

# 2026/27 Year Group Overview Year 6

|         | Autumn 1 (8 weeks)                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Autumn 2 (7 weeks)                                                                                                                                                                                                                                                                                                                                                                     | Spring 1 (6 weeks)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Spring 2 (5 weeks)                                                                                                                                                                                                                                                            | Summer 1 (6 weeks)                                                                                                                                                                                                                                                                                                                     | Summer 2 (7 weeks)                                                                                                                                                                                                                                                                                                                                                                                                           |
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| English | <p><b>Setting description</b><br/>Short burst (School, Alien World, lighthouse)</p> <p><b>Ending</b><br/><b>Short burst</b></p> <p><b>Biography – Mary Seacole</b><br/>(no cold piece)<br/>Independent – option of different famous people</p> <p><b>Shortburst –</b><br/>Setting descriptions and ending</p> <p><b>Poetry</b><br/>The Raven – Edgar Allan Poe</p> <p><b>Non-fiction</b><br/>Islamic Civilisation<br/>Baghdad (Silk Road)<br/>Queen Victoria<br/>Barrack Obama</p> | <p><b>Warning story – Red</b></p> <p><b>Non chronological report</b><br/>- Choice of 6 different animals (Research independently)</p> <p><b>Shortburst –</b> Suspense<br/>Change the atmosphere</p> <p><b>Poetry</b><br/>Caged bird – Maya Angelou</p> <p><b>Non-fiction</b><br/>Deforestation<br/>Ernest Shackleton<br/>Polar Regions<br/>Trade (import/export)<br/>Anti-bullying</p> | <p><b>Newspaper Report</b><br/>linked to the Highwayman poem</p> <p><b>Different point of view</b><br/>First, Second, Third voice of the Highwayman, Bess and Tim the ostler</p> <p><b>Journey story -</b> Holes</p> <p><b>Shortburst –</b> Setting descriptions<br/>Letter from Stanley home</p> <p><b>Poetry</b><br/>The Highwayman by Alfred Noyes<br/>The Listeners by Walter de La Mare</p> <p><b>Non-fiction</b><br/>Endangered animals<br/>Roman Empire<br/>Haiku poetry<br/>Poetry Slam</p> | <p><b>Change of view -</b> Wonder</p> <p><b>Diary writing</b><br/>Little Freak</p> <p><b>Warning story –</b> Sequel</p> <p><b>Poetry</b><br/>Invictus by William Ernest Henry</p> <p><b>Non-fiction</b><br/>World War 2<br/>The Blitz<br/>Anne Frank<br/>Flossie Albright</p> | <p><b>Non chronological report</b><br/>Monquistar</p> <p><b>Newspaper</b><br/>Linked to current affairs</p> <p><b>Narrative –</b> Evacuation</p> <p><b>Poetry</b><br/>Ozymandias by Percy Bysshe Shelley<br/>Macavity: The Mystery Cat</p> <p><b>Non-fiction</b><br/>Newspaper articles – First news<br/>Non Chronological reports</p> | <p><b>Balanced arguments –</b><br/>should SATs be abolished/current affairs</p> <p><b>Emails</b><br/>Looking at, and creating emails to a range of people (informal/formal)</p> <p><b>Blogs/Vlogs</b><br/>Questions to interview a web designer or blogger and each child will write a first-class blog and create a vlog</p> <p><b>Poetry</b><br/>If – Rudyard Kipling</p> <p><b>Non-fiction</b><br/>What is a refugee?</p> |

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| Maths                                                                      | Place Value<br>Addition, subtraction, multiplication and division                                                                                                                                                                                                                                                      | Four operations, fractions and measure                                                                                                                                                                                                                                                                                | Ratio, decimals, algebra                                                                                                                                                                           | Fractions, decimals and percentages<br>Area and Perimeter                                                                                                                                                                                    | Shape, angles, coordinates                                                                                                                                                                                                                                                      | Consolidation<br>Post SATs projects                                                                                                                                                                                                                                                                   |
| Class text                                                                 | Street Child by Bertie Doherty                                                                                                                                                                                                                                                                                         | The Polar Bears<br>Explorers' Club by Alex Bell                                                                                                                                                                                                                                                                       | Holes by Louis Sachar                                                                                                                                                                              | Once by Morris Gleitzman<br>Wonder by R.J Palacio                                                                                                                                                                                            | The Boy At The Back of the Class by Onjali Q. Raúf                                                                                                                                                                                                                              | Book of choice chosen by the class - printed off                                                                                                                                                                                                                                                      |
| Experiences/<br>Trips/visitors<br>Enhance learning and/or cultural capital | Early Islamic Civilisation Drama Workshop<br><br>Visit Ultimate Products – career opportunities                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                    | Stockport Air Raid Shelters (History)<br>To know what it would have been like to have to shelter during the Blitz.                                                                                                                           | British Etiquette and Manners<br>Children know expected behaviours of attending a restaurant. Expected rules of dining.<br><br>Residential: Castleshaw                                                                                                                          | Business Challenge<br>Children to experience the world of work through the creation of a business. Children will be assigned different roles within this.<br><br>Post SAT's Social Activity -Ten Pin Bowling                                                                                          |
| Science                                                                    | <b>Light</b><br>Know that light appears to travel in straight lines<br><br>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<br><br>Know how humans see things because light travels from light sources to our eyes or from light | <b>Electricity</b><br>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit<br><br>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 | <b>Animal, including humans</b><br><b>Circulatory system</b><br>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood | <b>Animal, including humans</b><br><b>Circulatory system</b><br>Know the impact of diet, exercise, drugs and lifestyle on the way their bodies function<br><br>Know how nutrients and water are transported within animals, including humans | <b>Living things in their habitats</b><br>Living things are classified into broad groups according to common observable characteristics, including micro-organisms, plants and animals<br><br>Give reasons for classifying plants and animals based on specific characteristics | <b>Evolution and Inheritance</b><br><br>Know that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago<br><br>Know that living things produce offspring of the same kind, but normally offspring vary and are |

