

Year 6 Curriculum Plan 2026 - 2027

1 st Half Term (Sept/Oct)	2 nd Half Term (Nov/ Dec)	1 st Half Term (Jan/ Feb)	2 nd Half Term (March/ April)	1 st Half Term (May/ June)	2 nd Half Term (June. July)
Cycle Training Armley Mills	West Yorkshire Playhouse Ice Skating (Leeds Museum and Art Gallery)		Local walk		Herd Farm/ activity week Transition Gurdwara visit Rock School
English Introduce historical genre Street Child Cross Curricular – History - Victorian	English Rose Blanche- playscript Jabberwocky (poetry)	English Letters from a lighthouse – writing from a different perspective Drama	English Letter from the lighthouse – non- chronological report. Cross curricular writing – persuasive leaflet Brazil.	English SATs week Cross Curricular – History – Migration Giant's Necklace	English Letters to Herd Farm Alma (short film narrative)
Continue teaching of Spelling (Pathways to spell) including Statutory Words. Grammar is embedded throughout English Schemes of Work.					
Mathematics Number: Place Value Number: Addition, subtraction, Multiplication and Division	Mathematics Fractions Measure: Converting Units	Mathematics Number: Decimals Number: Ratio Number: Algebra	Mathematics Number: Fractions, decimals and percentages Measure: Area, perimeter and volume Statistics	Mathematics Geometry: Properties of Shapes Geometry: Position and direction	Mathematics Themed projects, consolidation and problem solving
History Victorians – How did the Victorians impact our lives today in Leeds?				History Migration over time – What are the causes and consequences of migration?	
		Geography Brilliant Brazil LQ How diverse is life in Brazil?		Geography Biomes LQ – How do biomes vary across the globe?	
Science Animals, including humans – Body Pump Body health	Science Electricity – Danger! Low voltage	Science Classifying Living Things	Science Evolution and Inheritance	Science What Light Does	Science Continuing What Light Does
Art Identity and personal development – Who am I? Body art		Art Identity and personal development– Who am I? Clay masks		Art Places and spaces – Graffiti	
Computing Programming A – Variables in games (Computer Science)	Computing Creating Media – Web page creation (Digital Literacy)	Computing Computing Systems and Networks - Communication (Information Technology)	Computing Creating Media – 3D Modelling (Computer science)	Computing Data and Information - Spreadsheets (Digital Literacy)	Computing Programming B - Sensing (Computer Science)
		DT (textiles) Link with English Letters from the Lighthouse		DT (cooking and nutrition)	DT (Mechanical systems and electronics)

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		FabFIX kit.		Real Life Designer: The Body Coach/Joe Wicks and Brian Boffey – Grab and Go	Real Life Designer: Ole Kirk Christiansen Design and make a Lego product which utilises computer programming and Robotics
RE Islam – Does praying regularly help a Muslim with their every day lives	RE Does belief in Akhirah (life after death) help Muslims lead a good life	RE How significant is it for Christians to believe that God intended Jesus to die?	RE What is the best way for a Christian to show commitment to God?	RE What is the best way for a Sikh to show commitment to God?	RE How far would a Sikh go for their religion?
<u>PHSE and Mindmate</u> BM (Being Me in My World) 'Who am I and how do I fit?' Feeling good and being me	<u>PHSE and Mindmate</u> CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique Being the same and being different	<u>PHSE and Mindmate</u> DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this Life Changes	<u>PHSE and Mindmate</u> HM (Healthy Me) Being and keeping safe and healthy Friends and Family	<u>PHSE and Mindmate</u> RL (Relationships) Building positive, healthy relationships Strong Emotions	<u>PHSE and Mindmate</u> CM (Changing Me) Coping positively with change HeartStart
<u>Music</u> Hey, Mr Miller <i>Focus: Swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context</i>	<u>Music</u> Shadows <i>Focus: Artists and their influences, compare musical genres</i> Composing for protest! <i>Focus: To create music inspired by Ethel Smyth and a picture of the suffragettes, composing, lyrics, melody, steady beat, tempo, ostinato, coda.</i>	<u>Music</u> The Planets (Also Sprach Zarathustra Strauss and Planet Suite Holst) <i>Focus: Listening, performing in parts, reading music, rhythmic patterns, chords, composing and performing to an audience</i>		<u>Music</u> Global Pentatonics <i>Focus: Pentatonic scale, different music traditions and cultures, graphic/dot notation Group composition</i>	<u>Music</u> Race! <i>Focus: To create music to accompany a short film about a race, composing an extended melody and accompaniment.</i> Exploring identity through song <i>Focus: Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems</i> Concert to parents
<u>Spanish</u> At School En El Colegio	<u>Spanish</u> The Weekend El Fin De Semana	<u>Spanish</u> Healthy Lifestyle La Comida Sana	<u>Spanish</u> Las habitats Habitats Can I talk about different habitats, giving examples of what live there?	<u>Spanish</u> Yo en el mundo Me in the world Can I list some Spanish speaking countries and talk about some of their festivals	<u>Spanish</u> Only 5 units for Year 6 because they are longer units.
<u>PE</u> Gymnastics (Foot-Tech) and Basketball	<u>PE</u> Tennis (Foot-Tech) and Dance	<u>PE</u> Dodgeball and 'Inspire, create, perform.' (Foot-tech)	<u>PE</u> OAA and 'Lend, Move, Score' (Foot-tech)	<u>PE</u> Tag Rugby (Foot-tech) and Badminton	<u>PE</u> Rounders and 'Speed, distance, strength.' (Foot-tech)