



CURRICULUM OVERVIEW – YEAR 6 2025 TO 2026

Year 6	Autumn		Spring		Summer	
	Explorers		Inventors and Industry		All Change	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p>In English, we will focus on:</p> <ul style="list-style-type: none"> • ‘The Explorer’ by Katherine Rundell. We will write diary entries, newspaper reports and opinion pieces. We will build our use of carefully chosen vocabulary when describing settings. • Unfolding Journeys Amazon Adventure – Jenni Sparkes and Stewart Ross- we will create a double page spread about rainforest layers linked to humanities work. We will also write an information text looking at how the rainforest benefits us and what threats it faces. • The Incredible Ecosystems of Planet Earth – Rachel Ignotofsky. We will create double page spread about biomes linked to humanities work. • We will become familiar with Mayan folklore including ‘The Chocolate Tree’ by Linda Lowery and Richard Keep and ‘The Hero Twins’ (Traditional myth). • ‘The Maya – History in Infographics’ by Jon Richards - We will develop our skills of summarizing and will write non-fiction recounts. <p>Spelling Shed will be used to teach spelling patterns and rules.</p>		<p>In English, we will focus on:</p> <ul style="list-style-type: none"> • We will learn how ‘Doctor’ Thomas Barnardo changed the lives of homeless street children by setting up his ragged schools and orphanages. We will find out about the different jobs working Victorian children did and will use this knowledge to structure opinion pieces. • ‘Who was Charles Dickens?’ by Pamela Pollack and ‘Charles Dickens’ by Catherine Wells-Cole and animated Biography of Dickens (Literacy Shed). We will learn about Dickens and will structure our own biography of his life and work. We will use a range of non-fiction texts to research and present information about the Victorian era, the industrial revolution and key inventions which changed the way Victorians lived. Spelling Shed will be used to teach spelling patterns and rules. 		<p>In English, we will focus on:</p> <ul style="list-style-type: none"> • Darwin’s Dragons’ by Lindsay Galvin. We will explore the challenges faced by the main characters in this book which centres around Darwin and his time in the Galapagos, combining real events with a fictional story. We will write diary entries, letter and narrative passages as well as non-fiction texts relating to the Galapagos Islands and the living things found there. • ‘Holes’ by Louis Sachar. We will extend our narrative writing by looking at plot, characterisation, setting, and building suspense and tension. We will create fact files for deadly creatures found at Camp Green Lake and will brainstorm inventions, inspired by Stanley Yelnats’ father. • ‘Darwin’s Voyage of Discovery’ by Jake Williams and ‘What Mr Darwin Saw’ by Mick Manning. As part of our science work on evolution, we will study the work and theories of Charles Darwin. <p>Spelling Shed will be used to teach spelling patterns and rules.</p>	
Mathematics	<p>In Maths we will focus on:</p> <ul style="list-style-type: none"> • 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. 		<p>In Maths we will focus on:</p> <ul style="list-style-type: none"> • 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. 		<p>In Maths we will focus on:</p> <ul style="list-style-type: none"> • 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	<p>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.</p>	<p>Electricity. Children will draw circuit diagrams using recognisable symbols. They will investigate the effects of changing different components in a circuit, including voltage.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
History	<p>Explorers. Children will uncover the mysteries of the Mayan civilisation as they explore Mayan ruins and from there embark</p>		<p>Inventors and Industry. Children will build upon their knowledge of British history through an in-depth study of the Victorian era</p>		<p>All Change. Children will learn about some of the amazing discoveries of Charles Darwin and his voyage on The Beagle.</p>	



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	<p>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.</p>		<p>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.</p>					
Geography	<p>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.</p>		<p>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.</p>		<p>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.</p>			
Art & Design	<p>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.</p>				<p>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.</p>		<p>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.</p>	
Design Technology			<p>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</p>		<p>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.</p>		<p>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.</p>	



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		functioning circuit and assemble it within a case.				
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.	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.	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.	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.	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.	
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	Garage Band – Children use GarageBand to explore music technology, composing with chords, melody, structure, texture and instrumentation.		Electricity – Inspired by circuits, children explore pulse, beat, rhythm and notation, performing rhythm grid music and developing vocal independence in a three-part song.		Reggae – Children learn about reggae history and key features, composing and performing in small groups, exploring chord patterns, riffs, bass lines, melody and rhythm.	
PSHE	Being Me in My World. Children will explain how their choices impact the wider world. They will empathise with other people in the local and wider community and consider how this changes their actions.	Celebrating Difference. Children will explain ways in which difference can be a source of conflict or a cause for celebration. They will show empathy with people in situations where their difference causes conflict or celebration.	Dreams and Goals. Children will explain different ways to work with others to help make the world a better place. They will reflect on what motivates them to make a positive difference.	Healthy Me. Children will discuss when substances, including alcohol, are misused or used anti-socially and the impact on individuals and others. They will identify and apply skills to keep themselves emotionally healthy and manage stress and pressure.	Relationships. Children will identify feelings associated with loss and recognise when people are trying to gain power or control. They will understand the need to stand up for themselves and their friends in real or online situations.	Changing Me. Children will describe how a baby develops from conception to birth. They will reflect on how they feel about becoming a teenager and the development and birth of a baby.
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	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	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



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		dislike, giving reasons, and say what time and on which day they study each subject.		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.		these countries. They will also consolidate the language skills they have learned in previous units.