Year 6 Long Term Curriculum Overview 2025-2026

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Vehicle Text-** Rose Blanche- Ian McEwan **Writing Outcomes:** Recount- diary **Reading:** Ready Steady Read Together **Non-fiction Links and opportunities for disciplinary reading:** The Missing- Michael Rosen 13 Architects Children Should Know- Florian Heine and Paul Kelly Amazing Evolution Anna Claybourne What Mr Darwin Saw Evolution and Inheritance The Story of Life: A first book about Evolution Catherine Barr A Short History of Nearly Everything- Bill Bryson	**Vehicle Text-** A Story Like the Wind- Gill Lewis **Writing Outcomes:** Narrative- flashback narrative **Reading:** Ready Steady Read Together **Non-fiction Links and opportunities for disciplinary reading:** Why Waters Worth It- Lorri Harrison The Drop in my Drink -Meredith Hooper	**Vehicle Text-** The Origin of the Species- Sabina Radeva Darwin- An Exceptional Voyage- Fabien Grolleau/ Jeremie Royer **Writing Outcomes:** Immerse in discovery narrative before writing an explanation- adaptation **Reading:** Ready Steady Read Together **Non-fiction Links and opportunities for disciplinary reading:** What Makes Me Me? Robert Winston	**Vehicle Text-** The Ways of the Wolf- Smriti Prasadam-Halls The Wolves in the walls- Neil Gaiman **Writing Outcomes:** Recount- first person narrative Discussion- balanced argument **Reading:** Ready Steady Read Together **Non-fiction Links and opportunities for disciplinary reading:** Learn the Language of Social Media- Kirsty Holmes Staying Safe Online- Louie Stowell Mapping South America South America	**Vehicle Text-** Shackleton's Journey- William Grill **Writing Outcomes:** Immerse in endurance narrative before writing a recount- magazine article **Reading:** Ready Steady Read Together **Non-fiction Links and opportunities for disciplinary reading:** All About Politics- Andrew Marr Crime and Punishment in Britain- Anne Rooney Aspects of British History Beyond 1066: Crime and Punishment Through the Ages- Ben Hubbard	**Vehicle Text-** Paradise Sands by Levi Pinfold **Writing Outcomes:** Immerse in first person narrative before writing a warning letter **Reading:** Ready Steady Read Together **Non-fiction Links and opportunities for disciplinary reading:** Our Planet- Matt Whyman How things work Coran Mason A Beginner Guide to Circuits Science in a Flash: Electricity Foxton primary Science- Electricity

				South America: Everything you ever wanted to know North and South America Study Book- CGP Light UKS2 Foxton Primary Science Light: Science in a Flash Georgia Amson Bradshaw		Trade and Commerce Mesopotamia for Kids Juliana's Bananas: Where do your bananas come from? Ruth Walton
Maths MATHS NO PROBLEM!	**Basic Skills:** Fluent in Five **Number and Place Value:** Numbers to 10,000,000 **Calculations:** Four Operations on Whole Numbers.	**Basic Skills:** Fluent in Five **FDP:** Fractions **FDP:** Decimals.	**Basic Skills:** Fluent in Five **Measurement:** Measurements. Word Problems **FDP:** Percentage **Ratio and Proportion:** Ratio.	**Basic Skills:** Fluent in Five **Algebra:** Algebra **Measurement:** Area and Perimeter **Measurement:** Volume **Geometry – Properties and Shapes:** Geometry	**Basic Skills:** Fluent in Five SAT revision.	**Basic Skills:** Fluent in Five Review of key chapters including Position and Movement, Graphs and Negative Numbers.
Science	**Evolution and inheritance** -recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago -recognise that living things produce offspring of the same kind, but normally	**Evolution and inheritance** (continue from autumn 1)	**Animals including humans** -identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood -recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	**Light** -recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or	**Living things and their habitats** -describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including	**Electricity** -associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit -compare and give reasons for variations in how

	offspring vary and are not identical to their parents -identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution			-describe the ways in which nutrients and water are transported within animals, including humans	reflect light into the eye -explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes -use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them		microorganisms, plants and animals -give reasons for classifying plants and animals based on specific characteristics		components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches -use recognised symbols when representing a simple circuit in a diagram
RE- Come and See	**Domestic Church- family** **Loving** God who never stops loving	**Baptism/ confirmation belonging** **Vocation & commitment** The vocation of priesthood and religious life	**Advent/ Christmas loving** **Expectations** Jesus born to show God to the world	**Local church community** **Sources** The Bible, the special book for the Church	**Eucharist relating** **Unity** Eucharist enables people to live in communion.	**Lent/Easter giving** **Death & new life** Celebrating Jesus' death & resurrection	**Pentecost serving** **Witnesses** The Holy Spirit enables people to become witnesses	**Reconciliation Inter-relating** **Healing** Sacrament of the Sick	**Universal Church world** **Common good** Work of the worldwide Christian family
History and Geography	<u>History-</u> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 World War II (Local aspect- Liverpool May 1941 Blitz)	<u>Geography -</u> locational and place knowledge and human and physical geography Mountains and the water cycle			<u>Geography-</u> A region in South America Brazil Rio		<u>History</u> changes in an aspect of social history Crime and Punishment		<u>Geography-</u> Economic Activity (including trade: seize trade – maritime museum)

