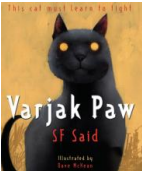
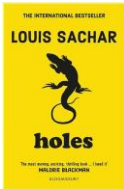
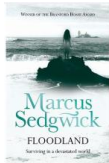
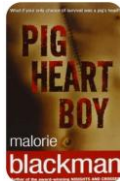
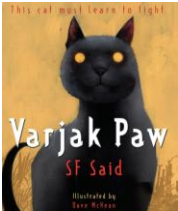
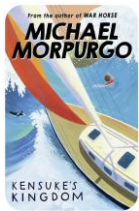
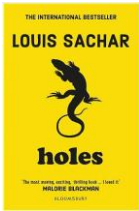
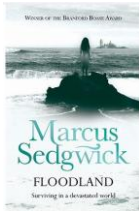
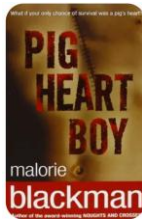
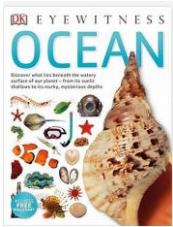


Year 6 2026-2027	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus	Civil Rights  Slavery was officially outlawed in America in 1865 but this was far from the end of it. It would take many years and a great struggle to see black Americans treated in the same way as white Americans. In the 1950s and 1960s the Civil Rights Movement – led by Martin Luther King Jr – challenged white supremacy and African Americans, along with many white people, began an unprecedented fight for equality that spanned two decades.	Local Fieldwork  Geography fieldwork involves formulating an enquiry question, gathering data, analysing the results and reaching conclusions. Physical enquiries will look at natural landscapes, e.g. rivers or coasts and human enquiries will look at environments that are created by people, e.g. cities or tourist resorts.	Benin Kingdom  The kingdom of Benin began in the 900s when the Edo people settled in the rainforests of West Africa. By the 1400s they had created a wealthy kingdom with a powerful ruler, known as the Oba. Gradually, the Obas won more land and built up an empire. For 200 years Benin was very successful, but in the 1600s the Obas started to lose control of their people. By the 1800s Benin was no longer strong or united. The kingdom came to a sudden end in 1897, when a British army invaded and made it part of the British Empire.	Globalisation  Globalisation is the process by which the world is becoming increasingly interconnected as a result of massively increased trade and cultural exchange. It has increased the production of goods and services and has been taking place for hundreds of years, but has sped up enormously over the last half-century. Although globalisation is probably helping to create more wealth in developing countries - it is not helping to close the gap between the world's poorest countries and the world's richest.	Scholars  This half-term will focus on preparing and supporting children as they approach their end-of-key-stage assessments. Lessons will provide purposeful opportunities for revision while developing effective revision techniques, test-taking skills and strategies for building confidence. This is a time for every child to shine, celebrate the progress they have made and demonstrate their knowledge and skills. Our aim is to ensure that children feel confident, calm and properly prepared, enabling each child to achieve their individual best.	The Final Show  All pupils will play a part in bringing our end-of-year production to life, from singing and acting to lighting, staging and props. Throughout the half-term, children will build confidence, develop performance skills and learn to work effectively as a team. The Final Show is an opportunity for every child to shine, showcase their talents and celebrate their achievements.

English Writing	Fiction  Varjak Paw by Dave McKean Outcome: Narrative Fiction  Macbeth by William Shakespeare Outcome: Instructions & Informal Letter	Non-Fiction  Animalium by Jenny Broom Outcome: Non-Chronological Report Fiction Alma (animation) Outcome: Narrative Non-Fiction  Shackleton's Journey by William Grill Outcome: Formal Letter	Non-Fiction  The Diary of a Young Girl by Anne Frank Fiction  Holes by Louis Sachar Outcome: Narrative & Information Text	Fiction  Floodland by Marcus Sedgwick Outcome: Informal Letter & Persuasive Speech	Poetry  The Lost Words by Robert Macfarlane and Jackie Morris Outcome: Poem Fiction  Pig Heart Boy by Malorie Blackman Outcome: Explanation Text & Balanced Argument	Fiction  The Giant's Necklace by Michael Morpurgo Outcome: Narrative
Guided Reading & DEAR	Fiction  Varjak Paw by Dave McKean	Fiction  The Giant's Necklace by Michael Morpurgo	Fiction  Holes by Louis Sachar	Fiction  Floodland by Marcus Sedgwick	Fiction  Pig Heart Boy by Malorie Blackman	Fiction  The Final Year by Matt Goss

