

Year 6 - Yearly Overview 2026/27

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Great Greeks	Momentous Mayans	Our Fragile Planet		From the Earth to Your Life	Moving On
Outcome	Ancient Greek art gallery	Outdoor clay sculpture art exhibition	Biome encyclopaedia			PJS Memory Scrapbook
Curriculum Enrichment	Adam Skirton and Mameena Khan (Poulner Baptist Church) Visitor Osmington Bay	Mayan activity afternoon	David Attenborough documentaries Conservationists from around the world - webinars		Guest speaker	KS3 visits Bikeability
History/ Geography	History		Geography			
	Ancient Greece The legacy of Greek or Roman culture (art, architecture or literature) in later periods in British history, including the present day. Ancient Greece – a study of Greek life and achievements and their influence on the western world	Mayan Civilisation c. AD 900 Exploration of Mayan Artefacts and what impact they have on our life today. Investigating Mayan Gods, Myths and Creation stories. Discussing what happened to the Mayans and the impact this had on Mexico and surrounding areas.	World climate zones, biomes and disasters Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts. Understand how these impact on the world (specifically human impact). To identify the position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.		A study of world resources Investigate types of renewable and non-renewable resources and how we use energy. Research minerals as a resource, the countries that are the main producers and the pros/cons of mining. Consider the impact of mining on global warming and environmental damage and what we can do to reduce our energy consumption.	
Science	Science					
	Heartbeat 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.	Light Fantastic 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 to explain why shadows have the same shape as the objects that cast them	Survival of the fittest Children build on what they learned about fossils in the topic on rocks in year 3, pupils should find out more about how living things on earth have changed over time. They should be introduced to the idea that characteristics are passed from parents to their offspring, with a focus on the Royal family. They should also appreciate that variation in offspring over time can make animals more or less able to	Clever Classification Children will build on their learning about grouping living things in year 4 by looking at the classification system in more detail. They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (mammals, fish,	It's Electrifying This unit builds on the electricity work done in year 4. Children should be capable of building a simple circuit to help them answer questions about what happens when parts of the circuit change e.g. the wires. Children should learn to represent the circuits using recognised electrical symbols.	

			survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.	amphibians, reptiles and birds). They will discuss reasons why living things are placed in one group and not another. Pupils will discover the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification. Pupils will work scientifically by using classification systems and keys to identify some animals and plants in the immediate environment. They will research unfamiliar animals and plants and decide where they belong in the classification system.		
Art/Design & Technology	Art	Art	Art	Design & Technology	Design & Technology	
	Drawing The children will explore the architecture of Ancient Greek temples and important historical architectural features. They will develop their drawing skills incorporating perspective and proportion and apply this to their own detailed pencil drawing of a Greek temple incorporating a frieze of Greek action.	Sculptures Children will draw inspiration from traditional Mayan masks, learning about their religious and symbolic importance to Mayan civilization. Using gargoyles as inspiration for shape and form, the children will sculpt and mould their own Mayan mask out of clay. Children will develop their clay sculpting skills including : cutting, shaping, modelling, sculpting, shaping, joining, scoring .	Banksy - printing Linked to our topic 'Our Fragile Planet', the children will explore Banksy and look into the use of art to convey a political message and/or global issue by the artist. The children will create a printed tote bag or t shirt to display their message.	Moving Mouth Puppets Textiles Combining different fabric shapes including computer aided design The children's challenge is to design and make a glove puppet with a moving mouth, which represents an animal from a biome. They will revise and develop their understanding of simple stitches, from Year 3, to join different fabrics. The children will be taught how to make paper pattern pieces, considering a seam allowance, to create a 3D puppet from a combination of 2D fabric shapes. They will explore embellishing techniques to add animal 'features' using a range of finishing stitches and fastenings and consider how these features need to be strengthened, stiffened or reinforced.	All the Fun of the Fair Electrical systems Mechanical systems More complex switches and circuits including programming, monitoring and control Pulleys and gears Children explore pulley mechanisms, more complex electrical circuits and construction techniques. They apply this knowledge to design and make their own fairground ride which they programme and control using crumble.	
Music	Music					
	Music Research The children will choose a song from a pre-prepared list that was written in the 1990's. They will then do research on this song to determine its musical elements, such as structure, tempo, instrumentation and the chords and key that was used.	Symphonic Tales The children look at the timbre of instruments for their own Peter & the wolf style symphonic tale. Writing a tale that uses instruments to embody the characters in their story. Performing their stories at the end of the unit.	World Music The children will be looking at 6 places from around the world, discussing their history and culture while investigating their music. They fill in their musical world atlas, being aware of where the music is coming from. We will be composing, performing and researching music throughout the unit.	Famous Faces The children will be looking at 6 people from history and recognising their contributions to music. They will take musical elements from their discussions and use those in musical tasks working individually and as an ensemble.	Technological Soundscapes	Rhythm is a Bucket The children will be looking at rhythm, after practising the repetition of rhythms the children will use untuned percussion. We will then look at composition, looking and the notes and rhythms that they can then replicate on the drums. Practising their piece over numerous sessions before a final performance.

English	English					
	'The Wolf Wilder' by Katherine Rundell (including home learning)	'The Ways Of The Wolf' - by Smriti Prasadam-Halls 'Everest' by Alexandra Stewart	'Tom's Midnight Garden' by Philippa Pearce <i>*writing outcomes used for moderation*</i>			'Where my Wellies Take Me' by Michael Morpurgo
	Brutal vs Beautiful A narrative depicting the contrast between the daytime and nighttime Russian cold	The Ways Of The Wolf Wilder A non-fiction page in the style of the book depicting Wolves as misunderstood creatures Dear December A poem personifying the months of December and January	*Everest Diary A diary entry as Edmund Hilary depicting the agony and elation of the journey. *Ghost Story A narrative set in a cemetery, instilling unease and discomfort.	*Police Report A police interview manuscript describing the disappearance of Alice with a focus on formality. *Portal Story A narrative of a dream-like portal world imbued with the viewpoint of the main character.	*Letter of Complaint A formal letter complaining about a noise disturbance.	Where My School Shoes Take Me Scrap books of poetry, letters, and information text.
	Mathematics					
	1. Number and place value 2. Addition and subtraction 3. Multiplication	1. Division 2. Fractions 3. Measurement	Year group specific gaps following Mock SATs.	Year group specific gaps following Mock SATs.	Revision & Year group specific gaps	1. Maths pride piece for secondary. 2. Leavers' party planning – application of four operations. 3. Sponsored bike ride planning (link with bike ability)
RE	Religious Education					
	God Through the exploration of a variety of religions, the children will explore the concept of God. They will think about how people describe God and what is the value of doing so.? The children will explore how the concept of God affects both their lives and that of others.	Interpretation The children will explore the differing birth narratives of the Christmas story and link it to what the 'traditional' story is. They will investigate what interpretation means in relation to the stories and in turn how interpretation affects their own lives.	Pilgrimage The children will explore why people go on special journeys and the value of them. They will investigate the concept of Pilgrimage and through looking at The Hajj and Lourdes and others, will identify why it is important in a variety of faiths. They will explore the value of it for themselves and others.	Resurrection The children will explore the concept of resurrection through the study of the empty cross at Easter. They will explore the value of belief in resurrection for Christians, think about their beliefs about life after death and how belief in resurrection could affect a person's life and how they conduct themselves.	Leadership The children will explore the concept of A Good Life through the study of Humanism. They will explore the concept of right and wrong, morals and ethics, choice and consequence. They will explore the value of belief in a good life for Humanists, think about their beliefs about what a	Humanism The children will explain the concept of leadership and explain the concept of leadership is contextualised within the life of Jesus. They will evaluate the concept of leadership by describing its value to Christians and by identifying and describing some issues raised. They will explain their own responses to the concept of leadership. The

					good life is and how it could affect a person's life and how they conduct themselves.	children will explain their response to the concept.
Computing	Computing					
	Computer Networks and Word Processing Children understand the need to create a range of strong and secure passwords and develop effective strategies to manage their passwords. Children will know what to do if their password is stolen or forgotten and can describe simple ways to increase privacy on apps and services that provide privacy settings. Children will explore what is necessary for effective communication and the importance of agreed protocols and apply this understanding to IP addresses. Children will create a presentation based on their topic work using hyperlinks, videos, visual and sound effects, bullet points and their own imported images to further engage the reader and use original content.	Variable Fun and Basic Procedures Children can explain how they are developing an online reputation which will allow other people to form a positive opinion about themselves now and for their future lives. Children will be able to capture bullying content as evidence to share with trusted adults and professionals that can help. Using Scratch, children will explore how variables can be used in different ways before adding variables to previous projects. Children will explore how procedures can be used to create fabulous drawing patterns before creating their own.	Spreadsheets Children can demonstrate how to make references to and acknowledge sources they have used from the internet. Children will be able to describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. Children will be able to create their own online questionnaire and use simple formulae to solve calculations and other statistical functions.	Video Creation Children will show they understand their responsibilities for the well-being of themselves and others in their online social group. Children will be able to create videos using a range of tools and media, such as green screen effects, animated subtitles, enhanced images and film clips.	Micro Bit Projects Children can describe ways in which the media can shape ideas about gender. Children can identify and challenge messages about gender and understand the importance of rejecting inappropriate messages. Children will identify how to get help when they or others are faced with inappropriate and upsetting content. Using micro:bits, children will use their coding knowledge to program and control a physical system. They will explore a range of projects and design and write their own versions for their peers to complete.	Crumble Motion and Lights Children will be able to use search technologies effectively and explain how search engines work and how results are selected and ranked. Children demonstrate the strategies they would apply to be discerning in evaluating digital content. Using Crumble, children will use their coding knowledge to program, control and monitor a physical system in their D&T unit of work to program an indefinite looped light and movement sequence in their fairground ride.
PE	PE					
	Indoor: Gymnastics perform jumps, leaps, rolls and balances with fluency, tension and control to create a sequence. Outdoor: Football – Choose and implement a range of strategies to attack and defend. To play games showing tactical awareness and knowledge of rules.	Indoor: Stomp Dance Use space and levels, with unison and canon to create a dance. Outdoor: Netball/Basketball – show tactical awareness in high 5's netball games and learn rules and scoring of netball. To vary use of passes during games which are appropriate.	Indoor: Gymnastics Perform a variety of rolls and jumps using equipment to complete a vault. Outdoor: Hockey – to increase power and strength of passes and play in different positions on the pitch:	Indoor: Dance – The Greatest Showman Create a dance routine including different levels, unison and canon showing control and fluency. Outdoor: Rounders/cricket . Apply defensive and attacking tactics. Play competitively and develop and explore ways of bowling	Swimming and Water safety – swim up to 100m, start to learn butterfly stroke and learn basic water safety Outdoor: Athletics - sprints up to 80m and run over longer distances up to 600m including relay and develop stamina. Range of throwing techniques and standing, long and triple jump	Indoor: Orienteering Develop map reading, compass points and route planning to create and complete a route around school. Outdoor: Cricket - Use fielding, bowling and batting technique to play and umpire a game.
PSHRE	PSHRE					

	No Outsiders - Saving the Butterfly Me and my Relationships - Assertiveness - Cooperation - Safe/unsafe touches - Positive relationships	No Outsiders - You're So Amazing Valuing Difference - Recognising and celebrating difference - Recognising and reflecting on prejudice-based bullying - Understanding Bystander behaviour - Gender stereotyping	No Outsiders - The Proudest Blue Keeping Safe - Understanding emotional needs - Staying safe online - Drugs: norms and risks (including the law)	No Outsiders - The Island Rights and Respect - Understanding media bias, including social media - Caring: communities and the environment - Earning and saving money - Understanding democracy	No Outsiders - You Need to Chill Being my Best - Aspirations and goal setting - Managing risk - Looking after my mental health	No Outsiders - Introducing Teddy Growing and Changing - Coping with changes - Keeping safe - Body Image - Sex education - Self-esteem
MFL	MFL					
	Moi et mon école Children revise members of the family from 'Moi' in Y3 and learn to describe people's personalities. They revise telling the time to the hour from 'On fait la fete' in Y4. They learn school subjects and to read a timetable. They give their opinion on family members and school subjects and reasons why.		Vive le sport! Children will learn some sports/activities and give their opinion on what they like to do in their free time. They revise the months and the days of the week as well as the weather to say which sports/activities they play and when.		Les vêtements Children learn the names of common articles of clothing and can say what they and others are wearing. They revise colours and adjectives to describe clothes and give their opinion. They choose clothing according to the weather. Children revise numbers 80-100. They start to follow short scripted conversations.	