



Year 6 Curriculum Overview - 2026/27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Fiction: Simple Sentences based on horror themes. Clear focussed hot piece based on what pupils have learned. 3 weeks Setting Description based on horror themes. 2 weeks Non-Fiction: Viking themed writing- Fact file on Longboat and instructional writing	Fiction: Suspense Story on a fairy tale Model Text: Red Non-Fiction: Biography of a Scientist (based on Science Unit)	Fiction: Incorporating dialogue into writing to progress the plot (converting poetry into narrative) Non Fiction: Advertisement of a Tudor House to a Tudor Royal	Fiction: Alma inspired narrative piece. Non-Fiction: Environmental Persuasive Letter to PM Model Text: Existing Persuasive Speeches from celebrities	Fiction: Narrative journal writing from a soldier's perspective WWII. WWII Evacuee Letter to family member Non Fiction: Discussion Text on school issue. Non-Chronological Report on fictitious animal	Small Writing Tasks for Writing Assessment. Yearbook reflections and Writing Transition Task.
Cross Curricular Writing Opportunities	(History- see above)	Geography- A balanced argument paragraph for the location of a theme park.	(History- see above) Science- An explanation paragraph on heart/circulatory system.	Geography- Postcard from California to a friend.	(History and Science- see above)	
Reading	New Reading Structure based on echo and choral reading. Introducing pupils to the breath of texts and Focussing on KS2 reading strands. Focus: Fluency, vocabulary and retrieval Example of Extracts: Beowulf (Michael Morpurgo) 1000 Year Old Boy Giants Poetry The Viking Boy (Real Story) Fantastically Great Women who Worked Wonders	New Reading Structure based on echo and choral reading. Introducing pupils to the breath of texts and Focussing on KS2 reading strands. Focus: Fluency, vocabulary and retrieval Whole Class Reading Focus for the year: Once <i>By Morris Gleitzman</i> (WWII inspired book)	New Reading Structure based on echo and choral reading. Introducing pupils to the breath of texts and Focussing on KS2 reading strands. Focus: Making inferences, Comprehension and Language for Effect	New Reading Structure based on echo and choral reading. Introducing pupils to the breath of texts and Focussing on KS2 reading strands. Focus: Making inferences, Comprehension and Language for Effect	New Reading Structure based on echo and choral reading. Introducing pupils to the breath of texts and Focussing on KS2 reading strands. Focus: Making inferences, Comprehension and Language for Effect	Reading of extracts and model texts to support with SATs writing Reading Playscripts for End of Year Performance Reading for Pleasure
SPaG	Year 5-6 Spelling List and common SATs word rule focus Punctuation: Accurate sentence demarcation. Grammar: Word classes - nouns, verbs, adverbs, adjectives, conjunctions, subordinate and relative clauses.	Year 5-6 Spelling List and common SATs word rule focus Weekly SPAG starters and homework Grammar: Describe settings, characters and atmosphere. Punctuation: Bullet Points, Dashes, Colons, Hyphens. Punctuation for Parenthesis.	Year 5-6 Spelling List and common SATs word rule focus Weekly SPAG starters and homework Punctuation: Inverted Commas Grammar: Integrate dialogue in narratives to convey character and advance the action. Weekly SPAG starters and homework	Year 5-6 Spelling List and common SATs word rule focus Weekly SPAG starters and homework Punctuation: Accurate sentence demarcation. Focus on applying a range of punctuation accurately. Grammar: Using a range of devices to build cohesion. Describe settings, characters and atmosphere. Use of Modal Verbs and	Punctuation: Consolidation and further evidence of accurate application. Grammar: Consolidation and further evidence of accurate application.	Punctuation: Consolidation and further evidence of accurate application. Grammar: Consolidation and further evidence of accurate application.

				Selecting appropriate language for persuasion		
Maths (White Rose)	Week of Inspirational Maths exploring mindsets and problem solving strategies. Place Value The Four Operations	Fractions A <i>Equivalent fractions, comparing, adding and subtracting fractions.</i> Fractions B <i>Multiplying and dividing fractions, fractions of an amount</i> Measuring <i>Converting units</i>	Decimals Fractions, Decimals and Percentages Algebra	Ratio Perimeter, area and volume Statistics	Shape Geometry, Position and Direction	Preparation for Year 7 by exploring the KS3 curriculum/ investigations.
Science	Light	Electricity	Animals Including Humans	British Science Week	Evolution	All Living Things
Drama	X	Short drama activities based on Class Novel and writing (Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence)	Short drama activities based on Class Novel and writing (Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence)	Short drama activities based on Class Novel and writing (Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence)	Year 6 School Production (Exploring playscripts. participate in a full scale production and showing character situation and narrative)	Year 6 School Production (Exploring playscripts. participate in a full scale production and showing character situation and narrative)
History (The Key To The National Curriculum)	Vikings	X	Tudors	X	World War II Cross-Curricular Writing: Narrative writing from a soldier's perspective.	X
Geography (The Key To The National Curriculum)	X	GIS Systems	X	California	X	Be Geography Ready
PE (Cambridgeshire Physical Education Advisory Service)	Gymnastics - Body Symmetry - Group Work	Dance - Match of The Day - Why Bully Me?	Games - Invasion Games - Football / Hockey - Invasion Games - Tag Rugby / Netball / Basketball - Striking and fielding - Cricket / Rounders - Netgames - Tennis / badminton		Athletics - Decathlon	OOA - Co-operation, Communication and Consideration.
Music	Playing, Transcribing and Critical Engagement - Piano work - Learning simple two-hand parts - melody accompanied by bass notes.	Singing and Playing - Learning melodies and harmonies - Performing as a choir, reading signals from a conductor. - Reading and playing instrumental parts to accompany	Critical Engagement, Playing and Improvising - Explore music from different countries and cultures. - Recreate some of these styles.	Improvising, Playing and Composing - Building skills on improvisation. - Exploring how scales work with chord progressions	Playing, Transcribing and Critical Engagement - Ukulele Skills. - Reading and playing more advanced melodies from tablature. - Learning to play in duets and ensemble	Composition, Playing and Transcribing. - Creating original pieces while learning to write the music for reference. - Structure and the relationship between chord and melody.
Spanish	This is Me	Homes and Houses	Playing and Enjoying Sport	My Best Day Ever	Tapas Culture	Let's Celebrate

(Speekee)						
Art (Access Art)	2D Drawing To 3D Making (Drawing and Sketchbook Focus)		Exploring Identity (Surface and Colour Focus)		Take a Seat (Working In 3D Focus)	
DT		Food: Celebrating culture and seasonality Design, make and evaluate a food product for a celebration or festival.		Mechanical Systems: Gears and pulleys Design, make and evaluate the fastest pulley driven vehicle in the class.	X	Textiles: Combining different fabric shapes Design, make and evaluate a bag or case to contain a stepometer.
Computing (NCCE)	Computing systems and networks - Communication	Data and information - Spreadsheets	Safer Internet Day	Programming A - Variables in games	Programming B - Sensing	
Religion and World Views (Kapow)	Religion: Hindu, Sikh, Buddhist, Jain Question: Why does religion look different around the world?	Religion: Hindu, Sikh, Buddhist, Jain Question: Why does religion look different around the world?	Religion: Muslim, Jewish, Christian, Humanist Question: Why is it better to be there in person?	Religion: Muslim, Jewish, Christian, Humanist Question: Why is it better to be there in person?	Religion: Multiple WorldViews Question: What place does religion have in our world today?	Religion: Multiple WorldViews Question: What place does religion have in our world today?
Healthy Bodies, Healthy Minds (PHSE/ RSE - Educator Solutions)	Introductory lesson: Setting rules for RSE & PSHE lessons Families & People who care for me PANTS and E-Safety	My healthy self: How do my choices today shape my future health?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online?	Staying safe: How can I stay safe as I grow up?	Sex education: How do people become parents and carers?
Enrichment	Viking Themed Day	Science Trip and High School enrichment- Science Laboratory day at local feeder high school	Tudor Themed Enrichment		WWII Themed Enrichment High School Transition Visitors and Visits Fiver Project	Year 6 Residential Year 6 Musical Performance Sports Day High School Transition Visitors and Visits