Year 6 Curriculum Overview 2026-2027						
Gospel Value: The core value explored throughout the year is Courage						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Spiritual Education	**Lighting the Path**					
	Creation and Covenant The Second account of Genesis Adam and Eve – original sin Metaphors, symbolic language and poetry Stewardship In Jesus, God restored humanity's relationship with Him The Nicene Creed – a common statement of faith Baptism – the first Sacrament of the forgiveness of sins	**Prophecy and Promise** The women of the Old Testament Lucan and Matthean infancy narratives Mary said 'Yes' to God Mary, the 'Mother of God' Mary – a fulfilment of the Old Testament promises The Magnificat The role of women's religious orders	**Galilee to Jerusalem** The Wedding at Cana Healing the man at Bethesda Feeding the 5000 Walking on Water Raising of Lazarus God inspired the authors of Sacred Scripture The Seven Sacraments To grow more like Jesus through the Sacraments – earthly signs of the presence of God	**Desert to Garden** Holy Week The anointing at Bethany Jesus washes his disciples' feet – Holy Thursday The arrest of Jesus A fair Trial? Good Friday – a love for all people The Stations of the Cross	**To the Ends of the Earth** The empty tomb and Mary Magdala Appearances to the disciples Christians believe in the Resurrection Jesus as the last Adam Christians meet Christ in the Eucharist The story of Stephen	**Dialogue and Encounter** Working to promote unity and love The Christian duty to promote the common good What does the term 'Worldview' mean? Dialogue with those of different beliefs could transform their own lives
	New Year Mass Mary **Stay and Pray the Rosary** **Share and Shine Assembly**	**Remembrance/All Souls** **Advent Mass and Reflection** **Focus prayer – the Magnificat**		**Ash Wednesday Mass** **Lenten Reflection** **Mass in Holy Week** **Share and Shine**	**Stay and Pray the Rosary**	**Mass: The Feast of St John Fisher** **Leavers Mass**
Moral Education	***Activists for Christ-a response to Laudato Si* - Recognise right and wrong and respond to Moral Issues.**					
	Black History Month E-Safety week Anti-Bullying week How can we reduce climate change? Remembrance Reflection Laudato Si – Care for the Common Home and ways of life		Assembly themes focus on saying sorry and forgiveness during the season of Lent Holocaust Memorial		Class Charity - Multiple Sclerosis Refugee and Migration Workshop	
Social Education	***Catholic Social Teaching/ Activists for Christ in response to Laudato Si*** **Use a range of social skills; participate in the local community; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.**					
	School Council Elections Class Rules Magistrates Workshop CAFOD Charity Day Crucial Crew – Anti social behaviours – Climate Change Inter Faith Week: Links between different Dharmic beliefs		Enterprise Fundraising Event for Local Hospice Supporting charitable works -St Joseph's Penny		Rochdale Children's Champion Elections Mission Together, Day of Many Colours Religious Education – World Faiths	
Cultural Education	***Yahweh God took the man and settled him in the garden of Eden to cultivate and take care of it. Genesis 2:15*** ***Develop understanding of Catholic Culture and Cultural Capital*-Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.**					
	World Poetry Day Black History Month	Interfaith Week Remembrance	World Book Day Epiphany Celebrations – Catholic Culture		Created to live in Community (RSE)	
RSE/PHSE Education	**Life to the Full**					
	Module 1: Created and Loved by God				**Module 2: Created to Love Others**				**Module 3: Created to Live in Community**	
	Religious Understanding	**Me, My Body, My Health**	**Emotional Well-Being**	**Life Cycles**	**Religious Understanding**	**Personal Relationships**	**Life Online**	**Keeping Safe**	**Religious Understanding**	**Living in the Wider World**
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 1**	**Unit 2**
	Calming the Storm	Gifts and Talents Girl's Bodies Boys' Bodies Spots and Sleep	Body Image Peculiar Feelings Emotional Changes Seeing Stuff Online	Making Babies Menstruation Hope Beyond Death Coping with Change	God is Calling You	Under Pressure Do You Want a Piece of Cake? Self Talk Confidence vs Control Build Others Up	Sharing isn't Always Caring Cyber-bullying	Types of Abuse Impacted Lifestyles Making Good Choices Giving Assistance	The Holy Trinity Catholic Social Teaching	Reaching Out The World of Work Money and Me

