



## Autumn 1<sup>st</sup> Half Term

[illegible]



## Year 6 Curriculum Overview 2025-26



		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					<b>Climate</b> Can you identify the different lines of latitude and explain how latitude is linked to climate?	<b>Climate</b> Are you able to locate different climate zones and explore the differences between the Northern and Southern Hemispheres?	<b>Climate</b> How many comparisons can you make between temperate and tropical climates?	<b>Climate</b> Can you explore weather patterns within a climate zone?
History	<b>Houses of Parliament</b> What is the UK Parliament?	<b>Houses of Parliament</b> What impact did the Magna Carta have on our UK Parliament?	<b>Houses of Parliament</b> What previous historical events have changed our UK Parliament?	<b>Houses of Parliament</b> What is the House of Commons? What is the House of Lords?	<b>Houses of Parliament</b> Why do we need Laws? Which laws affect me?			
Art & Design	Exploring Identity Discover how artists use layers and juxtaposition to create artwork which explores identity.							



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	Make your own layered portrait.					
<b>D&amp;T</b>						
<b>Music</b>	<p>Listen to historical recordings of big band swing and describe features of the music using correct vocabulary.</p> <p>Understand and compose a syncopated melody.</p> <p>Sing a syncopated melody accurately and in tune.</p> <p>Sing and play a class arrangement of a song with a good sense of ensemble.</p> <p style="text-align: center;">Young Voices</p>					
<b>Computing</b>	<ul style="list-style-type: none"> <li>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.</li> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviours; identify a range of ways to report concerns about content and contact.</li> </ul>					
<b>MFL</b>	<b>Holidays - countries</b> Where are you going on holiday?	<b>Holidays</b> How are you getting there and how long for?	<b>Holidays</b> What are you going to do on holiday?	<b>Holidays</b> Dear diary... All about my holiday	Number to 100	
<b>PE</b>	<p>To perform running techniques for short and long distances.</p> <p>To perform a pull and push throw.</p> <p><b>Character - Self-motivation - To set myself goals to improve in the run and throw challenge.</b></p>	<p>To take off and land one foot to one foot (same and other).</p> <p>To perform a pull throw.</p> <p>To develop running for a distance.</p> <p><b>Character Self-motivation - To practise to improve my</b></p>	<p>To take off and land one foot to two.</p> <p>To perform a push throw.</p> <p>To develop running for speed.</p> <p><b>Character- Self-motivation - To set a goal and be committed to practice to</b></p>	<p>To take off and land using a combination of jumps.</p> <p>To perform a sling throw.</p> <p>To develop running techniques at different speeds.</p> <p><b>Character- Determination - To show willpower when performing skills I find difficult and not give up but keep trying.</b></p>	<p>To take off and land using a hop, step and jump.</p> <p>To perform a heave throw.</p> <p>To develop running techniques.</p> <p><b>Character - Determination - To show willpower when performing skills I find difficult and not give up but keep trying.</b></p>	



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		throwing and jumping skills.	improve my performance.				
	To perform shapes and balances with a partner. <b>Resourcefulness - To make positive suggestions to my partner and experiment with different shapes and balances.</b>	To demonstrate counter balance and counter tension paired balances using apparatus. <b>Resourcefulness - To make positive suggestions to my partner and experiment with different shapes.</b>	To demonstrate a group counter balance. To create a gymnastic sequence with counter balances. <b>Responsibility- To plan and organise so a group complete the group balance to the best of our ability.</b>	To create a gymnastic sequence with counter balances with a partner <b>Responsibility- To plan and organise so a group complete the group balance to the best of our ability.</b>	To demonstrate paired and group counter balances in unison. <b>Evaluation - To recognise strengths and areas for improvement in their performance.</b>	To create a sequence of gymnastic actions, paired and group balances. <b>Evaluation - To recognise strengths and areas for improvement in their performance.</b>	