



Year 6 Curriculum Overview

2026 – 2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading – Key Texts	After the War – Tom Palmer	No Ballet Shoes in Syria – Catherine Bruton	Many Biomes, One Earth - Sneed B. Collard	What Mr Darwin Saw – Mick Manning	Sky Chasers – Emma Carroll	Sky Chasers – Emma Carroll
Writing – Key Texts	Blitz by Mary Desiree Anderson Autumn Blitz by Frances Cornford Bombed Church by Elizabeth Berridge Star of Fear, Star of Hope by Jo Hoestlandt Erika's Story by Ruth Vander Zee	The Place for Me: Stories about the Windrush Generation by Dame Floella Benjamin et al	Shackleton's Journey by William Grill	Island by Jason Chin Jemmy Button by Alix Barzelay	Plastic Planet by Georgia Amson-Bradshaw Greta's Story: The Schoolgirl Who Went on Strike to Save the Planet by Valentina Camerini	Sky Chasers by Emma Carroll
Writing – end of unit outcomes	Poetry Fiction: A flashback story and non-chronological report	Information/ recount/ explanation: Write a hybrid leaflet	Recount: A journal entry from the expedition	Recount: A journalistic report about Charles Darwin's discoveries	Persuasion: A persuasive speech	Fiction: An adventure story from two different viewpoints Recount: An autobiography
Mathematics	Year 6 follow the White Rose mathematics scheme of work.					
Science	Light	Electricity	Living things and their habitats	Evolution and inheritance	Animals including humans – the heart and health	Animals including humans – blood and transportation
History	How did the experiences of British children differ to the experiences of European Jewish children during World War II?			Ancient Civilisations		Why did the Ancient Maya change the way they lived?
Geography		How can we create a map of our local community?	Are all biomes equally viable?			What does the geography modern Central America tell us about the Mayan people?

The Arts (Art / Design Tech)	World War II – Blitz scene Access Art: Surface & Colour <i>Activism</i>	Textiles: Pencil Cases	Access Art: Drawing & Sketchbooks <i>2D drawing to 3D making</i>	Cooking: World foods - pasta	Access Art – Working in Three Dimensions <i>Brave Colour</i>	Electrical – Crumble Fairground Ride
Computing	Computing systems and networks – Communication and collaboration	Creating media – Web page creation	Programming A – Variables in games	Data and information – Spreadsheets	Creating Media – 3D Modelling	Programming B – Sensing
Music	Happy	Classroom Jazz 1	You’ve Got A Friend	Music and Me	Reflect, Rewind and Replay	Leavers performance
Physical Education	Athletics	Dodgeball	Football	Gymnastics	Dance	Rounders
MFL (French)	French sport and the Olympics.	French football champions	In my French house.	Planning a French holiday.	Visiting a town in France.	
PSHE	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?	DAaRT The online world: How do I feel about the things I see online>	Citizenship: How can we protect everyone’s rights?	Staying safe: How can I stay safe as I grow up?	Sex education: How do people become parents and carers?
Religious Education	Beliefs in action in the world: What was the Kindertransport? Who resisted and rescued? How can we be upstanders today?	Beliefs in action in the world: How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.	Religion, worldviews, family and community. How can we make Nottingham City and County a place of tolerance and respect? What contributions do religions make to local life in Nottingham City and County?	Teachings, wisdom and authority What do sacred texts and other sources say about God, the world and human life? What can we learn by reflecting on words of wisdom from religions and worldviews?	Living. What does it mean to be a Sikh in Britain today?	Believing. For Christians, what kind of ‘king’ was Jesus?