Year 6 Long Term Curriculum Plan 2026-2027

Segments to be taught and what children will know by the end of each of them.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational visits or activities		**History Visitor**				**PGL Residential**
Physical Education	**Gymnastics** **Rugby**	**Athletics** **Football**	**Dance** **Netball** **Basketball**	**Gymnastics** **Volleyball** **Badminton**	**Athletics** **Dance**	**OAA** **Cricket**
Science	**Light** By the end of this segment children will be able to: 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	**Living things and their habitat** By the end of this segment children will be able to: 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. Give reasons for classifying plants and animals based on specific characteristics.	**Animals including humans.** By the end of this segment children will: Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.	**Evolution and inheritance** By the end of this segment children will: 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	**Electricity** By the end of this segment children will be able to: 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.	

	to explain why shadows have the same shape as the objects that cast them.			environment in different ways and that adaptation may lead to evolution.	
	Working scientifically Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. Identify scientific evidence that has been used to support or refute ideas or arguments.				
History	**Maya Civilisation** By the end of the unit, children will: Know where and when the Maya civilisation existed Explain the role of Maya leaders including how city states were governed. Know the key achievements of the Maya civilisation, including the number system. Describe the key features of Maya culture e.g. sport, sacrifice, religious rituals. Explain why the Maya civilisation declined and what historians have learned from studying Maya ruins and artefacts.				**Crime & Punishment** By the end of the unit, children will: Name one punishment from the following periods: Roman, Anglo-Saxo, Tudor and Victorian. Describe what approaches to punishments have continued and which have changed over time. Make comparisons to present day punishments and give reasons for the changes.
Geography	**Why does population change?** By the end of this segment children will: Identify the most densely and sparsely populated areas. Describe the increase in global population over time. Begin to describe what might influence the environments people live in. Define birth and death rates, suggesting what may influence them. Define migration, discussing push and pull factors. Explain why some people have no choice but		**Where does our energy come from?** By the end of this segment children will: Identify the most densely and sparsely populated areas. Describe the increase in global population over time. Begin to describe what might influence the environments people live in. Define birth and death rates, suggesting what may influence them. Define migration, discussing push and pull factors.		**Can I carry out an independent fieldwork enquiry?** By the end of this segment children will: Identify the most densely and sparsely populated areas. Describe the increase in global population over time. Begin to describe what might influence the environments people live in. Define birth and death rates, suggesting what may influence them. Define migration, discussing push and pull factors.

	to leave their homes. Describe the causes of climate change, explaining its impact on the global population. Suggest an action they can take to fight climate change. Calculate the length of a route to scale. Follow a selected route on an OS map. Use a variety of data collection methods, including using a Likert scale. Collect information from a member of the public. Create a digital map to plot and compare data collected from two locations. Suggest an idea to improve the environment.	Explain why some people have no choice but to leave their homes. Describe the causes of climate change, explaining its impact on the global population. Suggest an action they can take to fight climate change. Calculate the length of a route to scale. Follow a selected route on an OS map. Use a variety of data collection methods, including using a Likert scale. Collect information from a member of the public. Create a digital map to plot and compare data collected from two locations. Suggest an idea to improve the environment.	Explain why some people have no choice but to leave their homes. Describe the causes of climate change, explaining its impact on the global population. Suggest an action they can take to fight climate change. Calculate the length of a route to scale. Follow a selected route on an OS map. Use a variety of data collection methods, including using a Likert scale. Collect information from a member of the public. Create a digital map to plot and compare data collected from two locations. Suggest an idea to improve the environment.
Art and Design	**Drawing: Expressing Ideas** By the end of this segment the children will be able to: Identify key features of street art and murals. Discuss the intention and impact of street art. Use various shading techniques to show texture, tone, form and depth. Apply one point perspective in their work. Enlarge a drawing by scaling using an accurately drawn grid. Show an understanding of perspective, scale and proportion with a level of accuracy across their design. Choose appropriate materials for their design and explain their choices and intention. Use space effectively to enhance visual impact of their graffiti tag.	**Painting and Mixed Media: Artist Study** By the end of this segment children will be able to: Identify key features of street art and murals. Discuss the intention and impact of street art. Use various shading techniques to show texture, tone, form and depth. Apply one point perspective in their work. Enlarge a drawing by scaling using an accurately drawn grid. Show an understanding of perspective, scale and proportion with a level of accuracy across their design. Choose appropriate materials for their design and explain their choices and intention. Use space effectively to enhance visual impact of their graffiti tag.	**Craft and Design: Photograph Opportunity** By the end of this segment children will be able to: Explain how a new image can be created using a combination of other images. Understand what photomontage is and recognise how artists use photography. Select relevant images and cut them with confidence and a level of control. Demonstrate a competent knowledge of effective composition, discussing their ideas. Use recording devices and available software with confidence. Demonstrate a confident understanding of Edward Weston's style through their artistic choices. Discuss the features of a design, e.g. explaining what is effective about a composition. Select a suitable range of props, considering the design brief and their initial ideas.

					Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects. Use editing software to change their image, reflecting an artist's style. Choose a suitable painting and suggest appropriate ways to recreate it photographically with props. Set up a composition and think about a space that will provide good lighting levels. Take a portrait that is focused and appropriately framed. Draw an accurately measured grid, with some support, understanding how it can support them with their drawing. Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned. Create a final painting or drawing with tonal differences that create a photo-realistic effect.	
Computing	**Computing Systems: Network Communications.** By the end of this segment children will: Identify how to use a search engine. Describe how search engines select results and how they are ranked. Recognise why the order of results is important and to whom. Recognise how we communicate using technology.	**Creating Media:3D Modelling.** **By the end of this segment children will:** Use a computer to create and manipulate 3D digital objects. Compare working digitally with 2D and 3D graphics. Construct a digital 3D model of a physical object. Identify the physical objects that can be	**Creating Media: Web Creation** By the end of this segment children will: Review an existing website and consider its structure. Plan the features of a web page. Consider the ownership and use of images. Recognise the need to preview pages. Outline the need for a navigation path. Recognise the implications of linking to content owned by	**Data and Information: Spreadsheets** By the end of this segment children will: Identify questions which can be answered using data. Explain that objects can be described using data. Explain that formula can be used to produce calculated data. Apply formulas to data including duplicating. Create a	**Programming A: Variables in Games.** By the end of this segment children will: Define a variable as something that is changeable. Explain why a variable is used in a program. Choose how to improve a game by using variables. Design a project that builds on a given example. Use a design to create a project. Evaluate a project.	**Programming B:Sensing** By the end of this segment children will: Create a program to run on a controlled device**.** Explain that selection can control the flow of a program. Update a variable with a user input. Use a controlled statement to compare a variable to a value. Design and develop a project that uses input and outputs on a controllable device.

	Evaluate different methods of online communication.	broken down into a collection of 3D shapes. Design a digital model by combining 3D objects. To develop and improve a digital 3D model.	other people.e			
Design and Technology	**Electrical Systems: Steady Hand Game** By the end of this segment children will: Explain simply what is meant by 'form' (the shape of a product) and 'function' (how a product works). State what they like or dislike about an existing children's toy and why. Learn about skills developed through play and apply this knowledge in a survey of one or more children's toys. Identify the components of a steady hand game. Design a steady hand game of their own according to their design criteria, using four different perspective drawings. Create a secure base for their game, with neat edges, that relates to their design. Make and test a functioning circuit and assemble it within a case.		**Structures: Playground Structures** By the end of this segment children will: Explain the term constraints and why some are more important than others. Use sketches with labels to communicate ideas. Use 3D CAD software to communicate ideas. Modify a design to make it stronger and more stable using knowledge of triangulation and reinforcing. Select appropriate materials and tools for cutting and joining. Make a plan and equipment list for a project. Reinforce and stabilise a prototype of a structure. Apply a quality finish in a neat way and explain why the finish is important. Critically evaluate the success of a structure within constraints and suggest alternative, more sustainable, materials. Explain design decisions.		**Cooking: Come Dine with Me** By the end of this segment children will: Find a suitable recipe for their course. Record the relevant ingredients and equipment needed. Follow a recipe, including using the correct quantities of each ingredient. Write a recipe, explaining the process taken. Explain where certain key foods come from before they appear on the supermarket shelf.	
French	**French sport and the Olympics** By the end of this segment children will: Pronounce the name of a sport accurately and confidently.	**French football champions** By the end of this segment children will: Try two methods of memorising and learn	**In my French house** By the end of this segment the children will: Understand the French words for	**Planning a French holiday** By the end of this segment the children will:	**Visiting a town if France** By the end of this segment the children will:	

