

Year Group Overview: Year Six 2025-2026

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Theme/ Key Question (Lead focus- Geog/Hist)	History Focus How were the lives of British citizens impacted during and after the Second World War?	Geography Focus Where does our energy come from?	Geography Focus Why do populations change?		History Focus What impact did early Islamic civilisation have on the modern world?	Geography Focus How could we make our environment more friendly?
Enhancements/ planned trips/ visitors (2 per year)	Eden Camp	Residential- PGL North Yorkshire				Leeds Beckett University- Enrichment
Texts/ Stimuli (choose a text that link to overall lead focus- Science)	Abomination Beyond The Lines	What A Wonderful World: Be Inspired To Care For Our Planet The Promise	Everest Alma	Pig Heart Boy Francis	Malala: My Story of Standing Up for Girl's Rights	Boy 87 The Final Year
Writing output (audience and purpose)	Dystopian Setting: to create a setting description in order to fully immerse the reader. Historical Diary: to offer an insight into the past by writing from a subjective point of view. (Polished Pieces: 2)	Persuasive Letter: to convince the audience of a specific point of view. Dialogue Entry: to write a narrative that uses dialogue to advance the action. (Polished Pieces: 2)	Non-Chronological Report: to provide a report detailing factual information. Horror: to create suspense and terror in a narrative. (Polished Pieces: 2)	Explanation Text: to provide a report detailing how a system works. Online News Article: To offer information detailing an event. (Polished Pieces: 2)	Autobiography: to detail the life experiences and achievements of an activist. (Polished Pieces: 1)	Opinion Piece: to publish an article that reflects an opinion. Final Year Speech: to reflect on the year's journey through public speaking. (Polished Pieces: 2)
English – progression of skills	Relative clauses beginning with who which, where, when, whose, that, or an omitted relative pronoun. Linking ideas across paragraphs using adverbials of time, place and number or tense choices Use of commas to clarify meaning to avoid ambiguity. Using and applying punctuation taught so far: (, , ! ? ' " - ()) Cohesion within and across paragraphs. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Inverted commas to integrate dialogue and move the action on Using expanded noun phrases to convey complicated information concisely Using the perfect form of verbs to mark relationships of time and cause	Suspense devices (ellipses) Use of the colon to introduce a list and the use of semi colons within lists. The difference between structures typical of informal speech and structures appropriate for formal speech and writing. Using and applying punctuation taught so far: (, , ! ? ' " - ()) Relative clauses beginning with who which, where, when, whose, that, or an omitted relative pronoun. Linking ideas across paragraphs using adverbials of time, place and number or tense choices Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Cohesion within and across paragraphs.	Modal verbs recap from Y5 Layout devices e.g. heading, sub-headings, columns, bullets, or labels, to structure text. Relative clauses beginning with who which, where, when, whose, that, or an omitted relative pronoun. Using and applying punctuation taught so far: (, , ! ? ' " - () ;) Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Cohesion within and across paragraphs. Use of semi colon, colon and dash to make the boundary between independent clauses e.g. It's raining; I'm fed up	Use the passive (and active) voice to affect the presentation of information in a sentence and identify the subject and object Relative clauses beginning with who which, where, when, whose, that, or an omitted relative pronoun. Using and applying punctuation taught so far: (, , ! ? ' " - () ;) Hyphens to avoid ambiguity. Using expanded noun phrases to convey complicated information concisely Use of semi colon, colon and dash to make the boundary between independent clauses e.g. It's raining; I'm fed up Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Inverted commas to integrate dialogue and move the action on Cohesion within and across paragraphs.	Relative clauses beginning with who which, where, when, whose, that, or an omitted relative pronoun. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Using and applying punctuation taught so far: (, , ! ? ' " - () ;) Cohesion within and across paragraphs. Subjunctive from (If I were to come home...) Modal verbs	Relative clauses beginning with who which, where, when, whose, that, or an omitted relative pronoun. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections. Using and applying punctuation taught so far: (, , ! ? ' " - () ;) Use commas and hyphens effectively to avoid ambiguity. The difference between structures typical of informal speech and structures appropriate for formal speech and writing. Modal verbs Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Cohesion within and across paragraphs.

