



Year 6 Curriculum Map 2026-27

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE including British Values	Loving Rosh Hashanah - Judaism Yom Kippur - Judaism Vocation and commitment	Vocation and commitment Karma - Hinduism Expectations.	Sources Healing	Healing Death and New Life	Unity Witnesses	Guidance for Muslims - Islam Common good Guidelines for living - Sikhism
Phonics	Children needing phonic interventions will use All Aboard Phonics+ - see manual for lesson plans					
English	<u>Writing</u> Formal letter Informal letter Narrative	<u>Writing</u> Poetry Newspaper Report (RE) Biography (BHM) Narrative Persuasive letter	<u>Writing</u> Persuasive brochure Narrative x2	<u>Writing</u> World Book Day Poetry Diary entry Speech Narrative Holy Week	<u>Writing</u> Poetry Debate Narrative	<u>Writing</u> Poetry (Writing) Playscript Narrative
Key texts	<u>Class Novel</u> Stormbreaker by Anthony Horowitz	<u>Class Novel</u> Little People, Big Dreams: Pele Greek Myths	<u>Class Novel</u> Holes by Louis Sachar	<u>Class Novel</u> Goodnight Mister Tom - Michelle Magorian	<u>Class Novel</u> Wonder by R J Palacio	<u>Class Novel</u> Year 6 Transition Novel - Collaboration with Manchester Libraries
Spelling	<u>Statutory Spelling Rules</u> Endings which sound like /ʃəl/ (e.g. official, essential) Homophones and other words that are often confused;	<u>Statutory Spelling Rules</u> Use of the hyphen Homophones and other words that are often confused; Aloud/allowed; farther/further; guessed/guest; heard/herd; steel/steal;	<u>Statutory Spelling Rules</u> Homophones and other words that are often confused; ascent/ assent; morning/ mourning; principle/ principal	<u>Statutory Spelling Rules</u> Homophones and other words that are often confused; aisle/ isle; affect/ effect; precede/	<u>Statutory Spelling Rules</u> Addressing gaps	<u>Statutory Spelling Rules</u> Addressing gaps



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	advice/advise; device/devise; licence/license; practice/practise; prophecy/prophesy	cereal/serial; desert/dessert		proceed; dissent/ descent; alter/ altar; prophet/ profit; stationary; stationery; bridle/ bridal; complement/ compliment		
Science	Changing circuits - Electricity	Why we group and classify living things - Living things and Their Habitats	Evolution and Inheritance	Light STEM week	The human circulatory system Keeping healthy	
History		Ancient Greece		WW2		Windrush
Geography	OS Map work GA Teaching link		Investigating Climate and Biomes GA Unit		SA Rainforest GA unit Investigating Latitude and Longitude	
Art		'Scene it!' (Land/Seascapes) Painting Explore the life and work of Makeba 'KEEBS' Rainey during Black History Month		'The Blitzed Brits' (WW2) Sculpture Artist - Henri Moore and Barbara Hepworth		'Light! Camera! Action!' (School production) Drawing/Digital Media/Let's Talk about Art - Eleanor Bowmer
Design and Technology	<u>Textiles</u> Combining different fabric shapes (using CAD)		<u>CAD</u> Electrical systems More complex switches and circuits. Electronic cars		<u>Food</u> Preparing food for an EOY celebration Explain seasonality of food	



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	Think about users' needs when choosing materials Make a strong and attractive product Use a range of joining and stitching techniques Combine shapes <i>Black-British female designer - Grace Wales Bonner</i> or <i>Nigerian-Indian British Female designer - Priya Ahluwalia</i>				Prepare and cook a variety of savoury dishes Use a range of independent cooking techniques Adapt recipes to suit preference, aroma and texture Write own recipes	
PE	Gymnastics Creating complex sequences	Net & Wall Games Game tactics and skills, different roles and positions in volleyball and how skills match each position (Volleyball)	OAA Teamwork, problem solving and resilience	Invasion Games Applying positioning, understanding and kicking techniques (American Football)	Athletics Track and field events including a run and jump with more than one component, e.g. triple jump, standing long jump. Children increase stamina in running races and work towards improving their personal best.	Dance Perform dances using a range of movement patterns. (Y6 end of Year Production)



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PSHE/British Values	<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>Celebrating Difference</u> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	<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>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>SRE</u> Girls' Bodies Boys Bodies' Emotional Changes Seeing Stuff Online	<u>SRE</u> Making Babies (Part 1) Making Babies (Part 2) Do you want a Piece of Cake Self Talk Cyber Bullying Types of Abuse Impacted Lifestyle and Making Good Choices
Computing <i>(please see the Computing curriculum map for more detail)</i>	Internet services Online consent Use Touch App Creator to design an app	E-Safety - Sharing photos of friends E-Commerce Linear onscreen presentation - The Nativity	Writing algorithms using the Pure Flow app Discovery coding level 6 - Complex variables	Discovery coding level 6 - Object properties Advanced spreadsheets	Photo editing - foreground/background Digital maps - Planning routes	Future jobs E-safety concept cartoons Binary numbers History of computing pioneers



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MFL	<u>Les Jeux olympiques</u> As a linguist, I will learn to: • Understand the key facts of the ancient and modern Olympics recounted in French. • Learn 10 nouns and articles for common Olympic sports. • Explore the full present tense conjugation of the high frequency verb FAIRE. • Look at the adjectival changes involved when you describe a male Olympian or female Olympian.	<u>À l'école</u> As a linguist, I will learn to: • Name the subjects we study in school in French with the correct definite article/determiner. • Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. • Start to tell the time by learning how to say time by the hour. • Say at what time we study certain subjects at school.	<u>Progressive:</u> <u>Le week-end</u> As a linguist, I will learn to: • Tell the time in French using quarter past, half past and quarter to. • Say and write in French what we do at the weekend using two or more sentences. • Integrate conjunctions and opinions into written and spoken work to make more interesting and complex sentences.	<u>La Seconde Guerre mondiale</u> As a linguist, I will learn to: • Group and order words to decode unknown language. • Understand the key facts of history from WW2 when described in French. • Say and write in French the key countries and languages involved in WW2. • Write a letter in French home explaining what life is like as an evacuee living	<u>Progressive:</u> <u>Manger et bouger</u> As a linguist, I will learn to: • Say and write what we eat and drink to stay healthy. • Say and write what we do not eat and drink to stay healthy. • Say and write the activities we do and do not do to stay in shape including a choice of physical activities. • Follow a simple, healthy recipe in French.	<u>Moi dans le monde</u> As a linguist, I will learn to: • Say and spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map. • Say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and
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				in the countryside.		Port-au-Prince. • Say and write something we do to help the planet.
Music	The History of Jazz #2 To learn about the progression of jazz music as it evolved into Ragtime, Boogiewoogie, Dixieland, Swing, Bebop	Samba #3 To build on aural and rhythmic awareness and create a performance using the Samba drums	Ukulele #4 To be able to play at least 4 chords fluently on the ukulele and learn the chord of Dm	Samba #4 To compose a piece of music for a Samba band	The History of Pop To learn about the evolution of pop music, form a small band and perform a pop song for ukulele and voice	Musical Production To understand the inner workings of a musical theatre production by putting on a whole class performance