Year 6 Curriculum Overview 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	**Block 1 – Number**: Place Value **Block 2 – Number**: Addition & Subtraction Multiplication & Division	**Block 3 – Fractions A:** Convert, Compare & Order Add & Subtract Fractions **Block 4 – Fractions B:** Multiply & Divide Fractions Fractions of an Amount	**Block 1 – Number**: Ratio **Block 2 – Number**: Algebra **Block 3 – Number:** Decimals	**Block 4 – Number**: Fractions, Decimals & Percentages **Block 5 – Measurement:** Perimeter, Area & Volume **Block 6 – Statistics**	**Block 1 – Geometry:** Properties of Shape **Block 2 – Geometry** Position & Direction **Block 3 – Consolidation** Consolidation & Problem Solving (SATs Preparation)	**Block 3 – Consolidation** Consolidation & Problem Solving (Continued)
	MAPs & Fluency • Counting On & Back in Powers Of 10 Up To 10 million • Addition & Subtraction Facts Up To 1 million • Rounding to the nearest 1000, 10,000 and 1,000,000 • Negative differences • Recap on strategies for all 4 operations	**MAPs & Fluency** • Number Bonds Within & Up To 1 million • Doubles and halves of any 2 and 3-digit number • Squared numbers up to 12 • Cubed numbers up to 10 • Prime numbers to 100 • Factors of 2 and 3-digit numbers • Decimal number bonds to 10 (2 decimal places.)	**MAPs & Fluency** • Fractions, Decimals & Percentages equivalences • Fractions and percentages of amounts • Simplifying fractions	**MAPs & Fluency** • Fractions, Decimals & Percentages equivalences, converting fractions to percentages • Fractions and percentages of amounts • Simplifying fractions • Converting measurements	**MAPs & Fluency** • Consolidation and problem solving with all four operations	**MAPs & Fluency** • Consolidation and problem solving with all four operations
	Times Tables Multiplication & Division TT Rockstars worksheets 5-day Up to 12's	**Times Tables** Multiplication & Division TT Rockstars worksheets 5-day Up to 12's	**Times Tables** Multiplication & Division TT Rockstars worksheets 5-day Up to 12's	**Times Tables** Multiplication & Division TT Rockstars worksheets 5-day Up to 12's	**Times Tables** Multiplication & Division TT Rockstars worksheets 5-day Up to 12's	**Times Tables** Multiplication & Division TT Rockstars worksheets 5-day Up to 12's
Science	**Living things and their habitats** Children will learn to: • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants, and animals. • Give reasons for classifying plants and animals based on specific characteristics.	**Electricity** Children will learn to: • 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. • Recognise symbols when representing a simple circuit in a diagram. • Know what renewable energy is.	**Light:** **Sustainability – Light Pollution** Children will learn to: • 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 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. • Know how we can reduce light pollution.	**The circulatory system** Children will learn to: • 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 body's function. • Describe the ways in which nutrients and water are transported within animals, including humans. **Diet, drugs and lifestyle** Children will learn to: • Learn how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. • Research the relationship between diet, exercise, drugs, lifestyle and health.	**Variation** Children will learn to: • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. **Adaptations** Children will learn to: • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	**Fossils** **Themed project** Children will learn to: • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Revisit many of the skills and curriculum content covered throughout primary science.
	Children will: Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Use using test results to make predictions to set up further comparative and fair tests. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations .Identify scientific evidence that has been used to support or refute ideas or arguments.					

