2026-2027 Year 6 Curriculum Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cultural Capital and Curriculum Enrichment Opportunities Out of class enrichment Visitor	Dagenham Parish Vicar	Ben Kinsella Workshop	Rugby Player Visitor linked to Tag Rugby	Residential	Geography Fieldwork Barclay's Lifeskills Workshops (x2)	Junior Citizens Adventure Island
Texts	Goodnight Mr Tom by Michelle Magorian *(Fiction)* Extracts from various non-fiction texts used for reading skills and explanation writing.	Suffragette, the battle for equality by David Roberts *(Non-Fiction)* **Film:** https://www.literacyshed.com/derby-day.html https://poets.org/poems-womens-suffrage-movement *(Poetry)*	Street Child by Berlie Doherty *(Fiction)* Children in History – Victorians *(Non-Fiction)*	Eye of the Wolf by Daniel Pennac *(Fiction- Fantasy Adventure)*	Funky Chickens by Benjamin Zephaniah Courage in a poem Various authors *(Poetry)*	Holes by Louis Sachar *(Fiction)* https://www.teachingpacks.co.uk/guides/playscripts/ https://www.literacyshedplus.com/en-gb/browse/age-9-11/film-based-writing-units Playscript/**film** *(Fiction)*
Shared Reading	• Skimming and Scanning • Vocabulary – in context, meanings, author's choice • Retrieval • Inference	• Summarising skills • Comparing and contrasting • Asking questions • Provide views and justifications	• Predicting • Effect of language • Distinguish between fact and opinion • Comparing within and across books • Identifying themes	• Evaluate Author's choice of language • Inference • Themes Revision of all skills	• Wide range of poetry • Read and perform poems • Focus on audience	• Read and perform plays Consolidate all key reading skills
English Writing Genre	• Diary writing (Recount) *(Non-Fiction/Fictional)* • Descriptive writing – Setting x2 *(Fiction)* • Explanation writing *(Non-fiction)*	• Newspaper report *(Non-fiction)* • Biography *(Non-fiction)* • Poetry	• Formal balanced argument *(Non-fiction)* • Character description *(Fiction)* • Persuasive writing (Speech) *(Non-Fiction)*	• Narrative writing (Flashback) *(Fiction)* • Non-chronological report *(Non-Fiction)*	• Debate • https://noisyclassroom.com/debate-topics/ *(Non-Fiction)* • Poetry	• Instruction Manuel *(Non-fiction)* • Persuasive writing (leaflet) *(Non-fiction)* • Informal letters/email *(Non-fiction)* • Playscripts/film *(Fiction)*
Curriculum Links	History – World War 2	History – Made in Dagenham/Women's rights	History – Children in Victorian times	Geography – A study of Africa		Computing – creating a webpage/email writing Film

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Mathematics	Place value, addition, subtraction, multiplication, division	Fractions, decimals and percentages, converting units of measure	Statistics, ratio, algebra, area and perimeter,	Shape, position and direction, revision of skills	Consolidation of key skills	Consolidation of key skills
Science	Evolution and Inheritance	Light	Animals including Humans – The Human Circulatory system.		Electricity	Living things and their habitats
History	World War II	Made in Dagenham – The Ford factory and women's rights.	Children in Victorian times	N/A	N/A	N/A
Geography	N/A		N/A	A study of Africa (biomes and the Tropics)		Trade and Economy
Art and Design	<u>Drawing</u> 2D/3D Drawings *(linked to Science)*	N/A	N/A	<u>Collage</u> Political Posters *(linked to Geography)*	<u>Sculpture</u> Chair Sculpture	
Design and Technology		Electrical Systems: Steady Hand Game	Structures: Playground Pioneers			Cooking and Nutrition: Come Dine with me
Music	Week 1 and 2: Cultural music appreciation (class country) Clarinets (CMS)	CMS Clarinet	CMS Clarinet	CMS Clarinet	CMS Clarinet	Music Week: BBC Ten pieces – Contemporary 1920 to present day – Focus the history of music through one genre (blues/jazz). CMS Clarinets: Composing and performing
PSHE	<u>Being Me in My World</u> Identifying goals for the year Global citizenship	<u>Celebrating Difference</u> Perceptions of normality	<u>Dreams and Goals</u> Personal learning goals, in and out of school Success criteria	<u>Healthy Me</u> Taking personal responsibility How substances affect the body	<u>Relationships</u> Mental health	<u>Changing Me</u> Self-image Body image Puberty and feelings

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	Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Identifying mental health worries and sources of support Love and loss:Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Computing	Computing systems and networks: Communication Online safety	Creating media: Web page creation *(linked to Science)*	Programming A: Variables in games	Creating media: 3D modelling - Produce 3D models, examining the differences between working digitally and 2D and 3D graphics *(linked to Science)*	Programming B: Sensing - sequence, repetition, selection and variables using Crumbles or MicroBits	Data and information: Spreadsheets - Organising and formatting data in spreadsheets, formulae and graphs
PE **I = Indoor** **O = Outdoor**	Swimming (I) Tennis (O)	Swimming (I) Netball (O)	Badminton (I) Tag Rugby (O)	Dance (I) Football (O)	Dance & Gymnastics (I) OAA (O)	Gymnastics (I) Athletics (O)
RE **Big question: How important are the similarities and differences between and within religions?**	How do people express their faith through the arts in Christianity?	What do people believe about life after death?	What similarities and differences do religions share?	What happened on the first Easter Sunday? What are the sources of the story?	What qualities are important to present day religious leaders?	How could we design a celebration that involved everyone, whether religious or not?
French	Week 1: French awareness week Following weeks:	Notre Monde (The world around us)	Le passe et le present (Then and now)	Ici et la (Out and about)	Monter un café (Setting up a café)	Quoi de neuf? (What's in the news?)

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	Norte ecole (Our school)					