name a number of key inventions and explain their significance and importance.			
Geography	Explorers. Children will know the physical and human characteristics of countries located on the equator, with a particular focus on North and South America. Children will name and locate the countries associated with the ancient Maya (Mexico, Belize, Honduras and Guatemala) on a map of the Americas. They will identify countries and major features such as rivers, lakes and mountain ranges, and biomes. Children will take a trek into the depths of the jungle as they explore the fascinating world of the rainforest. They will discover where the rainforests are; what they are like; and who lives there. Children will extend their understanding of climate change and the effects of human actions on the rainforest and the implications to the planet.		Inventors and Industry. The children will develop their knowledge of Higham and recognise how it has changed since Victorian times by studying a range of maps and aerial photographs, and by engaging in practical fieldwork. Children will build their confidence using atlases and Ordnance Survey maps to locate local landmarks and plot a route around Higham.		All Change. Children will know, through their topic of Evolution in Science, that variation of living things can help survival of species and that Darwin described this as his theory of evolution by natural selection. They will learn that Charles Darwin's travels to the Galapagos Islands were a key factor in developing this theory. They will draw upon their prior learning of volcanoes and their study of South America to understand some of the geographical features of the islands, located off the coast of Ecuador. They will consolidate their world map knowledge by tracking Darwin's circumnavigation of the globe, with a particular focus on South America.	
Art & Design	Working with colour. Children will study the work of Ruth Daniels and her use of complementary patterns and colours to create rainforest environments. They will compose their own pieces using watercolour paints and inks, adding fine details with small brushes. They will continue to develop their sketching skills.			Printing. Children will learn about William Morris, his importance, and his textile and wallpaper designs. They will sketch natural objects, design their own printing block using soft polymer lino, and create repeating patterns with multiple colour overlays.	Textiles. Children will explore the work of textile artists and experiment with techniques such as tie-dye and paste batik to add colour and pattern. They will use stitches like embroidery and appliqué to add decoration to their fabrics.	
Design Technology		Electrical systems: Steady Hand Game. Children will learn about the form and function of products and evaluate existing toys. They will identify the components of a steady hand game, design their own using perspective drawings, and create a secure base. They will make and test a functioning circuit and assemble it within a case.	Structures: Playgrounds. Children will create apparatus designs and make improvements after peer evaluation. They will construct structures using suitable materials and techniques and enhance them with cladding and landscape features.			Mechanical systems: Automata Toys. Children will explore different cam profiles and how they change movement. They will design and make their toy, cutting and assembling components, and decorate it to meet the design criteria. They will evaluate their finished automata, reflecting on its function and form.



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Computing	Computer Systems and Networks – Communication. Children will explore how data is transferred over the internet, starting with addressing and data packets. They will investigate how the internet enables communication and collaboration and complete shared projects. They will learn to communicate responsibly online.	Creating Media – Web Page Creation. Children will learn to create websites for a chosen purpose. They will design and evaluate their own website, considering copyright, aesthetics, and navigation paths.	Creating Media – 3D Modelling. Children will learn to produce 3D models, moving, resizing, and duplicating objects. They will create combined objects such as a desk tidy and plan, develop, and evaluate their own 3D model of a building.	Data and Information – Spreadsheets. Children will organise data into columns and rows and learn to format it to support calculations. They will apply formulas, create charts, and use spreadsheets to plan events. They will evaluate their results in relation to the questions asked.	Programming B – Sensing. Children will use sequence, repetition, selection, and variables within the micro:bit environment. They will build and test programs and complete progressively more complex projects. They will develop coding and problem-solving skills using a physical device.	
