



# Year 6 Spring Planning 2026



Subject	Planning		
Religious Education	<b>Local Church – Sources</b>  The people of God are gathered in Christ, united in the journey of faith, in care for one another, in sharing their story and in celebration.	<b>Eucharist - Unity</b>  The invitation to know Jesus, to live in communion with Him and with one another.	<b>Spring/Easter – Death and New Life</b>  Jesus's loving self-giving on the cross, the Father's love that raises Him to new life and the challenge to Christians to follow Jesus's example.
English	<b>Vehicle Text 1: A Story Like the Wind</b>  Writing Outcomes <ul style="list-style-type: none"><li>• Flashback Narrative</li><li>• Newspaper Report</li></ul> <b>Vehicle Text 2: The Ways of the Wolf</b>  Writing Outcomes <ul style="list-style-type: none"><li>• Documentary Narrative</li><li>• Non-Chronological Report</li></ul> <b>Class Readers</b> <ol style="list-style-type: none"><li>1. October, October by Katya Balen</li><li>2. Holes by Louis Sachar</li></ol>	Revision of Year 5 spelling rules and  <b>Spring 1</b> <ul style="list-style-type: none"><li>• Endings which sound like /sh/ + /ə/ + /s/ spelt -cious or -tious</li><li>• Endings which sound like /sh/ + /ə/ + /l/ spelt -cial -tial</li><li>• Words ending in -able and -ible</li><li>• Words ending in -ably and -ibly</li><li>• Adding prefixes tele-, audio-</li></ul> <b>Spring 2</b> <ul style="list-style-type: none"><li>• Words ending in -ant, -ance/-ancy, -ent, ence/ency</li><li>• Adding suffixes beginning with vowels to words ending in -fer (r is doubled if the -fer is still stressed when ending is added)</li><li>• Adding suffixes beginning with vowels to words ending in -fer (r is not doubled if the -fer is no longer stressed)</li><li>• Endings which sound like /sh/ + /ə/ + /s/ spelt -cious or -tious</li><li>• Endings which sound like /sh/ + /ə/ + /l/ spelt -cial -tial</li><li>• Words containing the letter string -ough Introduce: Adding suffix trans</li></ul>	



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<b>Maths</b>	<b>Daily Practice</b> <ul style="list-style-type: none"><li>• Retrieval – FB4, Fluent in 5.</li><li>• Counting X tables revision</li><li>• Basic skills games</li></ul>	<b>Ratio</b> <ul style="list-style-type: none"><li>• The language of ratio</li><li>• Scale drawing</li><li>• Recipes</li><li>• Ratio and fractions</li><li>• Ratio problems</li></ul>	<b>Algebra</b> <ul style="list-style-type: none"><li>• Function machines</li><li>• Formulae</li><li>• 1 step and 2 step equations</li></ul>
	<b>Fractions, decimals and percentages</b> <ul style="list-style-type: none"><li>• Fraction and decimal equivalences</li><li>• Understanding percentages</li><li>• Fractions as percentages</li><li>• Order F,D and P</li><li>• P of amounts, including multi-step problems</li></ul>	<b>Area, Perimeter and volume</b> <ul style="list-style-type: none"><li>• A and P of rectangles</li><li>• A of triangles</li><li>• A of parallelograms</li><li>• Volume by counting cubes</li><li>• Calculating volume of a cube</li></ul>	All maths will have reasoning and problem solving interwoven throughout the children's learning.



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<b>Science</b>	<b>Light</b> <ul style="list-style-type: none"><li>• Light and straight lines</li><li>• Shadow formation</li><li>• INVESTIGATION – shadow experiment</li><li>• Refraction</li></ul>	<b>Circulatory System</b> <ul style="list-style-type: none"><li>• Blood flow around the body</li><li>• Blood flow through the heart</li><li>• Oxygenated and de-oxygenated blood</li></ul>
<b>Computing</b>	<ul style="list-style-type: none"><li>▪ Use sequence, selection, and repetition in programs;</li><li>▪ Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</li><li>▪ Use search technologies effectively,</li><li>▪ Select, use and combine a variety of software (including internet services) on a range of digital devices</li><li>▪ Identify a range of ways to report concerns about content and contact</li><li>▪ Use technology safely, respectfully and responsibly.</li><li>▪ Recognise acceptable/unacceptable behaviour.</li></ul>	
<b>Spanish</b>	<ul style="list-style-type: none"><li>• Family members</li><li>• Jobs</li><li>• Complex sentences describing self/family (3<sup>rd</sup> person)</li><li>• Further feelings</li><li>• At the doctors</li><li>• Recall numbers 1-100</li></ul>	



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	<ul style="list-style-type: none"><li>• What was the lasting impact of WW2 on the city of Liverpool?</li></ul>	
<b>Geography</b>	<b>North America</b> <ul style="list-style-type: none"><li>• Longitude and Latitude</li><li>• Physical / Human features of North America</li><li>• Time Zones</li><li>• Hamlets, Towns, Cities</li><li>• Mega Cities - comparison</li></ul>	
<b>Music</b>	<b>Unit title: Electricity</b> <ul style="list-style-type: none"><li>• Listening – identifying features; identifying time signatures</li><li>• Composing using inter-related dimensions</li><li>• Performing: ostinato; sing in different time signatures; poly-rhythm; group ensemble</li><li>• Emotional: persevere; confidence</li><li>• Thinking: provide feedback; use feedback to improve work; select and apply</li></ul>	
<b>Art</b>	<ul style="list-style-type: none"><li>• <b>Sculpture – clay models</b></li></ul>	
<b>Design Technology</b>	<ul style="list-style-type: none"><li>• <b>Mechanical Systems - Bridges</b></li></ul>	
<b>PE</b>	<ul style="list-style-type: none"><li>• <b>Gymnastics</b></li><li>• <b>Athletics</b> – Mastery Course taught by Liverpool Harriers</li></ul>	



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PSHE	<b>Mental and Emotional Health</b>	<b>E-Safety and social media</b> <b>First aid</b>
RHSE	<b>Social and Emotional</b> <ul style="list-style-type: none"><li>• Stable and caring relationships</li><li>• Happy families</li></ul>	
Enrichment weeks	<ul style="list-style-type: none"><li>• STEM Week</li><li>• World Book Day – Thursday 6<sup>th</sup> March</li></ul>	