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|           | sources to objects and then to our eyes<br>Know why shadows have the same shape as the objects that cast them | Use recognised symbols when representing a simple circuit in a diagram               |                                                                                |                                                                                             |                                                                         | not identical to their parents<br>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution |
| History   | Civilisations from 1000 years ago – Early Islamic civilisation                                                |                                                                                      |                                                                                | WW2                                                                                         | WW2                                                                     |                                                                                                                                                                     |
| Geography |                                                                                                               | Trade and globalisation                                                              | Mountains                                                                      |                                                                                             |                                                                         | Biomes                                                                                                                                                              |
| PSHRE     | Mental Health and Wellbeing                                                                                   | Managing money and online spending                                                   | Changes in puberty                                                             | Drug Education: Assessing Risk and Managing Influences                                      | Developing our AI Literacy                                              | Looking to the future                                                                                                                                               |
| RE        | Pathway 2 Expressing Beliefs: How do Sikhs express their beliefs?                                             | Pathway 1 The Nature of Religion and Belief: What do different Hindu people believe? |                                                                                | Pathway 6 The Big Picture: What is the significance of Easter, the Ascension and Pentecost? | Pathway 3 A Good Life: What values do people live by?                   |                                                                                                                                                                     |
| Music     | Happy<br><b>Style:</b> Pop/Motown                                                                             | Classroom Jazz<br><b>Style:</b> Jazz, Latin, Blues                                   | A New Year Carol<br><b>Themes:</b> Benjamin Britten's music and cover versions | You've Got A Friend<br><b>Style:</b> The Music of Carole King                               | Music and Me<br><b>Style:</b> Inspirational women in the music industry | Reflect, Rewind and Replay<br><b>Style:</b> Western Classical Music                                                                                                 |
| Art       | Drawing (Banksy)                                                                                              |                                                                                      | Printing and Textiles (William Morris)                                         |                                                                                             | Abstract Art (Kadinsky and Mondrian)                                    |                                                                                                                                                                     |
| DT        |                                                                                                               | More complex switches (vehicle alarm)                                                |                                                                                | Frame structure (air raid shelter)                                                          |                                                                         | Celebrating culture and seasonality (pizza for Summer Fair)                                                                                                         |
| Computing | <b>Computer Science</b><br>COMPUTING SYSTEMS AND NETWORKS<br><br>Communication                                | <b>Information Technology</b><br>CREATING MEDIA<br><br>Web page creation             | <b>Computer Science</b><br>PROGRAMMING A<br><br>Variables in games.            | <b>Information Technology</b><br>DATA AND INFORMATION<br><br>Spreadsheets                   | <b>Information Technology</b><br>CREATING MEDIA<br><br>3D modelling     | <b>Computer Science</b><br>PROGRAMMING B<br><br>Sensing.                                                                                                            |

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|         | <b>Digital Literacy skills taught</b><br>Find suitable information online             | <b>Digital Literacy skills taught</b><br>Create multimedia (text, sounds, images, video, and 3D objects)<br>Find suitable information online | <i>Online safety: Online reputation- Project Evolve</i>                  | <b>Digital Literacy skills taught</b><br>Organise and present data.<br><i>Online safety: Managing online information- Project Evolve</i> | <b>Digital Literacy skills taught</b><br>Make use of cut, copy, paste, as well as formatting tools<br>Create multimedia (text, sounds, images, video, and 3D objects) | <b>Digital Literacy skills taught</b><br>Capture digital content using devices including sound recorders, video cameras, sensors, and controllers (Includes embedded devices, e.g. an integrated tablet camera)<br>Use equipment safely.<br><br><i>Online safety: Copyright and ownership- Project Evolve</i> |
| P.E     | <b>Outdoor - Invasion</b><br>Football<br><b>Indoor</b><br>Health Related Exercise/OAA | <b>Outdoor – Invasion</b><br>Netball<br><b>Indoor</b><br>Athletics                                                                           | <b>Outdoor – Invasion</b><br>Hockey<br><b>Indoor</b><br>Dance (Carnival) | <b>Outdoor – Net and wall</b><br>Badminton<br><b>Indoor</b><br>Gymnastics – Matching and mirroring                                       | <b>Outdoor – Striking and Fielding</b><br>Cricket<br><b>Indoor</b><br>Gymnastics equipment                                                                            | <b>Outdoor Striking and Fielding</b><br>Rounders<br><b>Indoor</b><br>Athletics                                                                                                                                                                                                                                |
| Spanish | Progressive Language Unit: The Weekend                                                | Progressive Language Unit: The Weekend                                                                                                       | Progressive Language Unit: At School                                     | Progressive Language Unit: At School                                                                                                     | Progressive Language Unit: Me in the world                                                                                                                            | Progressive Language Unit: Me in the world                                                                                                                                                                                                                                                                    |