	Varjak Paw by Dave McKean Fiction  Prince Caspian by C.S. Lewis	Kensuke's Kingdom by Michael Morpurgo Non-Fiction  Eyewitness Ocean DK by Miranda Macquitty		Floodland by Marcus Sedwick Non-Fiction  Suffragettes: Their Fight for the Vote by Claire Thorp and David Ortu	Pig Heart Boy by Malorie Blackman	The Final Year by Matt Goodfellow
Maths	White Rose Maths Place Value Addition, Subtraction, Multiplication and Division	White Rose Maths Fractions, Decimals and Percentages	White Rose Maths Ratio Algebra Measurement	White Rose Maths Shape Position & Direction Statistics	White Rose Maths Four Operations Revision	White Rose Maths Themed Projects
Science	Biology 'Diet and Lifestyle' Identify and name the main parts of the human circulatory system. 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	Physic 'Energy' 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	Chemistry 'Particles in Physical and Chemical Changes' Compare and group materials together, according to whether they are solids, liquids or gases. Observe some materials change state when they are heated or cooled, and measure or research the temperature at which	Chemistry 'Sustainability' Compare and group together everyday materials on the basis of their properties. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.	Physics 'Heat' Compare and group materials together, according to whether they are solids, liquids or gases. Observe how some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius.	Biology 'Cells' 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 and exercise, drugs and lifestyle on the way their bodies function.

	within animals, including humans.	the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.	this happens in degrees Celsius. Plan comparative or fair tests and then take accurate measurements and make accurate observations. Use relevant scientific language to explain my ideas. Report and present findings from enquiries.		Plan comparative or fair tests and then take accurate measurements and make accurate observations. Use relevant scientific language to explain ideas. Report and present findings from enquiries.	Describe the ways in which nutrients and water are transported within animals, including humans.
History & Geography	History: Civil Rights Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry) Construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Historical enquiry) Understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry)	Geography: Local Fieldwork Make more detailed fieldwork sketches/diagrams. (Geographical skills and fieldwork) Draw accurate maps with more complex keys. (Geographical skills and fieldwork) Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features. (Geographical skills and fieldwork) Use four figure grid references.	History: Benin Kingdom Use dates to order and place events on a timeline. (Chronological understanding) Compare sources of information available for the study of different times in the past. (Historical enquiry) Make comparisons between aspects of periods of history and the present day. (Historical interpretations) Understand that the type of information available depends on the period of	Geography: Globalisation Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc. (Geographical skills and fieldwork) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (Geographical skills and fieldwork) Understand and use a widening range of geographical terms e.g. specific topic vocabulary		

	Make confident use of a variety of sources for independent research. (Historical enquiry) Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies. (Understanding of events, people and changes) Note connections, contrasts and trends over time and show developing appropriate use of historical terms. (Understanding of events, people and changes) Use evidence to support arguments. (Understanding of events, people and changes)	(Geographical skills and fieldwork) Make plans and maps using symbols and keys. (Geographical skills and fieldwork) 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. (Geographical skills and fieldwork) Use maps, charts etc. to support decision making about the location of places e.g. new bypass. (Geographical skills and fieldwork) Plan the steps and strategies for an enquiry. (Geographical skills and fieldwork) Explore features on OS maps using 6 figure grid references. (Geographical skills and fieldwork)	time studied. (Historical interpretations) Evaluate the usefulness of a variety of sources. (Historical interpretations) Present findings and communicate knowledge and understanding in different ways. (Organisation and communication) Provide an account of a historical event based on more than one source. (Organisation and communication) Give some reasons for some important historical events. (Understanding of events, people and changes) Describe a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-	- meander, floodplain, location, industry, transport, settlement, water cycle etc. (Geographical skills and fieldwork) Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night. (Locational knowledge)		
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		Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world. (Geographical skills and fieldwork) Measure straight line distances using the appropriate scale. (Geographical skills and fieldwork) Use fieldwork instruments e.g. camera, rain gauge. (Geographical skills and fieldwork)	1300. (Understanding of events, people and changes – Year 6)			
Computing & Music	Computing: Internet Communication Understand how computers are able to communicate and share information (Networks) Understand how to protect my computer or device from harm on the internet (e-Safety)	Music: Dynamics, Pitch & 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.	Computing: Webpage Creation Understand how computers are able to communicate and share information. (Networks) Use and combine services on the internet to share information. (Networks) Design a program for a given audience	Music: Film Music Identify how different styles of music contribute to the feel of a film. Participate in discussions, sharing their views and justifying their answers. Use the terms 'major' and 'minor'. Identify different instruments to describe how music evokes different emotions.	Computing: Variables in Games Use logical thinking to identify and solve potential bugs during coding. (Coding) Use loops, variables and IF statements to alter the way that programs run (Coding)	Music: Composing and Performing a Leavers Song 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

