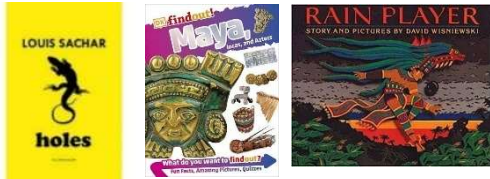
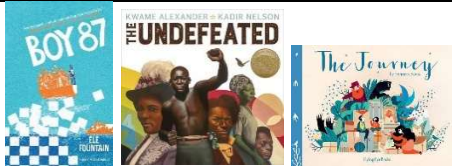
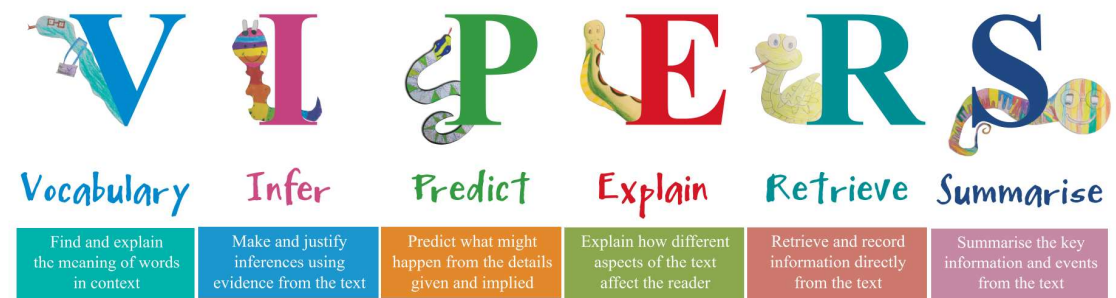


Our Curriculum Offer

2026-2027 Year 6



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Extreme Earth – Mighty Oceans	Who were the Mayans?	Moving On - Migration	World War II – The Battle for Britain		Darwin’s Journey
					
Above and Beyond opportunities for our children in Year 6					
Big Start Oracy Week	Poetry week	Money week History boxes British Red Cross workshop	World Book Day Eden Camp	Primary Futures Visitor	Peat Rigg Rose day Buddhist Temple Leavers’ Performance Stay Safe
Reading  Our children will...					
VIPERS skills ongoing throughout the year					



- Read and perform poems, discussing the use of language. - Discuss texts that have been read, building on and challenging ideas of others and using technical terms (metaphor, simile, analogy, imagery, style and effect).	Read a wide range of text types (myths, legends, traditional stories, modern fiction, fiction from our literacy heritage, books from other cultures and traditions), appreciating the value of genres that may not be their favourite	Recommend to their peers, books that they have read, giving reasons for their choices and providing reasoned justifications for their views and how morals in stories can be applied to real life situations.	- Distinguish between statements of fact and opinion and evaluate the bias apparent in a piece. - Use the contents and index pages to locate information.	- Building on their own and others’ ideas and challenging views courteously - Make comparisons within and across books including comparisons of characters, settings and themes.	Explain how the context (cultural references and influences) in which texts are written and read contribute to meaning.
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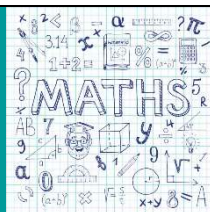
Writing



Our children will...

Describe characters and settings in Malamander Write in a persuasive style – Save the Oceans! <u>Grammar Focus:</u> subject, object semi-colon, bullet points, ellipsis <u>Consolidate:</u> Relative pronoun Pronoun Possessive pronoun Relative clause, Parenthesis, Brackets Apostrophe, Comma <u>Grammar Focus:</u> synonym, antonym, tenses <u>Consolidate:</u> Subordinate clause Direct speech Consonant and vowel Inverted commas Preposition Conjunction	Incorporate extended dialogue, action and description – based on sections of the Rainplayer book. Write Newspaper reports – Mayan Discovery <u>Consolidation of all grammatical terms and punctuation</u>	Diary writing – Boy 87 Write information texts – Refugees and Migrants -What is a refugee v migrant -Why do people migrate? -Changes to population patterns around the world. Write Performance Poetry – Poetry Week -Brian Bilston Refugees -Undeclared	Use tension and suspense in letter writing -Olive’s diary (based on Letters from the Lighthouse) Information page on Evacuation Why? Where? How? Personal stories as text boxes. <u>Consolidation of all grammatical terms and punctuation</u>	Persuasive write of Eden Camp- Why should you visit Eden Camp? <u>Consolidation of all grammatical terms and punctuation</u>	
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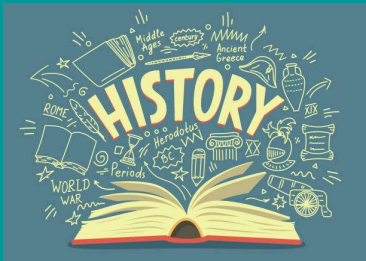
Maths



Our children will develop their skills in...

