

# Year 6 Curriculum Overview 2025-26 Autumn 1<sup>st</sup> Half Term



	02.09.25	08.09.25	15.09.25	22.09.25	29.10.25	06.10.25	13.10.25	20.10.25
Key Events						London Trip		Portrait Art Exhibition for Parents
Focus weeks	PSHE					History	Art	Art
English								
Maths	Place	e Value		Addition and Subtraction			Fractions	
RE	Life as a Journey Life is a journey. Do you agree? Why?	Life as a Journey In what ways can life be compared to a journey?	Life as a Journey In what ways does having faith give meaning and purpose to the journey of life?	Life as a Journey Is choosing to journey through life as a Christian an easy option? Why? Why not?	Life as a Journey Is every person's journey the same? Why not?	Life as a Journey Why do people go on a pilgrimage?	Life as a Does a pilgrimage place of v	e have to be to a
PSHE	Welcome Back What about school feels the same and what feels different? How do we feel about being back at school?		Families and Relationships Can you work out the similarities between values and behaviour and how to be a positive role model?	Families and Relationships Can you discuss issues respectfully?	Families and Relationships What are the best ways to listen and respect other points ofview?	Families and Relationships How to constructively challenge points of view they disagree with	Families and Relationships Are there different ways to participate effectively in discussion online and manage conflictor Disagreements?	
Science		Evolution	Evolution	Evolution	Evolution	Evolution	Evolution	<b>Evolution</b> Quiz

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Vertical Color								
		Do living things produce offspring of the same kind?	Do animals and plants adapt to suit their environment?	Why are advantageous characteristics more likely to be passed from generation to generation?	How do we know that living things have changed over time?	Can species can change over time due to external factors such as competition from other species, disease or climate change?	Can fossils provide information about living things that inhabited the Earth millions of years ago?	
Geography					Climate Can you identify the different lines of latitude and explain how latitude is linked to climate?	Climate Are you able to locate different climate zones and explore the differences between the Northern and Southern Hemispheres?	Climate How many comparisons can you make between temperate and tropical climates?	Climate Can you explore weather patterns within a climate zone?
History	Houses of Parliament What is the UK Parliament?	Houses of Parliament What impact did the Magna Carta have on our UK Parliament?	Houses of Parliament What previous historical events have changed our UK Parliament?	Houses of Parliament What is the House of Commons? What is the House of Lords?	Houses of Parliament Why do we need Laws? Which laws affect me?			
Art & Design		Discover how arti		Exploring Identity uxtaposition to crea	ate artwork which e	xplores identity.		



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	Make your own layered portrait.								
D&T									
	11:-						hlam.		
Music	LIS	ten to historical red		swing and describe features of the me	usic using corre	ect voca	abulary.		
		Understand and compose a syncopated melody.							
				pated melody accurately and in tune.					
		Sing	and play a class arra	ngement of a song with a good sense	of ensemble.				
				Young Voices					
Computing	• Understa	and computer netwo	orks, including the inte	rnet; how they can provide multiple servi	ces, such as the	World W	/ide Web, and the		
			opportunities t	hey offer for communication and collabor	ation.				
	• Select, u	ise and combine a va	riety of software (incl	uding internet services) on a range of digit	al devices to de	sign and	create a range of		
	prog	rams, systems and co	ontent that accomplish	n given goals, including collecting, analysir	ng, evaluating an	nd preser	nting data and		
				information.					
	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviours; identify a range of ways to report								
	concerns about content and contact.								
MFL	Holidays - co	ountries	Holidays	Holidays	Holiday	S	Number to	100	
	Where are you going on holiday? How are you What are you going to do on Dear diary								
			getting there and holiday? All about my						
			how long for?						
PE	To perform running	To take off and	To take off and	To take off and land using a comb	ination of	To ta	ake off and land		
	techniques for	land one foot to	land one foot to	jumps. using a hop, step and					
	short and long	one foot (same	two.	erform a To develop running techniques at different To perform a heave					
	distances.	and other).	To perform a						
	To perform a pull								
	Character - Self-	To develop	running for	when performing skills I find difficult and not		techniques.			
	motivation - To set myself goals to	running for a distance.	speed. Character- Self-	give up but keep trying	Character - ermination - To				
	improve in the run	Character Self-	motivation - To				willpower when		
	and throw	motivation - To	set a goal and				rming skills I find		
	challenge.	practise to	be committed			_	cult and not give		
	improve my to practice to up but keep trying.								



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throwing and jumping skills. performance.  To perform shapes To demonstrate To demonstrate To create a gymnastic To demonstrate To create a	equence
To perform shapes To demonstrate To demonstrate To create a gymnastic To demonstrate To create a	edilence
and balances with a partner.  Resourcefulness - To make positive suggestions to my partner and different shapes and balances.  A positive suggestions to my partner and experiment with different shapes and balances.  A partner and experiment with different shapes and balances.  A partner and experiment with different shapes and balances.  A partner and experiment with different shapes and balances.  A partner and experiment with different shapes and balances.  A partner and experiment with different shapes and balances.  A partner and counter tension paired create a group counter balances with a partner made organise so a group complete to the best of our ability.  A partner and counter balances sequence with counter balances sequence with counter balances sequence with counter balances with a partner counter balances in unison.  Evaluation - To Evaluation - To Evaluation - To the best of our ability.  A paired and group counter balances in unison.  Evaluation - To Evaluation - To the best of our ability.  A paired and group counter balances in unison.  Evaluation - To Evaluation - To improvement in their perform improvement in their performance.	actions, I group es. n - To trengths as for ut in their