Year 6 Curriculum Map 2026-27

Autumn 2026		
	Term 1	**Term 2**
RE	**CREATION** Creation and science: conflicting or complementary? in the wider context of 'Big Questions' **Encourage Enquiry** **Understand Diversity**	**GOSPEL** What would Jesus do? **INCARNATION** theme 2 lessons **Encourage Enquiry** **Understand Diversity**
PE	Outdoor and Adventurous Activities (OAA), including the 5-day Bowles residential trip. **Develop Independence, Develop Resilience, Foster Communication Skills, Encourage Self-Belief, Encourage Self Expression.**	Invasion Games (handball) Dance/Movement **Foster Creativity Develop Learning Resilience** **Foster Communication Skills.** **Encourage Self Expression.**
Computing	**Bletchley Park** To understand the importance of having a secure password and what "brute force hacking" is; The first computers were created at Bletchley Park to crack the Enigma code to help the war effort in World War 2; To know what techniques are required to create a presentation using appropriate software **Develop Independence** **Foster Communication Skills** **Develop Learning Resilience** **Foster Communication Skills**	**Information Technology AI** Explain what AI is and its basic functions. Identify real-life applications of AI that are commonly used in everyday life. Identify how AI understands and processes text and image prompts.Generate and refine prompts to achieve the best possible response from AI. **Develop Independence** **Foster Communication Skills** **Develop Learning Resilience** **Foster Communication Skills**

Science	**Evolution and Inheritance** Pupils should be taught 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. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. **Encourage Self-Belief** **Encourage Enquiry** **Encourage Self Expression**	**Light Pupils should be taught 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. **Encourage Self-Belief** **Encourage Enquiry** **Encourage Self Expression**
Music	Charanga Unit Music and Technology **Encourage Self Expression** **Foster Creativity**	Charanga Unit Developing ensemble skills **Encourage Self Expression** **Foster Creativity**
Languages **(Use classroom instructions in French throughout the year.)**	**French** Verbs in a French week **Develop Learning Resilience** **Foster Communication Skills** **Understand Diversity**	

PSHE	**Mental Health and Well Being** Children will develop an understanding of how to look after their mental health and emotional wellbeing. They will explore different feelings, recognise what can affect their emotions and learn practical strategies for managing worries, building resilience and seeking support when they need it. **Develop Learning Resilience** **Foster Communication Skills** **Encourage Self Expression**	**Managing Money and Spending** To identify what young people might spend their money on online and evaluate influences on spending choices. **Develop Learning Resilience** **Foster Communication Skills**
Art and Design	**Drawing: Expressing Ideas** Investigate different types of street art: it's purpose and impact. Develop drawing with one point perspective and scale. **Encourage Self Expression** **Foster Creativity** **Develop Learning Resilience**	N/A
Design Technology	N/A	**Textiles** Design and construct a waistcoat taking into account design criteria factors. Use a running stitch to join fabric and make a secure fastening. **Encourage Self Expression** **Foster Creativity** **Develop Learning Resilience**

Topic Based Learning (History and Geography)	**Ancient Greece (History)** Life in Ancient Greece . Alexander The Great The legacy. Black History: Olaudah Equiano **Encourage Enquiry** **Understand Diversity**	**Ancient Greece (History)** Continued **Encourage Enquiry** **Understand Diversity**

Spring 2027		
	Term 3	**Term 4**
RE	**Humanism** Why does it mean to be a Humanist in Britain today? **Encourage Enquiry** **Understand Diversity**	**Judaism** What does it mean to be Jewish in Britain today? **Encourage Enquiry** **Understand Diversity**
PE	**Gymnastics** **Develop Independence, Develop Resilience, Foster Communication Skills, Encourage Self-Belief, Encourage Self Expression.**	**Dance** **Develop Independence, Develop Resilience, Foster Communication Skills, Encourage Self-Belief, Encourage Self Expression.**

Computing	**Introduction to Python** • To know that there are text-based programming languages such as Logo and Python; Nested loops are loops inside of loops; • To understand the use of random numbers and remix Python code **Develop Independence** **Foster Communication Skills** **Develop Learning Resilience** **Foster Communication Skills**	**Big Data 1** Understand why barcodes and QR codes were created. Create (and scan) their own QR code using a QR code generator website. Take real-time data and enter it effectively into a spreadsheet. Presenting the data collected as an answer to a question. Recognising the value of analysing real-time data. **Develop Independence** **Foster Communication Skills** **Develop Learning Resilience** **Foster Communication Skills**

Science	**Electricity** Pupils should be taught 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 • Use recognised symbols when representing a simple circuit in a diagram. **Encourage Self-Belief** **Encourage Enquiry** **Encourage Self Expression**	**Animals Including Humans** Pupils should be taught to: • Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood • Describe the ways in which nutrients and water are transported within animals, including humans. **Encourage Self-Belief** **Encourage Enquiry** **Encourage Self Expression**