	Use the verbs jouer and faire correctly with different sports. Create sentences using two verbs, the seconds one in the infinitive form. Construct simple sentences to say whether or not they play a sport. Express and justify opinions in relation to sports. Identify some of the French country names using cognates and near cognates. Use the correct form of aller with correct preposition to indicate where you are going. Write an article in French, using a writing frame, about an imaginary Olympic Games	at least four of the new words. Learn and pronounce most of the new words, remembering the vocabulary from the previous lesson. Translate some player profiles. Construct the sentence, 'I come from [a place]' in French. Understand comprehension questions based on the topic of football and show some competence in answering them. Complete part of a player profile. Deliver an oral presentation with a reasonable standard of pronunciation.	different types of houses and their rooms. Ask and answer questions using vocabulary about houses and rooms. Remember and understand the elements of a house and family. Use a writing frame to create a written description of their house. Label things in a bedroom and use the related vocabulary in simple sentences. Use prepositions accurately, both verbally and in written sentences. Write a letter to describe all the rooms in their house, where they live and with whom, using at least three prepositions accurately and including questions.	Remember the countries in the world in French. Use a writing model to create a complex sentence. Begin to understand the present and future tense of 'aller' in French. Identify the present and future tenses in reading and listening. Label images of clothing correctly. Speak in sentences and write a paragraph. Recognise familiar words and cognates. Begin to understand the gist of the text to be able to answer some questions. Find out information from a range of websites and use this information to plan a holiday.	Describe routes to school using pictures and word cards. Follow simple directions accurately. Describe the relationship between places using a preposition. Put modes of transport into a simple sentence. Role-play buying tickets in French. Use modes of transport to build sentences about going to places. Begin constructing negative sentences correctly. Learn to say and read places in a town. Use a writing frame to give a reasoned opinion for visiting a place. Identify the grammatical elements of a text. Understand the gist of a text. Use a text to write their own description of a place.	

Music		**Dynamics, pitch and texture** Engage in discussion about the sounds of an orchestral piece. Have a selection of varied vocabulary in response to what they hear. Change dynamics and pitch, differentiating between the two. Take the role of conductor or follow a conductor. Change texture within their group improvisation and talk about its effect. Create a graphic score to represent sounds. Follow the conductor to show changes in pitch, dynamics and texture.		**Theme and variations** By the end of this segment children will be able to: Performing rhythms confidently either on their own or in a group. Identify the sounds of different instruments and discuss what they sound like. Make reasonable suggestions for which instruments can be matched to which art pieces. Recall the names of several instruments according to their orchestra sections. Keep the pulse using body percussion. Sing with control and confidence. Name rhythms correctly. Copy rhythms accurately with a good sense of pulse. Draw rhythms accurately. Show a difference between musical variations. Show creativity in a finished musical product.	**Baroque** By the end this segment children will be able to: Define some key features of Baroque music, including recitative, canon, ground bass and fugue. Take part in a vocal improvisation task based on Baroque recitative. Play several parts of a canon using staff notation, with or without letter names. Compose a ground bass melodic ostinato. Notate a ground bass pattern using staff notation. Name some well-known Baroque composers and describe what musical features they were known for. Learn a fugue part by reading staff notation, with or without note names. Perform a fugue.	**Composing and performing a leavers song** By the end of this segment children will be able to: Identify and evaluate the musical features of a song. Contribute ideas to their group chorus, suggesting how lines three and four could rhyme. Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme. Fit an existing melody over a four-chord backing track. Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments. Record melodies using letter notation. Perform the leavers' song with confidence.