Place Value Addition and Subtraction Multiplication and Division	Fractions Measurement	Fractions, Decimals and Percentages Perimeter, Area and Volume Statistics	Shape Geometry – position and direction	Ratio Algebra	Consolidation projects and transition work
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History



Our children will ask...

	Why did the Mayans build pyramids? <i>Make comparisons to the Ancient Egyptians.</i> Identify and compare changes within and across different periods. Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.		Study of WW2 • Why did Britain have to go to war in 1939? • Why was it necessary for children to be evacuated throughout the war, and what was the experience of evacuation really like? • What was life like in Britain during the time of the war? Role of Women, evacuation, Rationing. • Life in Nazi Germany • What was the Holocaust? • D-Day • Why did people migrate to Britain during and after WW2?	
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	<i>What was happening in Europe whilst the Mayans were in power?</i> Make links between some of the features of past societies. (e.g. religion, houses, society, technology etc) Know key dates, characters and events of time studied 1. Why did the Maya build pyramids? Explore what the pyramids were like, what they were used for, how they were made. 2. Where did the Maya live? How were they so successful even though they lived in the jungle? 3. What was life like at the height of the Mayan civilisation? 4. How do we know what life was like 1000 years ago? 5. If the Maya were so civilized, why then did they believe in human sacrifice? 6. How can we solve the riddle of why the Mayan empire ended so quickly? 7. Why do you think we learn about the Mayan civilisation in school? https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/maya-keystage-2/		https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/life-in-britain-1930-1945/ Order significant events, movements and dates from different time periods on a timeline using BC and AD Identify and compare changes within and across different periods. Evaluate how events from the past have influenced life today. Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Know key dates, characters and events of time studied Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Explain reasons why there may be different accounts of history	
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Science



Our children will...

Find out about Living Things and Their Habitats

- Give reasons for classifying plants and animals based on specific characteristics
- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.
- Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals).

Focus on animals who live in the oceans and how their lives are being impacted by humans.

- *Working scientifically*

Investigate 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
- describe the ways in which nutrients and water are transported within animals, including humans
- recognise the impact of diet, exercise, *drugs* and lifestyle on the way their bodies function
- *Working scientifically*
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

Explore 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 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
- *Working scientifically*
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

Explore 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 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
- pupils might work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.
- *Working scientifically*
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and

Discover 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 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
- *Working scientifically*

Who was Mary Anning? [Link to Science](#)

Investigate own lines of enquiry by posing questions to answer, considering multiple points of view.

Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.

planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary		using test results to make predictions to set up further comparative and fair tests	written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments	Why should Mary Anning be remembered? What helped her to succeed as a woman in a man's world? How do we know about Mary Anning?
Art  Our children will...				
Improve skills in drawing. Creates sketchbooks as reference for reviewing and revisiting ideas. Explain the style work produced and how it has been influenced by a famous artist. Identify great artists and how their work has impacted on art today. <u>Journey - Shaun Tan Study</u> - Who is Shaun Tan? - What do his paintings/ drawings have in common? <i>Recap on pencil techniques from Year 5 (colour mixing, tones, tertiary colours, shades etc)</i> Study and evaluate the 'head' series. Study 'Bluebell' and evaluate techniques. Compare to 'Head Wave'. 	Sculpture – Clay Mayan Masks Awareness of the potential of the uses of sculpture. Learn to represent ideas and thoughts on a deeper level, using sculpture to express. To be expressive and analytical to adapt, extend and justify their work. Develops skills in using clay inc. slabs, coils, slips, etc. Makes a mould and uses plaster safely. Creates sculpture and constructions <u>Journey</u> - Mayan mask mood board - Practise clay techniques – score, slip, stick, smooth - Design own Mayan Masks - Make from clay - Paint	Develop skills in painting Learn about great artists, architects and designers in history – link to America Research artwork from different periods of history and locations and investigate similarities and differences between the technique and styles used. Shows an awareness of how paintings are created (composition) Use feedback to make amendments and improvements to art. Creates shades and tints using black and white. Chooses appropriate paint, paper and implements to adapt and extend their work. Carries out preliminary studies, tests media and materials and mixes appropriate colours. <u>Journey – what is art?</u> - What is the most expensive painting ever sold? Rank the paintings then reveal the prices (include Mark Rothko work) - What makes people choose to buy a painting? - Who was Georgia O'Keefe? - Examine examples of her work and her techniques - Learn how to use watercolours and create different colours and effects	Refine skills in drawing Henry Moore WW2 Shelter Art - practise pencil skills - analyse Henry Moore Shelter art and other examples of pencil art - Learn more about Henry Moore - Perspective and focal points - Create own shelter drawings using perspective Creates sketchbooks as reference for reviewing and revisiting ideas. Study the work of famous artists Creates form and texture using a variety of techniques, e.g. shading. Begins to add perspective through single focal points and horizon. Shows a developing awareness of scale and proportion. Improve skills in textiles. Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work. Further develops experience in embellishing. Applies knowledge of different techniques to express feelings and ideas.	Develop skills in printing. Describe varied techniques. Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work.

