Year 6 Curriculum Map 2025-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	**Place value** -Numbers to 10 million -Compare and order any numbers -Round any number -Negative numbers **Addition, subtraction, multiplication and division** **-**Add and subtract any integer -Multiply up to a 4-digit number by a 2-digit number - Short division - Long division -Multi-step problems - Factors and Multiples - Primes to 100 - Squares and Cubes - Order of operations (BIDMAS) - Mental calculations and estimation	**Fractions** -Simplify fractions -Fractions on a number line -Compare and order fractions -Add and subtract fractions -Multiply fractions (by integers and by fractions) -Divide fractions by integers -Fractions with four operations -Fraction of an amount (including find the whole **Converting units** -Converting and calculating with metric measures - Imperial measures	**Decimals** -Numbers with three decimal places -Multiply and divide by 10, 100 and 1000 - Multiply and divide decimals by integers -Converting fractions and decimals **Fractions, decimals and percentages** -Finding equivalent and ordering fractions, decimals and percentages -Percentage of an amount -Percentage missing values and problems -Consolidate knowledge and move between fractions, decimals and percentages **Area, perimeter and volume** -Area and perimeter -Area of a triangle -Area of a parallelogram -Volume of a cuboid **Statistics** -Read and interpret line graphs -Draw line graphs and solve problems	**Shape** -Measure angles -Draw angles -Calculate angles: • Straight line • Around a point • Opposite angles -Angles in a triangle -Angles in quadrilaterals -Angles in regular polygons -Draw 2D shapes accurately -Nets of 3D Shapes **Position and direction** -Co-ordinates in all 4 quadrants -Translations -Reflections **Ratio** -Using ratio language -Ratio and fractions -Calculating ratio -Using scale factors -Ratio and proportion problems **Algebra** -Find a rule -Forming expressions and equations -Substitution -Using formulae	**SATs revision**	**Enterprise project** **Problem solving Projects** Following the statutory assessments, we revise key concepts from the year and apply them in new contexts. - This also involves larger 'projects', activities and investigations to challenge children's thinking

			-Parts of circles -Read, interpret and draw pie charts -Understand and use the mean as an average	-Solving one- and two-step equations -Finding pairs of values		
Literacy	1) **Poetry- mythical creatures** **Non-chron report- Ancient Greece**	1) **Narrative- Myth- linked to guided reading text** **Setting description- Storm linked to The Odyssey**	1) **Discussion- Henry VIII: fair ruler or tyrant?** **Explanation- guided reading link- Magical machine**	1) **Narrative- Nowhere Emporium- lost chapte** **Newspaper report- link to an event from Nowhere Emporium**	1) **Instructions – How to Survive at Camp Green Lake- linked to Holes** **Diary – Holes- character from guided reading text**	1) **Narrative- Story opening- 'Abandoned'** 2) **Poetry- The Desert**
Guided Reading	**The Odyssey**		**The Nowhere Emporium**		**Holes**	
History/ Geography	**What did the Greeks ever do for us?**	**Can I carry out an independent fieldwork enquiry?**	**What was life like in Tudor England?**	**What is life like in the Alps?**	**Local History topic- Chessington World of Adventures**	**Would you like to live in the desert?**
Art/ DT	**Art** **Drawing** – Typography and maps (drawing and design)	**DT** **Aspect**: Food **Focus**: Celebrating culture and seasonality	**Art** **Surface and colour – making monotypes or mixed media land and city scapes or fashion design** (hampton court link)	**DT** **Aspect:** Textiles **Focus:** Combining different fabrics shapes or using computer aided design in textiles	**Art** **Working in three dimensions** – Set design (modelling) or Architecture: Dream big or small (sculpture). – haunted house for Chessington	**DT** **Aspect:** Mechanical systems **Focus:** Pulleys and gears **Link:** Leisure and entertainment (fairground)
Science	**Space** Describe the movement of the Earth and other planets, relative to the sun in the solar system. Describe the movement of the moon relative to the	**Living things and Habitats** Describe the differences in life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of	**Properties of materials** Compare and group together everyday materials based on their properties, including hardness, solubility, transparency, conductivity and response to magnets. Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.		**Forces** Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms including levers, pulleys and	**Animals including Humans** Describe the changes as humans develop from birth to old age. **Working scientifically** Make predictions on gestation periods Record data using scatter graphs