Year 6 Curriculum Overview 2026-2027						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Topic	**Climates**	**Climate Change**	**WW1**	**Ancient Maya**		**Refugees & Migrants**
English	**Key Texts - Fiction:** Holes - Louis Sachar Bold Women in Black History – Mary Prince	**Key Texts - Fiction:** The Life of a little Plastic Bottle – Suzanne Fossey Foodland - Marcus Sedgwick	**Key Texts - Fiction:** Warhorse – Michael Morpurgo	**Key Texts - Fiction:** Ancient Maya Creation Stories		**Key Texts - Fiction:** The Boy at the Back of the Class – Onjali Q. Rauf Coming to England – Floella Benajmin
	Key Texts - Non-Fiction: World Climates – Desert & Arid Region Focus	**Key Texts - Non-Fiction:** The Incredible Ecosystems of Planet Earth – Rachel Ignotofsky	**Key Texts - Non-Fiction:** WW1 – Causes of WW1 and Focus on Trench Warfare	**Key Texts - Non-Fiction:** The Ancient Maya Countries of Central America		**Key Texts - Non-Fiction:** Migration, Refugees & Windrush
	Key Poems: Canticle of the Sun – St Francis of Assisi	**Key Poems:** Ark by Simon Armitage	**Key Poems:** Grannie by Vernon Scannel	**Key Poems:** Chocolate Cake by Michael Rosen		**Key Poems:** Refugee by Brian Bilston
	Spoken Language Focus: Poetry Day performance Green screen presentation	**Spoken Language:** Debate Poetry performance	**Spoken Language Focus:** Poetry performance	**Spoken Language Focus:** Poetry performance	**Spoken Language Focus:** Poetry performance	**Spoken Language Focus:** Debate
	Writing: **Fiction:** • Children will develop writing about **character and setting** linked to class text. • **3rd Person Narrative** – short stories **Non-fiction:** • Children will explore a desert biome and **write a non-chronological report** about a desert biome	**Writing:** **Fiction** • Children will develop **writing about character and setting** linked to class text. Non-**fiction:** • Children will **write a report** about energy: fossil fuels, transportation of natural resources, the negative effect of burning fossil fuels, renewable energy and net zero	**Writing:** **Fiction:** • Children will write first person Commentaries about their Robin Wood Experiences • Children will write a **diary accounts** linked to life in the trenches and The Christmas Truce **Non-fiction:** • Children will write a **newspaper report** about the assassination of Franz Ferdinand	**SATS PREP** **Writing:** **Fiction:** • Children will write a made-up creation **myth** in the style of Maya myths. • Children will explore and write Cinquain Poems **Non-fiction:** • Children wil**l explain** how chocolate is made	**Writing:** **Fiction:** • Children **will retell** the story of Taking Flight. **Non-fiction:** • Children will write a **persuasive text –** advert for their chocolate bar design	**Writing:** **Fiction:** • Children will write a **formal letter** to governors to persuade them to attend the Year 6 show • Children will explore playscripts linked to end of year show **Non-fiction:** • Children will write a **report i**n response to Empathy/British Red Cross Workshop
Career Related Learning **Trips and Visitors**	Children will explore the skills needed to become an environmentalist. Dance artist from the Lowry Theatre – workshops. Trip to Crucial Crew to learn about Blue Light Workers. CAFOD Assembly. Visit from HMRC and local magistrates.	They will recognise some of the skills of a scientist during science lessons. Artist in school.	Children will explore the skills needed to become a member of the defence network; Army, Air force or Navy. Children will understand that we can develop our skills as a designer or artist during Art and Design lessons. Trip to Robin Wood residential to develop various CRL skills.	During Careers Week, children will meet professionals and interview them to find out about careers, skills and education. Children will develop enterprise skills by designing and making a product to sell – all proceeds to charity. First Aid training – St John's Ambulance.		Refugee and Migrant Workshop.

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Topics	**Climates**	**Climate Change**	**WW1**	**Ancient Maya**	**Careers Week See CRL above**	**Ancient Maya**	**Refugees & Migrants**
History/ Geography	**Geography:** Children will learn that climate is the average weather conditions in a certain place for the past 30 years and that different areas of the world have different climates. Children will learn that climate is influenced by how near a place is to the equator, to the sea, and how high or low the ground is and its position on a continent. They will learn about biomes - areas of the planet with similar climate, landscapes, animals and plants. Children will learn how to use lines of longitude and latitude to locate hot deserts in the world. They will learn how animals and plants are able to survive in different biomes.	**Geography:** Children will learn about fossil fuels and what they are used for, understanding that the supply is limited and will eventually run out and how we must look to renewable energy. Children will learn how gas is transported between countries. Children will learn that when fossil fuels are burned greenhouses gases are released that are trapped in the atmosphere, causing the earth to warm up, resulting in climate change. Children will investigate what we are currently doing to reduce climate change and what more can be done.	**History:** Children will learn about the cause of WW1 and which countries were involved. They will learn about trench warfare, about the Battle of the Somme. Children will learn that WW1 resulted in the deaths of over 20million people across the world.	**History**: Children will learn about the Ancient Maya civilization, learning about their culture and beliefs. Children will learn that Maya believed in many gods, each representing a different part of life.			**Geography:** Children will learn that migration is the movement of people from one place to another. These people are called migrants. They will learn that people might migrate to find better education, more job opportunities, a better climate or a safer place to live. Children will learn about the migrants who came from the Caribbean to Britain after the Second World War because there was a shortage of workers. The Empire Windrush was the first major ship to bring people from Jamaica in 1948. Children will learn that refugees are migrants who are forced to leave their homes, having to flee because of natural disasters, famine and hunger, or war and conflict.