			Can work collaboratively on a larger scale.	
Design and Technology  Our children will...				
Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of tools and equipment to perform practical tasks accurately. Apply their understanding of computing to program, monitor and control their products. Upper KS2 DT Lesson Plans Digital World	WORLD WAR 2 AIRCRAFT Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Select from and use a wider range of tools and equipment to perform practical tasks accurately. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. <i>Hepp DT website</i> Anderson shelters or Lighthouses – light up	A HEALTHY LIFESTYLE Design a meal using high protein and carbohydrate for survival of the fittest – brand and advertise with the ingredients and the nutritional value. Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.		
Geography  Our children will...				
Oceans of the World (KAPOW – Why do the oceans matter?) Locate the key features of the marine biomes. Compare the different oceans, link to science – how are living things adapted to their environments.		AFRICA – BOY 87 Migration – KAPOW Why does population change? Compare and contrast the 6 main land biomes of the world (desert, savanna, deciduous forest, rainforest, taiga and tundra).	Find out how London was affected by the Blitz. City study – London – refer back to Year 2 learning Draw and use maps and plan in a range of scales	Independent Fieldwork Study We are Geographers... Can I carry out an independent fieldwork enquiry? (kapowprimary.com)

Create maps of oceans. Know where the main oceans, seas of the world and trenches are and compare them. Compare and contrast the 6 main land biomes of the world (desert, savanna, deciduous forest, rainforest, taiga and tundra). Use the 8 points of the compass to give and follow directions using more complex maps. Begin to use six figure coordinates to locate features on a map Recognise and use OS map symbols and describe features shown on an OS map Draw and use maps and plan in a range of scales Draw plans of increasing complexity		Create maps using aerial photographs and satellite images. Draw plans of increasing complexity Use maps sites on internet. Explain and understand trade links between countries (e.g. North America and Africa). COUNTRY STUDY - Eritrea Understand geographical similarities and differences through the study of human and physical geography of a region. Explain how natural resources affected early settlements in Eritrea. Compare and contrast the 6 main land biomes of the world (desert, savanna, deciduous forest, rainforest, taiga and tundra). Natural resources – conflict – Africa – water – civil war	Create maps using aerial photographs and satellite images. Analyse evidence and draw conclusions e.g. field work, data on land use, comparing land use data, look at patterns and explain reasons behind it Draw a variety of thematic maps based on their own data		
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P.E.  Our children will...					
Athletics, (recapping fundamental skills). Outdoor Adventurous Activity (1)	Gymnastics (1) Dance (1)	Invasion Games (Tag Rugby) Invasion Games (Netball.)	Net and Wall (Tennis) Net and Wall (Badminton/ table tennis)	Striking and Fielding (Cricket) Striking and Fielding (Rounders)	Dance (2) Athletics (1) <i>Swimming (NC & above and beyond)</i>