Music	Charanga Creative composition **Encourage Self Expression** **Foster Creativity**	Charanga Musical styles connects us. **Encourage Self Expression** **Foster Creativity**

Languages **(Use classroom instructions in French throughout the year.)**	**French** My French family **Develop Learning Resilience** **Foster Communication Skills** **Understand Diversity**	
PSHE	**Changes in Puberty and Sex Education** The children will learn about: • the changes that happen during puberty • positive, healthy relationships • To how to manage romantic feelings about others, and appropriate or inappropriate ways to express these feelings. • How a baby is made **Encourage Self Expression** **Encourage Self-Belief** **Encourage Enquiry**	**Drug Education** The children will learn about: • the risks and effects of legal and illegal drug use • why people use drugs • managing peer influence • how the media can influence people **Encourage Self Expression** **Encourage Self-Belief** **Encourage Enquiry**

Art and Design	**The World in Watercolour** identify and compare how artists use colour, materials and techniques to represent the natural world. Use wet-on-wet and wet-on-dry techniques to create different effects. Evaluate a final piece, identifying strengths and areas for development. **Encourage Self Expression** **Foster Creativity**	N/A
Design Technology		Food Come Dine With Me Work in groups, research and prepare a 'dish' that will be taste tested and scored. Research journey of main ingredient, from 'farm to fork'. **Encourage Self Expression** **Foster Creativity** **Develop Learning Resilience**
Topic Based Learning (History and Geography)	**A Contrasting Locality (Geography)** North America. To include Weather, Climate zones, Vegetation Belts and Biomes. California **Encourage Enquiry** **Understand Diversity**	**Mountains, Earthquakes and Volcanoes (Geography)** **Encourage Enquiry** **Understand Diversity**

Summer 2027		
	Term 5	**Term 6**
RE	**KINGDOM OF GOD** What kind of king is Jesus? **Encourage Enquiry** **Understand Diversity**	**Universal** What can be done to reduce racism? Can religion help**?** **Encourage Enquiry** **Understand Diversity**
PE	**Striking and fielding games (cricket and rounders)** **Develop Independence, Develop Resilience, Foster Communication Skills, Encourage Self-Belief, Encourage Self Expression.**	**Athletics** **Top Up Swimming** **Develop Independence, Develop Resilience, Foster Communication Skills, Encourage Self-Belief, Encourage Self Expression.**
Computing	**Data Handling – Big Data 2** Recognise that data can become corrupted within a network and that data sent in packets is more robust, as well as identify the need to update devices and software. **Develop Independence** **Foster Communication Skills** **Develop Learning Resilience** **Foster Communication Skills**	**Skills Showcase – Inventing a product** Evaluate code, understanding what it does and adapt existing to code for a specific purpose. Debug programs and make them more efficient using sequence, selection, repetition or variables. **Develop Independence** **Foster Communication Skills** **Develop Learning Resilience** **Foster Creativity**

PSHE	**Developing our AI Literacy** Learn about • AI and how it impacts daily life. • How the rights of children might be impacted by AI. • How AI chatbots are different to humans. • **Foster Communication Skills,** **Encourage Self-Belief,** **Encourage Self Expression.**	**Looking to the Future** Exploring feelings about the move to secondary school, challenges and opportunities. **Foster Communication Skills,** **Encourage Self-Belief,** **Encourage Self Expression.**
Art and Design	Sculpture and 3d –making memories Discuss the work of artists that appreciate different artistic styles. • Create a sculpture to express themselves in a literal or symbolic way. • Reflect verbally or in writing about creative decisions. • Suggest ways to represent memories through imagery, shapes and colours. • Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. • Successfully translate plans to a 3D sculpture. Encourage Self Expression Foster Creativity Develop Learning Resilience	
Design Technology		**Digital World: Navigating the world – LINK TO COMPUTING UNIT – using Tinkercad.** **Structures** Playgrounds Experiment with range of materials and equipment, applying prior knowledge of net and frame structures as well as bracing and cladding. Design and make playground.

Topic Based Learning (History and Geography)	**Battle of Britain (local History unit)** **Encourage Enquiry** **Understand Diversity**	**Sustainable Tourism** Local development issue **Encourage Enquiry** **Understand Diversity**
Science	**Complete unit from Term 4** • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (PHSE link) **Living things and their habitats** • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • Give reasons for classifying plants and animals based on specific characteristics **Encourage Self-Belief** **Encourage Enquiry** **Encourage Self Expression**	
Music	Charanga Improvising with confidence **Encourage Self Expression** **Foster Creativity**	Charanga Farewell tour **Encourage Self Expression** **Foster Creativity**
Languages	**French** In My French House **Develop Learning Resilience** **Foster Communication Skills** **Understand Diversity**	