



Year 6 Curriculum Overview 2025-2026

Theme	WW2	Around the World	Marvellous Maya
Enquiry Question	What is the impact of war on society?	How does climate and climactic conditions vary around the world?	How have the lives of ancient civilizations fed into modern life?
Duration	Autumn	Spring	Summer
Subject Outcomes			
English	Ready to Write – Pictures of WW2 as stimulus 'The Piano' – Letter from the trenches Blitz diary entries. Remembrance poetry Persuasive speech – based on Churchill (finest hour) Time machine narrative	Hotel review/letter of complaint/response Information text relating to a single biome Adventure story based on inhospitable biome. Newspaper report – Kate Barlow (Holes) Biography – Shackleton	Narrative – <ul style="list-style-type: none"> • Setting description • Character description Explanation text – link to 'new' animals
Maths	Place Value 4 operations Fractions	Fractions Decimals and Percentages Perimeter, Area and Volume Angles Co-ordinates Statistics	Ratio Algebra Shapes and Nets Time
Science	Living things & their habitats Electricity	Light (Hasan Ibn al-Haytham) Animals (incl. humans) Circulation	Evolution & heritage Human reproduction (Charles Darwin)
History	Investigate the impact war and conflict has had on our history.		Learn about Ancient Maya Civilisation, Religion and Gods, architecture and how they still have an impact today.
Geography	Physical and Human features: of cities and countries significant in WW2	World climates – adapting to climate change. Map work -Longitude and Latitude	Compare Mexico to UK Area study - Chihuahuan Desert, Mexico.



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Art	<p><u>Sculpture</u>- Construct a 3D diorama of an Anderson shelter and surrounding garden Blitz art - silhouette skyline) Remembrance Art based on work by Jacqueline Hurley Recreate <i>Mary Fisher's</i> 'Of barbed wire and butterflies'.</p>	<p>Art and Design techniques- Create a blue palette (sketchbook / Develop techniques) Arctic environments - 'Northern Lights' (Use of pastels)</p>	<p>Sketching- Sketch designs of 'Day of the Dead' masks Use a range of materials to create masks.</p>
Design Technology	<p>Structures Anderson shelters Electrical Systems Decorations with a light in the circuit (home-made switch & bulb)</p>		<p>Mechanics Stage Props– gears & pulleys Computer Aided Design</p>
Computing	<p>Computing systems and networks – Communication and collaboration. Programming A – Variables in a game</p>	<p>Creating media – Web page creation Data and information – Introduction to spreadsheets</p>	<p>Programming B – Sensing movement 00Creating Media – 3D modelling</p>
PSHE	<p>Relationship with Self: Mental Wellbeing (including emotions)</p>	<p>Keeping myself and others safe Respectful relationships – online and offline</p>	<p>Family and Health How can we help the world?</p>
RE	<p>Islam Prayer and rituals The life of Muhammed Why Muslims fast Christian Christmas Special occasions and traditions Incarnation</p>	<p>Life after death What happens when you die? Easter The Easter story Is Christianity still followed as a religion?</p>	<p>Rites of Passage What events impact a person's life or might celebrate?</p>
Music	<p>Routines and Expectations Composing for protest: Create music inspired by Ethel Smyth and a picture of the suffragettes,</p>	<p>Keep the Home Fires Burning: Music from WWI, fanfare, C major triad, rhythm, crotchet, quaver, dotted quaver/semiquaver, minim, semiquaver durations.</p>	<p>Shadows Artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul).</p>



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	<p>composing using a non-musical stimulus, lyrics, melody, steady beat, tempo, ostinato, coda.</p> <p>Donna Nobis Pacem: Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations (crotchet, rest, quavers, minim, dotted minim, dotted crotchet), sacred vocal music, singing in harmony.</p>	<p>Composing for protest: Create music inspired by Ethel Smyth and a picture of the suffragettes, composing using a non-musical stimulus, lyrics, melody, steady beat, tempo, ostinato, coda.</p>	
MfL (French)	<p><u>Unit 1: French sport and the Olympics</u> Conjugating the verb aller – to go, identifying correct prepositions, learning sports vocabulary, expressing preferences plus the infinitive; revisiting nouns for countries and learning how to contract articles when using the verb faire.</p> <p><u>Unit 2: French football champions</u> Practising language-learning strategies; developing reading, speaking and listening skills through a football-related theme; responding to questions about football players; writing football player profiles in French.</p>	<p><u>Unit 3: In my French house</u> Pupils learn how to describe a house, the different rooms and who lives there. They also learn about prepositions to explain where items are arranged in their bedrooms and consolidate the grammar and vocabulary they have learned by writing a letter to describe their family, home and bedroom.</p> <p><u>Unit 4: Planning a French holiday</u> The children learn to use a combination of present and near-future tenses, and become familiar with holiday-related vocabulary around packing a suitcase and planning a journey. They explore which countries they might visit and why and ultimately research and plan a holiday to France.</p>	<p><u>Unit 5: Visiting a town in France</u> Learning directional, transport and town vocabulary together with prepositional phrases, the children describe their journey to school, plan a trip to France and become tourist guides, giving reasoned opinions on which places in town to visit; finally the children create a tourist leaflet, in French, for their own local area.</p>
PE Indoor	<p>Handball Dance</p>	<p>Yoga Gymnastics</p>	
PE Outdoor	<p>Hockey OAA</p>	<p>Rugby Netball</p>	<p>Tennis Golf Athletics Striking and Fielding</p>