Art and Design	Children will learn about the Artist Paul Klee, focussing on his work - In the Desert. Children will learn about the work of Paul Klee and take inspiration from this artist to create their own artwork using chalks and pastels.		Children will learn about the Artist Paul Nash and explore his War Art. Children will learn about the work of Paul Nash and take inspiration from this artist to create their own artwork using sketching and water colours.				
Design and Technology		Artist Designer - Michelle Reader – Recycled Materials Inspired by the artist, make a product from recycled products to sell during Enterprise week.		Children will design a chocolate Wrapper using knowledge of famous designs to further explain the effectiveness of existing products and own product.			Children will make their own electronic game, demonstrating design skills and knowledge about the use electrical systems in products.

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	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Climates	**Climate Change**	**WW1**	**Ancient Maya**		**Refugees & Migrants**
Computing	**Information Technology – Presentations and Web Page Design** Children will learn how to use basic features of digital presentations. They will learn to add and manipulate shapes and images and use effective text formatting to suit different purposes.	**Computer Science Computational Thinking -Programming** Children will learn how to use micro:bit and MakeCode. They will learn to use sensors and variables and use logic in programming.	**Information Technology Video** Children will learn to understand the basics of digital video creation. They will learn to explore and understand green screen technology and plan a storyboard for a green screen project.	**Information Technology – Sound Podcasting** How to understand the basics of digital content creation. How to research and collect information. How to organise and structure digital content. How to design digital visual content.	**Computer Science Computational Thinking Programming** How to use basic principles of game design using Scratch. How to design a game concept based on Mayan mythology. How to develop algorithms for game mechanics. How to code the game in Scratch based on the design and algorithms.	**Information Technology – Data Handling** Children will learn how to use spreadsheets and basic data entry using numbers. They will learn to write simple formulas in a spreadsheet, using advanced spreadsheet formulas and functions. Children will learn how to use data visualization with charts.
Digital Literacy	Online safety aspect of digital literacy is taught through RSE Through all subjects, including computing, children will learn how to manage online information as follows: To know how to search technologies effectively. To know how to explain how search engines work and how results are selected and ranked. To know how to demonstrate the strategies I would apply to be discerning in evaluating digital content. To know how to describe how some online information can be opinion and can offer examples. Copyright and Ownership: I know that if I create work it belongs to me. I can name my work so that others know it belongs to me.					
Music	Develop a deeper understanding of the history and context of music. Singing: We go together (singup) One moment one people (singup) Wonderwall by Oasis Listening: 1812 Overture – Tchaikovsky Toccata and Fugue in D Minor – Johann Sebastian Bach (BBC Ten Pieces)		Brass Develop a deeper understanding of the history and context of music. Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets Singing: There's a power in the music (singup) It's a long way to Tipperary (singup) Siyahamba – African Traditional Listening: We'll Meet Again – Vera Lynn Hymn to the Fallen – John Williams		Y6 Production Sing as part of an ensemble with full confidence and precision	
MFL	**Primary Language Network** Revisiting me, Telling the time, numbers to 60, daily routine	**Primary Language Network** Homes and Houses, rooms, furniture, descriptions Elf on the Shelf	**Primary Language Network** Investigating Sports, nouns, verb to play, sports descriptions	**Primary Language Network** At the Funfair, rides, opinions, descriptions My Favourite Things French Tradition	**Primary Language Network** Café Culture and Restaurants, café culture, opinions, breakfast conversations	**Primary Language Network** Performance Time Transition
PE	Football/Hockey and Cross Country	Gymnastics and Dance	Netball and Basketball	Tennis and Badminton	Rounders and Cricket	Athletics
	Pupils should be taught to: Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Perform dances using a range of movement patterns. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.					
Big Questions	Why did God make us all different?	If you could draw God, what would he look like?	Does Religion cause wars?	Will Gavrilo Princip go to Heaven?	Can scientists be Christians?	Why does God allow suffering?