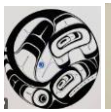
Year 6, 2025-2026

	Autumn Term				Spring Term				Summer Term			
Project title	The Day the Crayons Quit	Terrible Tudors		Survival	Seriously Shakespeare		Blackfish		Out of Africa		Alpaca my bag	
Weeks	1 week 3 days Transition project	6 weeks		7 weeks	6 weeks		5 weeks		5 weeks 4 Days		7 weeks 3 days	
Foundation subjects	Art	History	Art	Science	Science	DT	Science	Art	History	Geography	Geography	DT
Hook	Merton Values & class charter	Basing House Trip			Young Shakespeare Company performance of Macbeth		Trip to Hawk Conservancy		Egyptian Day			
Project Outcome & Intended Audience												
Trips, experiences & visitors		Trip to Basing House			Young Shakespeare Company performance of Macbeth		Trip to Hawk Conservancy		Egyptian Day			
Writing Focus Outcome Purpose Audience Layout	Informal letter To inform About why the crayons have to quit	Character description To describe To understand what the character is like Non-chronological report To inform To understand about the Tudors Potential shorter piece		Setting description Adventure narrative with dialogue Formal letter	1st person narrative (monologue) Instructional piece		Non-chronological report Persuasive speech Biography		Narrative with dialogue Diary Non-chronological report		Additional time for moderation piece if required/ to review and improve earlier pieces. Poetry Persuasive speech (end of year)	
Other writing opportunities				Explanation of the requirements for a healthy body.	Witches spell		Persuasive speech		Recount of Egyptian Day		Geography – non-chronological report about mountains and the different types	
FOUNDATION SUBJECT 1 National curriculum/ Insight objectives summarised		History - a local history study - a depth study linked to one of the British areas of study listed above - a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.		Science: Pupils should be taught to: Animals including humans - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	Science: Light Pupil should be taught: - recognise that light appears to travel in straight lines - 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		Science: (Pupils should be taught to: Living things and their habitats - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals		History: (Egyptians) Pupils should be taught to: - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China		Geography: Pupils should be taught to: Locational knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	

			- 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	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. <u>Electricity</u> - 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 the on/off position of switches use recognised symbols when representing a simple circuit in a diagram	- give reasons for classifying plants and animals based on specific characteristics. Evolution and inheritance - recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.		- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <u>Place Knowledge</u> - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <u>Human and physical geography</u> - describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <u>Geographical skills and fieldwork</u> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 their knowledge of the United Kingdom and the wider world
FOUNDATION SUBJECT 2		**<u>Art:</u>** Pupils should be taught: - to create sketch books to record their observations and use them to review and revisit ideas	**DT – (Food tech)** Pupils should be taught: - understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	**DT: (** Pupils should be taught:	**<u>Art: (sculpture)</u>** Pupils should be taught: Tribal Native American Art? https://youtube.com/shorts/ro4eGk9oMLY?si=gVkX9H9qd5yqct1y  ?	**<u>Geography:</u>** Pupils should be taught: Locational knowledge - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich	**DT:** Pupils should be taught: - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes,

			- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.			Meridian and time zones (including day and night) Human and physical geography - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 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	pattern pieces and computer-aided design <u>Make</u> - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <u>Evaluate</u> - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <u>Technical Knowledge</u> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures
Music							
RE							
MFL		French sport and the Olympics	French football champions	In my French house	Planning a French holiday		Visiting a town in France
PE (Outside/ inside)							
PDL/ SRE		**<u>Family and relationships</u>** Introduction to RSE Respect Developing respectful relationships Stereotypes Bullying Being me Loss and change	**<u>Health and wellbeing</u>** What can I be? Mindfulness Taking responsibility for my health Resilience toolkit Immunisation Health concerns Creating habits The effects of technology on health	<u>Citizenship</u> **Responsibility** Human rights Food choices and the environment Caring for others **Community** Prejudice and discrimination Valuing diversity **Democracy** National democracy **<u>Identity</u>** What is identity? Identity and body image	<u>Economic Wellbeing</u> Money Attitudes to money Keeping money safe Gambling Career and aspirations What jobs are available	**<u>Safety and the changing body</u>** Drugs alcohol & tobacco First aid Critical digital consumers Social media The changing adolescent body (puberty, conception, birth)	Transition
Online Safety		<u>Computer games</u> What games do you play? Do you know what the age restrictions are on these games? Why do you think these games have age restrictions? Do your parents monitor what you are on? Why?	<u>Mental Wellbeing</u> What is mental health? What sort of things online could affect your mental health? Can this be positive or negative?	<u>Cyber bullying</u> What is cyberbullying? What apps and websites and apps are likely to be used for bullying? What might happen if you become a target?	<u>Respect/Stereotypes</u> What is a stereotype? What differences might be stereotyped? Why do we do this to certain groups of people? What is respect?	<u>Consent</u> What sort of pictures could be posted online and what sort of websites would they go on? What are your responsibilities? What can you do if you find something about you online?	<u>Healthy Relationships</u> What is a relationship? What is an online relationship? What sort of apps and websites require online relationships? What are the pros and cons to relationships online?

		What do you think could happen if you play these games?	What can you do to make sure you stay positive online?	What can you do? What are your responsibilities?	Why is it important to respect everyone's differences?		What can you do to ensure you have healthy online relationships?
Computing		Coding	Content Creation	Using word, excel and blogging online	Handling data	Internet safety	Coding Application: micro-bits