Year 6 Curriculum Map 2025-2026

	Autumn		Spring		Summer	
Trips and visitors	Bikeability Hartford St John's Church		Young Voices Tatton Park		RE Place of Worship visit Conway residential End of year surprises!	
English	**Star of Fear, Star of Hope** *Outcome Fiction: flashback story*	**Can we save the tiger? by Martin Jenkins** *Outcome Information/ explanation/ persuasion: hybrid text Recount: diary*	**Selfish Giant by Oscar Wilde** *Outcome Fiction: classic narrative Explanation*	**Jemmy Button by Alix Barzelay & Island by Jason Chin** *Outcome Recount: journalistic report (hybrid text) Discussion*	**Manfish by Jennifer Berne** *Outcome Recount: biography Fiction*	**Sky Chasers by Emma Carroll** *Outcome Fiction: adventure story Recount: autobiography*
Guided Reading	**When we were Warriors by Emma Carroll** Genre – Poetry, Fiction: historical	**Jungle Book by Rudyard Kipling** (Macmillan), Martha's Suitcase by The Literacy Company Genre – Fiction: classic Information	**The Happy Prince and Other Tales by Oscar Wilde** Genre – Fiction: classic	**The Explorer by Katherine Rundell,** Exploring the Amazon by The Literacy Company Genre – Information, Fiction: contemporary	**Great Adventurers by Alistair Humphreys** Genre – Information	**Sky Chasers by Emma Carroll** Genre – Fiction: adventure
Maths	Number: Place Value Number: Addition, Subtraction, Multiplication and Division Fractions Measurement: Converting Units		Ratio Number: Algebra Decimals FDP Area, Perimeter and Volume Statistics		Shape Position and Direction Investigations	
Science	During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: ▪ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ▪ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ▪ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ▪ using test results to make predictions to set up further comparative and fair tests ▪ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments.					
	<u>Light</u>	**<u>Electricity</u>**	**<u>Animals including humans</u>**		**<u>Evolution</u>**	**<u>Living things and their habitats</u>**

	Sc6/4.1a recognise that light appears to travel in straight lines Sc6/4.1b 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 Sc6/4.1c 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 Sc6/4.1d use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	Sc6/4.2a associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Sc6/4.2b 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 Sc6/4.2c use recognised symbols when representing a simple circuit in a diagram.	Sc6/2.2a identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Sc6/2.2b recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Sc6/2.2c describe the ways in which nutrients and water are transported within animals, including humans.		Sc6/2.3a recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Sc6/3.2b recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Sc6/2.3c identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Sc6/2.1a 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 Sc6/2.1b give reasons for classifying plants and animals based on specific characteristics.
History / geography	**<u>What impact did WW2 have on Britain?</u>** **<u>Knowledge, skills and concepts</u>** • Develop a chronologically secure knowledge and understanding of British, local and world history • Address and devise historically valid questions about change, cause and significance • Understand how our knowledge of the past is	**<u>Our world in the future – How will our world look in the future?</u>** **<u>Knowledge, skills and concepts</u>** • Describe and understand key aspects of: − physical geography − human geography • Learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the UK	**<u>Victorians</u>** **<u>Knowledge, skills and concepts</u>** • Establish clear narratives within and across periods they study • Regularly address historically valid questions about similarity and difference and significance • Construct informed responses that involve thoughtful selection and	**<u>Protecting the environment – Are we damaging our world?</u>** **<u>Knowledge, skills and concepts</u>** Describe and understand key aspects of the distribution of natural resources including energy, minerals and water • Use maps, atlases and globes to locate countries and describe features studied	**<u>Civil Rights/Crime and Punishment</u>**	**South America: The Amazon – What is life like in the Amazon?** **<u>Knowledge, skills and concepts</u>** Extend their knowledge and understanding beyond their local area to include South America • Develop their use of geographical knowledge,

	constructed from a range of sources • Note connections, contrasts and trends • Construct informed responses that involve thoughtful selection and organisation of historical information • Develop the use of appropriate historical terms.	• Use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	organisation of relevant historical information •Understand how our knowledge of the past is constructed from a range of sources • Note connections, contrasts and trends over time • Develop the appropriate use of historical terms • Address and devise historically valid questions about change, cause and significance.	• Use the eight points of a compass, symbols and keys to build their knowledge of the UK and the wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		understanding and skills to enhance their locational and place knowledge • Locate the world's countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities • Understand geographical similarities and differences through the study of human and physical geography of a region in South America • Describe and understand key aspects of physical and human geography • Use maps, atlases, globes and digital/ computing mapping to locate countries and describe features studied.
Computing	**Webpage creation** Designing and creating webpages, giving consideration to copyright, aesthetics and navigation.		**Variable in games** Exploring variables when designing and coding a game.		Introduction to Spreadsheets Answering questions by using spreadsheets to organise and calculate data.	
Design and Technology	**Electrical Systems** Electrical Systems Monitoring and control AND / OR Electrical systems: more complex switches and circuits Alarmed vehicles		**Food** Food Celebrating culture and seasonality (including cooking and nutrition requirements for KS2)		**Mechanical Systems** High School Transition unit	

Art	**Mapping Faces: Portraits with a Twist** Explore how artists like Ed Fairburn and Mark Powell transform maps into expressive portraits, encouraging pupils to experiment with tone, texture, and media to create their own imaginative artworks.		**Expression in Colour:** Creating movement using ink drawings, digital art and Brusho.		**Mixed Media:** Create a memory box diorama using paper sculpture techniques such as quilling, fringe, scoring.	
PE	Hockey (CT) Tag Rugby (TC)	Dance (CT) Indoor athletics (TC)	Handball (CT) Netball (TC)	Football (CT) Gymnastics (TC)	Cricket (CT) Tennis (TC)	Sports day athletics
RE	How do Sikhs worship?	What do religious and non – religious world views believe about equality, justice and fairness?	How is a Muslim way of life expressed at home and in the community?	Are humanist and Christian ideas about science, conflicting or complementary? Does the Big Bang Theory disprove the genesis account on creation?	How and why do Christians worship? What are the benefits for believers?	Free choice Buddhist worship and beliefs
No Outsiders	**Kind of the Sky** *To consider responses to immigration*	**The Only Way is Badger** *To consider language and freedom of speech*	**Leaf** *To overcome fears about difference*	**The Island** *To consider causes of racism*	**Introducing Teddy** *To show acceptance*	**A day in the life of Marlon Bundo** *To consider democracy*
My Happy Mind	Meet your brain	Celebrate	Appreciate	Relate	Engage	Transition unit