PSHE My Life	**Mental and emotional health *Safeguarding** Mental health wellbeing and techniques for self-care Importance if sleep Changes in last year of primary school	**Drugs and Alcohol education *Safeguarding** Legal and illegal harmful substances Making informed choices and peer pressure Antibullying week- Gang workshop	**Sex education** Love ***Safeguarding** Key facts of puberty Consent Conception Differences between appropriate and inappropriate physical contact Mental health awareness week	E-**safety and social media *Safeguarding** Pros and cons of being online Keeping safe Respectful behaviour and rules for keeping safe online and how to be 'in control' online	**Anti-social behaviour and the role of the police and the law *Safeguarding** Human rights Roles of police and community Consequences of antisocial behaviour Conventions of the rights of the child	**Global sustainable development goals** Conservation of energy Rights, responsibilities and duties How humans have damaged the world around them
Journey in Love	**Social and emotional** Develop a secure understanding that stable and caring relationships which may be of different		**Physical** Explain how human life is conceived			**Spiritual** Beattitudes
PE Get Set 4 Education	Swimming	Swimming	**Gymnastics** Group Routine	Tennis	**Athletics** Leadership and Challenge	**Rounders** LSSP Coach
Art & DT Kapow Primary	**DT -Cooking and Nutrition** **Come dine with me:** Researching and preparing a three-course meal and taste-testing and scoring their outcomes. Researching the journey of their main ingredient from 'farm to fork' and writing a favourite recipe.	**Art- Drawing** Architecture- technical drawings focus, drawing buildings from observing.	**DT Structures** Playgrounds: Designing and creating a model for a new playground featuring five apparatus, made from three different structures. Using a footprint as the base, practising visualising objects in plan view and including natural features within their designs.	**Art Painting-** Begin to develop own painting style and mix own colours needed. Frida Kahlo- imagery	**DT Textiles** Design and make a leavers waistcoat. Selecting fabrics, using templates, pinning, decorating and stitching materials together to create a waistcoat.	**Art Printing** Overprinting. Make Andy Warhol style pop art print linked to Brazilian topic

Computing	Information Technology **CREATING FORMULA** -To understand how to organise, calculate, and present data within a spreadsheet so that calculations can be made for different purposes.	Computer Science **PYTHON INTRODUCTION** -To compare block based programming to written code. To introduce Python as a text based method of programming	Computer Science **PROGRAMMING A GAME** -To create an interactive, playable game using conditionals, variables and operators.	Information Technology **CREATING A PODCAST** -To produce a podcast based on a piece of writing from another curriculum area or aspect of school life.	Information Technology **CREATING A WEBSITE** -To design a multi-page informational website, considering the layout, user experience and key features including home page, links and images.	Information Technology & Digital Literacy **SOCIAL MEDIA AND ONLINE GAMING** -To understand the purpose and different aspects of social media and online gaming and how to use them safely.
Music	Children will be encouraged to learn to sing songs with syncopated rhythms. They will learn about the blues and improvise over a blues chord progression (Slidin' Blues SingUp).	**Teacher led:** **Listening and Appraising.** *Shadows* This listening unit is based around the piece *Shadows* by Lindsey Stirling – an American violinist and dancer.	Children will expand their round repertoire and experiment with how positioning, spatially, affects sound. They will perform 8 beat rhythms in 4 parts along with chordal accompaniment to Sea shanties.	**Teacher led:** **Listening and Appraising.** *You to me are everything.* This listening unit is based on the song *You to me are everything* by The Real Thing – a British soul group formed in the 1970s. During this unit, pupils will explore the key musical features of this track and develop an understanding of the term 'cover version'.	Children will be encouraged to sing songs, incorporating all that they have learn about posture, articulation and breathing, into their performance. They will listen and learn about Minimalism and compose their own piece of influenced by Steve Reich, using YUMU on Charanga.	**Teacher led:** **Listening and Appraising.** *Ame sau vala tara bal* During this unit, in addition to singing the song, pupils will learn about a variety of styles of Indian music, focussing on three in particular – bhangra, Bollywood, and classical

MFL	Self, family and friends	School life	The world around us	Animals and home environment	Leisure	Summer
	Family members (with possessive adjective) Jobs (gender agreement) Complex sentences describing family and self, using third person Further feelings (hot/cold/thirsty ect) At the doctors (dialogue) **Number: recall 1-100 (x10 –100)**	Time (all analogue times) + school routine- complex sentences Justifications for opinions on school subjects (complex sentences using 'because') **Number: recall 1-100 (read/write 1-20 + x10-100) Christmas – Cultural aspects**	Places in town and describing locality Directions – understanding and giving directions **Number: up to 1,000,000 in multiples of ten + 1 – 1,000 (read/write)**	Haunted castle mystery Character profiles, describing characters and events, eliciting information from longer text. Further use of prepositions **Number: counting x2, x3, x5, x10 to 1,000,000 and using decimals.**	Food and café (transition project) Understanding and designing menus Preferences and habits – Complex sentences Writing sentences from memory and using a dictionary to write more independently Eliciting information from longer paragraphs Dialogue in café/restaurant **Number: using euros/giving and understanding prices**	Food and cafe continued (transition project) Completion of written transition booklet for transfer) **Number: Using euros/giving and understanding prices/calculating change**