Online Safety	Finding My Media Balance	Is It Cyberbullying?	Digital Friendships / What Is AI?	Reading News Online	You Won't Believe This!	Beyond Gender Stereotypes
PE	Hockey. Children will improve their defending and attacking skills in even-sided games. They will practise dribbling, sending, and receiving the ball with control and fluency and suggest ways to improve their own and others’ performances.	Gymnastics. Children will use compositional principles, such as variations in level, direction, and pathway, and learn to combine and link actions. They will consider relationships with a partner and apparatus when developing sequences.	Handball. Children will develop attacking and defending skills, including throwing, catching, dribbling, intercepting, and shooting. They will use these skills to maintain possession and create scoring opportunities.	TAG Rugby. Children will develop skills in defending, attacking, throwing, catching, running, and dodging. They will support the ball carrier in attack and work as a defensive unit when tagging and slowing down opponents.	Rounders. Children will improve their fielding skills and understanding of when to throw, catch, or retrieve the ball. They will learn the roles of bowler, backstop, fielder, and batter, applying tactics in each position. Outdoor Adventurous Activities	Athletics. Children will take on challenges involving running, jumping, and throwing. They will focus on achieving their best in speed, distance, or accuracy and learn to persevere to reach their personal best. Outdoor Adventurous Activities
Music	Ocarinas Children build on their ocarina skills by playing more challenging melodies with greater fluency and accuracy. They develop expressive performance techniques, improve ensemble skills, and perform increasingly complex pieces from notation. Christmas Service Songs		A Taste of the Caribbean An opportunity for children to explore different types of music originating from the Caribbean. Looking at a range of genres: calypso, reggae, ska, etc. Explore the exciting world of carnival and understand how music and dance is used in celebrations. Easter Service Songs		Putting on a Performance The focus is squarely on performance in this unit as children focus on turning musical scores into polished instrumental and vocal performances.	
PSHE	VIP’s This unit continues to build on and help children to understand the close relationships which we are a part of, particularly focusing on family and friends. In this unit, we will explore conflicts and resolutions; secrets and dares; healthy and unhealthy relationships.	Diverse Britain. This unit is inspired by the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. We will explore how local and national governments work and how we can make a positive contribution to our communities and to wider society	Money Matters Children will begin this unit by exploring currencies around the world. They will discuss factors that may influence people’s spending, such as value for money, ethical spending choices and offers or advertisements. The unit includes learning about budgets. It also discusses how money can affect people’s emotions and the importance of talking to trusted adults if they have any worries or	Safety First This unit will continue to look at various risks, hazards and dangers both inside and outside the home. This time, the unit will develop children’s understanding by considering how we can take responsibility for our own safety and how to make informed, responsible decisions which keep us safe. This unit covers safety around: rail, road, water, fireworks, dangerous substances and medicines.	Digital Wellbeing In this unit, we will consider how to look after our wellbeing when using technologies. We will consider risks and look at strategies for using the Internet safely and responsibly. This includes understanding what healthy and positive online communication looks like. We will explore ways we can get help if needed and the importance of doing this if something makes us	Its my Body. This unit builds on the ways we can take care of our bodies and explores consent and autonomy. We will learn about body image, stereotypes and substances which can be harmful to our bodies. We will also discuss pressures we may face, where these pressures may come from and ways we can resist them.



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			concerns. Children will explore online spending and risks associated with this. They will also discuss different factors which may influence people's employment choices and different ways people can make positive contributions to society.		uncomfortable. We will also explore cyberbullying, social media and fake news.	
RE	Unit 37 Christians and how to live: What would Jesus do? (Gospel)	Unit 38 Why do Christians believe that Jesus was the Messiah? (Incarnation)	Unit 39 Why do Hindus want to be good? (Hindus)	Unit 40 What difference does the resurrection make to Christians? (Salvation)	Unit 41 For Christians what kind of king was Jesus? (Kingdom of God)	Unit 42 Why do some people believe in God and some people not? (Thematic)
MFL	Recap learning from year 5 linking from the topic 'What is the date?'	At School. Children will learn the nouns and determiners/definite articles for ten school subjects in French. They will talk about the subjects they like and dislike, giving reasons, and say what time and on which day they study each subject.	Phonics and Pronunciation (IT)	Healthy Lifestyles. Children will learn the nouns and determiners for ten 'healthy' and ten 'less healthy' foods, along with the 1st person singular of the high-frequency verbs 'to eat' and 'to drink'. They will be able to say what they eat and drink, and what they do not, to stay healthy.	Recap of topics covered so far	Me in the World. Children will learn about countries around the globe where French is spoken. They will explore the currencies, flags, cultural celebrations, and traditions of these countries. They will also consolidate the language skills they have learned in previous units.