	Understand how to report concerns about content and contact in and out of school. (e-Safety) Recognise trustworthy sources of information on the internet. (Net Searching) Use a broad range of resources online to evaluate digital content. (Net Searching)	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.	(Using Computers) Use software to help analyse and present data and information. (Using Computers) Use more than one piece of software to complete a task. (Using Computers) Use technology responsibly, understanding how to protect a computer or device from harm on the internet. (e-Safety) Understand how to report concerns about content and contact in and out of school. (e-Safety)	Identify pitch, tempo and dynamics and use these to explain and justify their answers. Give reasonable and thought-out suggestions for what different graphic scores represent. Use their body, voice and instruments to create sounds to represent a given theme. Create a musical score to represent a composition. Interpret their graphic score and perform their composition appropriately with their group. Create sounds that relate to the scene of a film.	Recognise how to store and retrieve variables in a program (Coding) Break code up into related instructions, making debugging easier and quicker (Coding) Combine software and hardware to solve real life problems (Coding)	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.
Design Technology & Art	Art: Painting and mixed media: Artist Study Adapt his/her own final work following feedback or discussion based on their preparatory ideas. (Learning) Select ideas based on first hand observations, experience or imagination and develop these through	D&T: Structures: Bridges Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products. (Processes) Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made. (Processes)	Art: Drawing: Make my Voice Heard Adapt his/her own final work following feedback or discussion based on their preparatory ideas. (Learning) Refine his/her use of learnt techniques. (Learning) Use different techniques, colours and textures when designing and making pieces of work and	D&T: Textiles: Waistcoats Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products. (Processes) Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made. (Processes)	Art: Sculpture and 3D: Making Memories Adapt his/her own final work following feedback or discussion based on their preparatory ideas. (Learning) Explain and justify preferences towards different styles and artists. (Learning) Begin to develop an awareness of composition, scale and	D&T: Cooking and Nutrition: Come Dine with Me Confidently plan a series of healthy meals based on the principles of a healthy and varied diet. (Cooking and Nutrition) Use information on food labels to inform choices. (Cooking and Nutrition) Research, plan and prepare and cook a savoury dish, applying

	open ended research. (Learning) Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds. (Techniques) Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. (Learning)	Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. (Processes) Use technical knowledge accurate skills to problem solve during the making process. (Processes) Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities. (Processes) Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately. (Processes)	explain his/her choices. (Techniques)	Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. (Processes) Apply his/her understanding of computing to program, monitor and control his/her product. (Processes) Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities. (Processes) Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately. (Processes)	proportion in their work. (Techniques) Use simple perspective in their work using a single focal point and horizon. (Techniques) Produce intricate patterns and textures in a malleable media. (Techniques)	his/her knowledge of ingredients and his/her. (Cooking and Nutrition)
PSHE and SMSC	First Aid How do you identify risk in a first aid situation?	Money Choices What activities cost money?	Staying Healthy How do some medicines save your life?	Looking After Myself How can we manage stress?	Changes What does becoming independent look like?	Moving Up How can change be a positive experience?