	Whole School Weekly Active Listening Programme					
Religious Education`	**Why does religion look different around the world?** By the end of this segment children will: Identify key similarities and differences between Jewish, Muslim and Christian beliefs about Abraham. Compare the ways some Jewish people observe Shabbat. Make links between a traditional Jewish meal and a denomination. Describe how a kippah can reflect someone's beliefs or identity within the Jewish community. Identify reasons why someone might wear a hair covering. Explaining how some Christian teachings link to beliefs and practices in different communities.	**Why does religion look different around the world (Part 2)** By the end of this segment children will: Recognise some ways Hindu worship is influenced by geography, history and culture. List how some people in the Hindu community practise their religion in the UK. Suggest similarities and differences between how people practise their religion in the UK and India. Understand that being part of a religion does not always mean a person is a theist. Consider how a person may identify as a Sikh. List ways some Sikhs feel part of the community. Consider the symbolism of light in different worldview stories. List some similarities and differences between the way Buddhist monks and	**Why is it better to be there in person?** By the end of this segment children will: Identify the common features and significance of both religious and non-religious gatherings. Suggest reasons people might attend such events. Explain the importance of place, people and practice in the context of gatherings. Articulate the importance of Jerusalem to Jewish people. Discuss why the Dome of the Rock is important to some Muslim people. Identify the significance of Makkah for many Muslims. Explain the significance of various pilgrimage sites in different religious worldviews. Make thoughtful connections between the pilgrimage sites and the concept of spirituality.	**Why is there suffering? (Part 1)** By the end of this segment children will: Make links between the creation story in Genesis and the concept of suffering. Suggest some ideas as to why suffering exists in the world. Discuss passages from Genesis that relate to free will, demonstrating an understanding of context. Identify different reasons why humans may make choices that cause suffering. Draw connections between stories from scripture. Explain why some people turn to prayer during times of suffering. Make connections between teachings about Jesus and how some Christians view and respond to suffering. Use scripture and personal responses to support their understanding.	**Why is there suffering? (Part 2)** By the end of this segment children will: Consider different responses to suffering. Explore their own views and responses to suffering. Acknowledge that many Buddhists accept that suffering is a part of everybody's lives. Explaining what Hukam means and how it links to suffering. Share reasons why many Sikhs live good lives despite the belief that God has a plan for them. Explain some Shinto beliefs about kami. Rank ideas to show their personal responses. Consider how their learning has reflected or developed their own views about suffering	**What place does religion have in our world today?** By the end of this segment children will: Reflect on their own learning and how it has impacted their personal development. Analyse census data to identify trends and changes in the religious makeup of the UK. Reflect on how their local area's data compares with an alternative area and national trends. Discuss reasons for the changing uses of religious buildings over time. Analyse and respond to data about religious diversity across the world. Discuss the historical and geographical influences on the spread and current distribution of religions. Explain the concept of freedom of religion or belief. Consider their own responses to issues

		lay people spend their day. Describe different ways a Buddhist can practice to fulfil a discipline.				related to freedom of religion and belief. Demonstrate an understanding of the need for tolerance and respect. Explore the role of learning about religion and worldviews in daily life.
PSHE	**Me and My Relationships** By the end of this segment children will: Demonstrate a collaborative approach to a task. Describe and implement the skills needed to do this. Explain what is meant by the terms 'negotiation' and 'compromise'. Suggest positive strategies for negotiating and compromising within a collaborative task. Demonstrate positive strategies for negotiating and compromising within a collaborative task. Recognise some of the challenges that arise from friendships. Suggest strategies for dealing with such challenges demonstrating the	**Valuing Differences** By the end of this segment children will: Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences. Suggest strategies for dealing with bullying, as a bystander. Describe positive attributes of their peers. Know that all people are unique but that we have far more in common with each other than what is different about u. Consider how a bystander can respond to someone being rude, offensive or bullying someone else. Demonstrate ways of offering support to someone who has been bullied.	**Keeping Safe** By the end of this segment children will: Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face. Understand and describe the ease with which something posted online can spread. Identify strategies for keeping personal information safe online. Describe safe and respectful behaviours when using communication technology. Know that it is illegal to create and share sexual images of children under 18 years old. Explore the risks of sharing photos and	**Rights and Respect** By the end of this segment children will: Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them. Describe the language and techniques that make up a biased report. Analyse a report and extract the facts from it. Know the legal age (and reason behind these) for having a social media account; Understand why people don't tell the truth and often post only the good bits about themselves, online. Recognise that people's lives are much more balanced in real life, with positives and negatives.	**Doing my Best** By the end of this segment children will: Identify aspirational goals. Describe the actions needed to set and achieve these. Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those Identify risk factors in a given situation. Understand and explain the outcomes of risk-taking in a given situation, including emotional risks. Recognise what risk is. Explain how a risk can be reduced. Understand risks related to growing up and explain the need	**Growing and Changing** By the end of this segment children will: Understand that fame can be short-lived. Recognise that photos can be changed to match society's view of perfect. Identify qualities that people have, as well as their looks. Define what is meant by the term stereotype. Recognise how the media can sometimes reinforce gender stereotypes. Recognise that people fall into a wide range of what is seen as normal. Challenge stereotypical gender portrayals of people. Understand the risks of sharing images online and how these are hard to control,