Oracy	Throughout <ul style="list-style-type: none"> Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy. Vary sentence structures and length for effect when speaking	<ul style="list-style-type: none"> Speak fluently in front of an audience. Have a stage presence. Consciously adapt, tone pace and volume of voice. Construct a detailed argument or complex narrative Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate Reflect on their own and others' oracy skills and identify how to improve 				<ul style="list-style-type: none"> Speak fluently in front of an audience. Have a stage presence. Consciously adapt, tone pace and volume of voice. Use humour effectively Be comfortable using idioms and expressions.
Spelling	<ul style="list-style-type: none"> Words with the letter string 'ough' Words with 'silent' letters e.g. knight, foreign, yacht Words ending in '-able' and '-ible' Homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed) Spell words from 5/6 statutory word list correctly	<ul style="list-style-type: none"> From previous years: plurals (adding 's', '-es' and '-ies') From previous years: apostrophe for contraction and possession tious/cious Washable/probably/sensible Spell words from 5/6 statutory word list correctly	<ul style="list-style-type: none"> From Years 3 and 4: apostrophe for possession Words ending in '-ably' and '-ibly' Homophones (led/lead, steel/steal, alter/altar) Spell words from 5/6 statutory word list correctly	<ul style="list-style-type: none"> Homophones 'ei' and 'ie' words – receive, achieve etc 'ough' words e.g. rough, ought, thorough Use of hyphen in spellings Razor-sharp/ice-cream/half-hearted Spell words from 5/6 statutory word list correctly	<ul style="list-style-type: none"> -ance/-ancy, -ent, -ence/-ency words e.g. Observant/hesitant/assistance/obedient Transparency/sufficient Homophones (cereal/serial, father/farther, guessed/ guest, morning/mourning, who's/whose) cial/tial Official/essential/especially Spell words from 5/6 statutory word list correctly	<ul style="list-style-type: none"> Homophones Address any gaps within the class. Spell words from 5/6 statutory word list correctly
Guided Reading Texts	Illegal Funky Chicken	Skellig Human 2.0	Space Maps Crater Lake	Time Travelling Hamster Everest	Grimm Tales Engineers Making A Difference	The Girl of Ink and Stars The Final Year
Poetry	To Write Imagery Poetry based on The City of Silence	To Perform The Highwayman	To Write Free Form	To Perform Daffodils	To Listen To Collected Poems for Children	To Read If
Maths (White Rose)	N: Place Value N: Addition and Subtraction, Multiplication and Division N: Fractions A & B M: Measures	N: Ratio N: Algebra N: Decimals N: Fractions/Decimals/Percentages M: Area, perimeter, volume	G: Shape G: Position and Direction SATs	N: Place Value N: Addition and Subtraction, Multiplication and Division N: Fractions A & B M: Measures	N: Ratio N: Algebra N: Decimals N: Fractions/Decimals/Percentages M: Area, perimeter, volume	G: Shape G: Position and Direction SATs
Science (White Rose)	Biology: Living things and their habitats (week 1-6) Physics: Electricity (week 7-11) Sustainability: Renewable energy (week 12)		Physics: Light (week 1-5) Sustainability: Light pollution (week 6) Biology: The circulatory system (week 7-9) Biology: Diet, drugs and lifestyle (week 10-12)		Biology: Variation (week 1-2) Biology: Adaptions (week 3-6) Biology: Fossils (week 7-8) Themed projects (Year 7 ready)	
RE (Trust)	UC: Creation Creation and Science : Conflicting or complimentary	UC: People of God How can following God Bring Freedom and Justice?	World Faith What does it mean for a Muslim person to follow God?	UC: Salvation What difference does the resurrection make for Christians?	Thematic Why is pilgrimage important to some religious believers?	UC: Kingdom of God What kind of king is Jesus?

Christian Values (Friendship, Forgiveness, Courage, Hope, Trust)	Friendship and Forgiveness	Trust			Courage	Hope
Fundamental British Values (Democracy, rule of law, individual liberty, mutual respect & tolerance)	Democracy, Mutual Respect and Tolerance			Rule of Law	Democracy, Mutual Respect and Tolerance	Individual Liberty
Geography (Kapow)		Energy	Populations			The Environment
New knowledge Revist (for curriculum area)						
History (CCA bespoke)	World War Two				Early Islamic Civilisations	
Art (Kapow)	Drawing: Make my voice heard (5)		Painting: Artist study (6)		Sculptures & 3D:Memories (5)	
DT (Kapow)	Food: Come dine with me (4) Structures: Playgrounds (3)		Mechanical systems: Automata toys (4) Optional: Craft and design - Photo opportunity (4)		Electrical systems: Steady hand game (2) Digital World: Navigating the world (4)	
Computing (Kapow)	Computing systems and network: Bletchley Park	Programming: Intro to Python	Data Handling 1: Big Data 1	Creating media: History of computers	Data handling 2: Big Data 2	Skills showcase: Inventing a product
	Online Safety Lesson (1)	Online Safety Lesson (2)	Online Safety Lesson (3)	Online Safety Lesson (4)	Online Safety Lesson (5)	Online Safety Lesson (6)
Music (Kapow)	Dynamics, pitch and texture (Theme: Coast – Fingal’s Cave by Mendelssohn)	Songs of World War 2	Film music	Theme and variation (Theme: Pop art)	Baroque	Composing and performing a leavers song
PE (Get set for PE)	Fitness and Wellbeing	<u>Coach</u> - Gymnastic- Pilates, Yoga	Invasion Games	<u>Coach</u> - Dance/Movement to Music	Outdoor and adventurous activities	<u>Coach</u> - Athletics
MFL	School Life Describe the weather Classroom objects & school uniform	School life- subjects Read & understand information, stating likes & dislikes	House & home- rooms of home Reading skills	Skimming & scanning Read aloud short extracts of a poem	Planning a holiday	Say names of holiday places Prepare a presentation on holiday plans
RSHE (SCARF)	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing