

Year 6 2025-26

	AUTUMN		SPRING		SUMMER	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ENGLISH	The Lion, the Witch and the Wardrobe - C.S. Lewis		Street Child by Berlie Doherty		Casper the Titanic Cat by Michael Morpurgo	
Writing Outcomes	Setting Description Diary Newspaper Poetry Biography		Diary Persuasive letter (informal) Setting description Balance Argument Writing a narrative short story Non-fiction explanation text		Balanced Argument Instructions Newspaper Poetry	
MATHS	Place value-Numbers to 10,000,000 Four operations Fractions Imperial and Metric measures		Ratio and Proportion Algebra Decimals Percentages Measure- Perimeter, area and volume Statistics Geometry-properties of shapes Geometry-position and direction		SATs revision Problem solving and Reasoning Real life math skills.	

AREA	AUTUMN		SPRING		SUMMER	
	Topic - World War 2		Topic - Victorians		Topic - The Titanic	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
HISTORY	Theme in British history since 1066 - WW2 Battle of Britain and the Blitz. Local history study - impact of WW2 in our local area - link with remembrance.		Theme in Britain beyond 1066 - The Victorians		The Titanic	
GEOG	What is life like in the Alps?				Why do oceans matter?	
ART ** stand alone lesson - art and design skills	Photography		Expressing Ideas		Artist Study	
D&T		Foods of WW@		Structure playgrounds		Digital World: Navigating the world
SCIENCE	Classifying Living Things	Staying alive and diet	Variation and adaption	Light	Electrifying	Titanic

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PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	<ul style="list-style-type: none"> *Identifying goals per the year *Global Citizenship *Children's universal rights *Feeling welcome and valued *Choices, consequences and rewards *Groups dynamics *Democracy, having a voice *Anti-social behaviour *Role-modelling 	<ul style="list-style-type: none"> *Perceptions of normality *Understanding disability *Power struggles *Understanding bullying *Inclusion/exclusion *Differences as conflict, differences as celebration *Empathy 	<ul style="list-style-type: none"> *Personal learning goals, in and out of school *Success criteria *Emotions in success *Making a difference in the world *Motivation *Recognising achievements *Compliments 	<ul style="list-style-type: none"> *Taking personal responsibility *How substances affect the body *Exploitation, including 'county lines' and gang culture *Emotional and mental health *Managing stress 	<ul style="list-style-type: none"> *Mental health *Identifying mental health worries and sources of support *Love and loss *Managing feelings *Power and control *Assertiveness *Technology safety *Take responsibility with technology use 	<ul style="list-style-type: none"> *Self-image *Body image *Puberty and feelings *Conception to birth *Reflections about change *Physical attraction *Respect and consent *Boyfriends/girlfriends *Sexting *Transition

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MUSIC	Songs of WW2		Film Music		Composing and performing a Leavers' Song	
COMP	Coding, Online Safety, Spreadsheets		Spreadsheets, Blogging, Text Adventures		Spreadsheets, Blogging, Text Adventures	
PE	Multi-skills (Bee Active)	Dance -Carnival (Bee Active)	Fitness - Heath related exercise	Hockey - invasion	Rounders - striking and fielding	Athletics - outdoor adventurous activity (Bee Active)
MFL (KS2 only) FRENCH	Presenting myself	My family	The Date	Do you have a pet?	My Home	Clothes
RE	How do Christians decide how to live? What would Jesus do?	What does it mean if Christians believe God is holy and loving?	Creation and Science: Conflicting or complementary?	What difference does the resurrection make for Christians?	What does it mean to be a Muslim in Britain today?	What does it mean to be a Muslim in Britain today?