Computing  Our children will...	
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Computer Science <u>CS26</u> Understand procedures and use them in their programs <u>CS27</u> Design, create, evaluate and amend a program to meet a design brief	Data Handling <u>DH20</u> Identify and collect appropriate data to answer their questions. <u>DH21</u> Use data in an appropriate application to test a theory/hypothesis. <u>DH22</u> Refine, search, filter, sort and graph data for purpose in a database or spreadsheet. <u>DH23</u> Use a spreadsheet to create real life models of information to offer a solution to a real life problem. <u>DH24</u> Collect and represent data using <u>infographics</u> .	Media <u>M30</u> Independently combine various forms of media purposefully as part of a project. <u>M31</u> Use a CAD application (3D design tool) to create a representation of an object.	Computer Science <u>CS28</u> Use selection, variable, input and output to create a program using a physical device. <u>CS29</u> Understand the difference between the internet and the world wide web and how data is transferred across the Internet.	Media <u>M32</u> Edit and manipulate multi-track music and sound and refine for a given audience or project.	Media <u>M33</u> Evaluate and adapt individual features to enhance the overall presentation.
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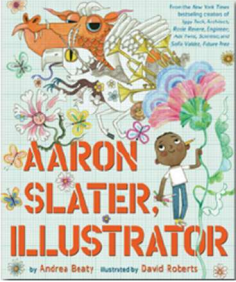
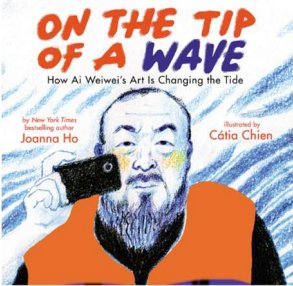
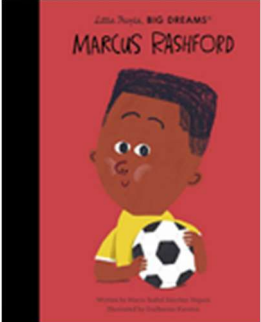
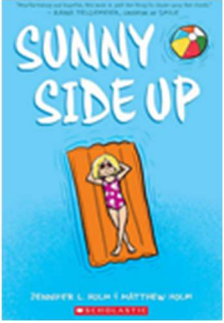
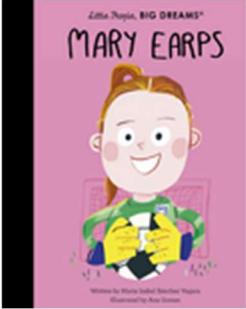
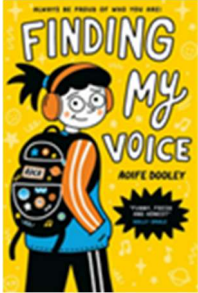
Character and Culture



Our children will ask...

P.S.H.E R.S.E R.E. British Values Celebrations

What is a rite of passage? <u>Family and Relationships</u> • Respect • Developing respectful relationships • Stereotypes • Bullying • Being me • Loss and change Respect Harvest Festival, Halloween, Black History Month	How and why are Jewish festivals celebrated? <u>Health and Wellbeing</u> • What can I be? • Mindfulness • Taking responsibility for my health • Resilience toolkit • Immunisation • Health concerns • Creating habits • The effects of technology on health Tolerance World Kindness Day, Anti-Bullying Week Diwali, Christmas, Hannukah	How do Sikhs symbolise their commitment? <u>Economic Wellbeing</u> • Money • Attitudes to money • Keeping money safe • Gambling • Career and aspirations • What jobs are available • Career routes Rule of Law New Year resolutions Epiphany, Holocaust Memorial Day, Chinese New Year Money Week STORY PROJECT	What do Hindu people believe about God? <u>Citizenship</u> • Responsibility • Human rights • Food choices and the environment • Caring for others • Community • Prejudice and discrimination • Valuing diversity • Democracy • National democracy Children's Mental Health Week, Safer Internet Day, International Women's Day Lent, Easter, Ramadan	How do Buddhists live a meaningful life? <u>Safety and the Changing Body/ RSE</u> • Drugs alcohol & tobacco • First aid • Critical digital consumers • Social media • The changing adolescent body (puberty, conception, birth) Democracy St Georges day, Vaisakhi (Sikh Festival), Vesak (Buddha Day), Mental Health Awareness Week STORY PROJECT	How do Buddhists live a meaningful life? <u>Transition Lessons and Recap</u> • Moving on • Getting ready • Embracing change • What is identity • Identity and body image Individual Liberty – how is freedom linked to Human Rights? What are the international human rights? What would happen if one of your rights was removed? Link to work on refugees and asylum seekers. STORY PROJECT
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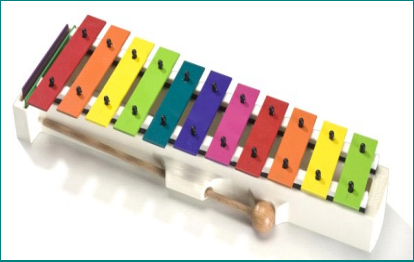
STORY PROJECT 	STORY PROJECT 		STORY PROJECT 		
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Modern Foreign Languages



The Date	Do you have a pet?	Clothes	At School	At the weekend	Interactive phonics/ one off cultural lesson
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Music



Our children will learn to...

KAPOW - Theme and variations (Theme: Pop Art)	KAPOW - Film music	KAPOW - Dynamics, pitch and texture (Coast - Fingal's Cave)	KAPOW - Songs of World War 2	KAPOW – Baroque	Y6 Production
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