	need for respect and an assertive approach. Describe the consequences of reacting to others in a positive or negative way. Suggest ways that people can respond more positively to others. Recognise and empathise with patterns of behaviour in peer-group dynamics. Recognise basic emotional needs and understand that they change according to circumstance. Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. List some assertive behaviours. Recognise peer influence and pressure. Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. Describe ways in which people show	Demonstrate ways of showing respect to others, using verbal and non-verbal communication. Understand and explain the term prejudice. Identify and describe the different groups that make up their school/wider community/other parts of the UK. Describe the benefits of living in a diverse society. Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Explain the difference between a friend and an acquaintance. Describe qualities of a strong, positive friendship/ Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). Define what is meant by the term stereotype. Recognise how the media can sometimes reinforce gender stereotypes. Recognise that people	films of themselves with other people directly or online. Know how to keep their information private online. Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;. Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. Explain how drugs can be categorised into different groups depending on their medical and legal context. Demonstrate an understanding that drugs can have both medical and non-medical uses. Explain in simple terms some of the laws that control drugs in this country. Understand some of the basic laws in relation to drugs. Explain why there are laws relating to drugs in this country. Understand the actual norms around drinking alcohol and the	Explain some benefits of saving money. Describe the different ways money can be saved, outlining the pros and cons of each method. Describe the costs that go into producing an item. Suggest sale prices for a variety of items, taking into account a range of factors. Explain what is meant by the term *interest.* Recognise and explain that different jobs have different levels of pay and the factors that influence this. Explain the different types of tax (income tax and VAT) which help to fund public services. Evaluate the different public services and compare their value. Explain what is meant by living in an environmentally sustainable way. Suggest actions that could be taken to live in a more environmentally sustainable way. Explain what we mean by the terms voluntary, community	to be aware of these. Assess a risk to help keep themselves safe. Explain what the five ways to wellbeing are. Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.	once shared. Understand that people can feel pressured to behave in a certain way because of the influence of the peer group. Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. Recognise some of the changes they have experienced and their emotional responses to those changes. Suggest positive strategies for dealing with change. Identify people who can support someone who is dealing with a challenging time of change. Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it. Suggest strategies that would help someone who felt challenged by the changes in puberty. Understand what FGM is and that it is an illegal practice in

	their commitment to each other. Know the ages at which a person can marry, depending on whether their parents agree. Understand that everyone has the right to be free to choose who and whether to marry. Recognise that some types of physical contact can produce strong negative feelings. Know that some inappropriate touch is also illegal.	fall into a wide range of what is seen as normal. Challenge stereotypical gender portrayals of people.	reasons for common misperceptions of these. Describe some of the effects and risks of drinking alcohol. Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; Explain how these emotional needs impact on people's behaviour. Suggest positive ways that people can get their emotional need met.	and pressure (action) group; Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. Define the term 'community' Recognise the benefits to mental health and wellbeing of being part of community groups. Understand the value of community members and how they can be valued for contributing to communities.		this country. Know where someone could get support if they were concerned about their own or another person's safety. Identify the changes that happen through puberty to allow sexual reproduction to occur. Know a variety of ways in which the sperm can fertilise the egg to create a baby. Know the legal age of consent and what it means. Explain how HIV affects the body's immune system. Understand that HIV is difficult to transmit. Know how a person can protect themself from HIV.