	How do you help someone who is bleeding? How do you help someone who is choking? How do you help someone with a head injury? How do you help someone with a burn or a scald?	How do people use money wisely? Where does pay from a job go? What happens if people do not have enough money? How can people save money at home?	What makes some substances risky? What might influence someone to use an illegal substance? How does the media affect views on substances? How do people raise awareness around effects of substances?	Why do we need a good nights sleep? How can you stay physically active? How do you plan a healthy meal? What is a balanced lifestyle?	What do healthy relationships look like? What can I remember about puberty? How are babies made? How can you cope with changes during puberty?	What tools can be used to cope with worry? How can people manage challenging situations? How can people navigate friendships? What strategies can help with resilience?
RE	What does it mean to be a humanist in Britain today? Discover and explain what Humanism is. Use science to support the belief of Humanism. Use knowledge of Humanism to question why someone may choose this belief. Reflect on how Humanism can affect others. Explain and reflect on how Humanist and my own values can affect our world.	Green Religion. What do religious and non-religious worldviews teach about caring for the Earth? Discover what Green Religion is and some of the environmental issues our planet faces. Create a case study of Greta Thunberg. Learn some of the key religious concepts that have implications for our Earth. Learn about some of the work religious projects do and how they can be influenced to be greener.	How do Christians decide how to live? 'What would Jesus do?' Explore 'The Wise and Foolish Builders'. Explore 'The Sermon on the Mount'. Explore 'The Centurion's Servant'. Examine how prayer and healing are inspired by Jesus. Examine how friendship and justice are inspired by Jesus. Question whether Jesus' teachings make Christians better people.	What can be done to reduce racism? How can religion help? Understand what racism is. Learn in depth and detail about the states of Colston and Wesley in Bristol. Consider how music, prayer and art have been used in struggles against racism. Explore if religion can help to reduce racism and how. Consider the issue of racism and what can be done to help reduce it.	Why do Hindus want to be good? Explain the key concepts of Hinduism. Understand the Hindu belief of reincarnation. Understand the Hindu concept of karma. Consider how Hindu beliefs impact how they live. Research the life of Gandhi.	Why are beliefs and traditions so important to those who believe it? Begin to explore what happens after we die. Consider the existence of a soul. Explore the concept of judgement by a higher being. Explore Christian and Muslim views on life after death. Compare Christian, Muslim and Hindu views on life after death. Consider Humanist's views on death.

		Explain and reflect on what must happen for people and the plan to survive and re-balance the ways the Earth has been exploited.				
PE	Tag Rugby Play competitive games showing good communication and collaboration to demonstrate my sense of sportsmanship. Apply principles suitable for attacking and defending. Use a broad range of skills in isolation and in combination to become physically confident.	Dance Perform dance and gymnastic routines on my own and with others using a range of movement patterns. Develop mastery of flexibility, strength, technique, control and balance. Evaluate and recognise my own and others success and identify strategies for improvement. Evaluate and compare performances with previous ones. Communicate, collaborate and compete with others in order to inspire myself and others to succeed and excel.	Athletics Play competitive games showing good communication and collaboration to demonstrate my sense of sportsmanship. Communicate, collaborate and compete with others in order to inspire myself and others to succeed and excel. Evaluate and recognise my own and others success and identify strategies for improvement. Demonstrate improvement to achieve my personal best.	Volleyball Communicate, collaborate and compete with others in order to inspire myself and others to succeed and excel. Play competitive games showing good communication and collaboration to demonstrate my sense of sportsmanship. Apply principles suitable for attacking and defending. Use a broad range of skills in isolation and in combination to become physically confident. Develop mastery of flexibility, strength, technique, control and balance.	Kwik Cricket Communicate and compete with others. Play competitive games and demonstrate my sense of sportsmanship e.g. fairness and respect. Understand basic principles suitable for attacking and defending. Use running, jumping, throwing and catching in isolation and in combination. Further develop flexibility, strength, technique, control and balance.	Fitness Understand how to improve my own and others performances. Demonstrate improvement to achieve my personal best. Further develop flexibility, strength, technique, control and balance.
Spanish	Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words.	Use pronunciation and intonation effectively to accurately express meaning and engage an audience.	Create his/her own sentences using knowledge of basic sentence structure.	Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.	Engage in longer conversations, asking for clarification when necessary.	Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic.

	Begin to use some adverbs. Attempt to read a range of texts independently, using different strategies to make meaning.	Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation.	Understand how to use some adverbs in sentences.	Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions.	Know how to conjugate a range of high frequency verbs. Have an awareness of similarities and differences in grammar between different languages.	Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard.
Curriculum Enrichment Activity	Civil Rights	Local Fieldwork.	Benin Kingdom	Globalisation	Scholars	The Final Show
	Art: Discover Arts Award (RAMM, Exeter)	Geography: Fieldwork (map and compass reading) on Dartmoor	RE: Exeter Cathedral Visit	Geography: Fieldwork in Exeter City Centre	SEMH: Elbury Farm	Cultural Capital: Year 6 Residential