	Earth. Describe the Sun, Earth and Moon as approximate spherical bodies. Use Earth rotation to explain day and night due to the apparent movement of the sun across the sky. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.(Forces objective moved to support space subject knowledge) **Working scientifically** Raise questions and suggest reasons for similarities and differences Use measurement to represent planets in a model Record work using scientific diagrams and labels Use a model to discuss, communicate and justify scientific	reproduction in some plants and animals. **Working scientifically** Use oral and written forms to report conclusions Present data in a variety of different ways to help answer my questions Ask relevant questions and find ways to answer them Make accurate and relevant predictions Suggest next steps based on the weakest aspects of the enquiry Record results using a bar chart and explain the results	Use knowledge of solid, liquid and gas to decide how mixtures might be separated including through filtering, sieving and evaporation. Give reasons based on evidence from comparative tests for the particular uses of everyday materials including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials and this kind of change is not usually reversible including changes associated with burning and the action of acid on bicarbonate of soda. **Working scientifically** Evaluate tests Make predictions about which materials are soluble and insoluble Use scientific language and illustrations to discuss, communicate and justify ideas Make careful observations when heating solutions Plan my own test based on how materials react with one another Record results in a table	gears allow a smaller force to have a greater effect **Working scientifically** Observe different forces and measure the force using different equipment Set up tests Interpret and communicate results from data using scientific vocabulary Plan different types of enquiry to answer a question Take measurements using a range of scientific equipment Record results in a table	Make careful observations as we grow older Recording learning using scientific diagrams Interpret findings to help others Evaluate my learning

	ideas using scientific vocabulary Present results in a variety of ways to answer a question Plan own test and control variables					
Computing	**Unit 6.1** Coding (6 lessons) • How can you use Tabs in 2Code Gorilla? • What is a function in coding? Give an example that you have used in 2Code Gorilla. • In 2Code Gorilla, how can a program receive user input?	**Unit 6.2** Online safety (2 lessons) • Why do I need to be aware of the dangers of being online? • What is meant by my digital footprint? • Why is it important to think about how much time use a screen for? **Unit 6.4** Blogging (4 lessons) • What is a blog? • What can a blog be about? • How are the audience involved in a blog? •	**Unit 6.8** Understanding Binary (4 lessons) • How does binary relate to the programs that you use or create? • How does binary relate to computer memory? • How would you write the numbers 0 to 10 in binary?	**Unit 6.5** Text Adventure (5 lessons) • What is a text-based adventure? • Why is it important to plan a text-based adventure?	**Unit 6.6** Networks (3 lessons) • What is the difference between the Internet and the World Wide Web? • What is the difference between a LAN and a WAN? • Who is Tim Berners Lee? **Unit 6.7** Quizzing (6 lessons) • What factors do you need to consider when creating a quiz? • Name three question types in 2Quiz • Apart from the questions, what	Microbits (coming soon)

							else does a quiz need to contain?		
PSHE	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues
RE	**Christianity** – What do Christians believe about creation		**Judaism –** What does it mean to be a part of a synagogue community?	**Islam –** What helps Muslims to live a good life?		**Christianity** – Why is the idea of "rescue" so important to Christians	**Christianity** – How did the church begin and where is it now?		**Thematic unit** - What does it mean to live a good life?
PE	**Fitness** **Dodgeball**		**Dance** **Handball**	**Fitness** **Tag rugby**		**Gymnastics** **Basketball**	**Athletics** **Tennis**		**Badminton** **Cricket**
Music	**Exploring Rhythmic Layers** 1. Exploring time signatures and performing together 2. Performing rhythms expressively 3. Exploring rhythmic texture 4. Creating and notating musical texture			**Music and Words** 1. Developing an understanding of the inter-related dimensions and musical vocabulary 2. Improvising musical patterns 3. Exploring Jazz 4. Composing and notating music inspired by lyrics and poetry			**Song Ingredients – Exploring Melody, Harmony and Lyrics** 1. Exploring melodic layers 2. Exploring scales, intervals and chords 3. Creating and playing harmonic accompaniments (drones, chords and basslines) 4. Combining lyrics, melody and harmony		
French	**Le week-end** • Ask what the time is in French. • Tell the time accurately in French. • Learn how to say what they do at the weekend in French. • Learn to integrate connectives into their work. • Present an account of what they do and at what time at the weekend.			**A l'ecole** • Repeat and recognise the vocabulary for school subjects. • Say what subjects they like and dislike at school. • Say why they like/ dislike certain school subjects. • Tell the time (on the hour) in French. • Say what time they study certain subjects at school.			**Manger et bouger** • Say and write what we eat and drink to stay healthy. • Say and write what we do not eat and drink to stay healthy. • Say and write the activities we do and do not do to stay in shape including a choice of physical activities. • Follow a simple, healthy recipe in French.		
Trips/Visitors			Synagogue PGL	Hampton Court		V&A or Young V&A	Fortyfoot Park		Chessington Guildford Cathedral

		Local area geography enquiry				
Opportunities for outdoor learning and maximising locality	Science - solar system scale demonstration	Residential trip Local area geography enquiry	Exploring the historical grounds at Hampton Court	Outdoor classroom – reader's theatre and PSHE circle time	Outdoor classroom – reader's theatre and PSHE circle time	Year 6 play read-throughs in outdoor classroom
How does the school's theologically rooted Christian vision enable pupil's adults and children to flourish?	Electing house captains	Residential trip – working together, teambuilding, challenging themselves Remembrance Day	RE – respect and tolerance for other cultures and religions PSHE - Valuing diversity; challenging discrimination and stereotypes	Easter celebrations		Fiver challenge – raise money PSHE - Expressing opinions and respecting other points of view, including discussing topical issues