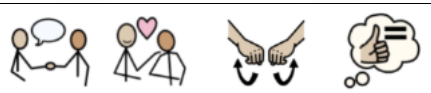
Hanley St Luke's Church of England Academy

Year 6 Curriculum Overview 2026-2027

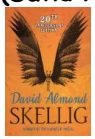
"I have come that they may have life and have it to the full." (John 10:10)

Skills Builder





Be Ready
Be Responsible
Be Safe

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Weeks	**8 weeks**	**7 weeks**	**6 weeks**	**5 weeks**	**6 weeks**	**7 weeks**
Worship						
RE	**Unit 37:** Christians and how to live: what would Jesus do? (Gospel)	**Unit 38:** Why do Christians believe that Jesus was the Messiah? (Incarnation)	**Unit 39:** Why do Hindus want to be good? (Karma, Dharma, Samsara, Moksha)	**Unit 40:** What difference does the resurrection make to Christians? What do Christians believe Jesus did to 'save' people? (Salvation)	**Unit 41:** For Christians, what kind of king is Jesus? (Kingdom of God)	**Unit 42:** How does faith help people when life gets hard? (Thematic) Anti-racist RE focus
Core Books for Writing	**Skellig (David Almond)** 		**Holes (Louis Sachar)** 		**Once (Morris Gleitzman)** 	

Guided Reading texts	**Fiction** – Pig Heart Boy (Malorie Blackman) **Non-Fiction** – Timelines from Black History – Leaders, Legends, Legacies (DK) (Black History Month) **Poetry** - Rondeau - In Flanders Fields (John McCrae) National Poetry Day: The Great Big Clean Up		**Fiction** – Holes (Louis Sachar) **Fiction** - Macbeth **Poetry** - The Highwayman (Alfred Noyes)		**Fiction** – Once (Morris Gleitzman) **Fiction** – The Island (Picture book) Armin Greder **Non-Fiction** – Timeline of Key Events of WW2 **Poetry** - I come from a town (Nick Degg - Local poet)	
SPAG and Non-fiction Text type	Understand and use the active and passive voice. Understand the difference between vocabulary and structures typical of informal speech and writing (Eg: question tags) and formal speech and writing (Eg: subjunctive form). Use the perfect form of verbs to mark relationships of time and cause. Use expanded noun phrases to convey complicated information concisely. Use the semi-colon, colon and dash to separate independent clauses. Use the colon to introduce a list and semi-colons within lists. Use bullet points and accurate punctuation to list information. Identify the subject and object of a sentence. Use hyphens to avoid ambiguity. Use synonyms and antonyms. Use ellipsis correctly.		Understand and use the active and passive voice. Understand the difference between vocabulary and structures typical of informal speech and writing (Eg: question tags) and formal speech and writing (Eg: subjunctive form). Use the perfect form of verbs to mark relationships of time and cause. Use expanded noun phrases to convey complicated information concisely. Use the semi-colon, colon and dash to separate independent clauses. Use the colon to introduce a list and semi-colons within lists. Use bullet points and accurate punctuation to list information. Identify the subject and object of a sentence. Use hyphens to avoid ambiguity. Use synonyms and antonyms. Use ellipsis correctly.		Understand and use the active and passive voice. Understand the difference between vocabulary and structures typical of informal speech and writing (Eg: question tags) and formal speech and writing (Eg: subjunctive form). Use the perfect form of verbs to mark relationships of time and cause. Use expanded noun phrases to convey complicated information concisely. Use the semi-colon, colon and dash to separate independent clauses. Use the colon to introduce a list and semi-colons within lists. Use bullet points and accurate punctuation to list information. Identify the subject and object of a sentence. Use hyphens to avoid ambiguity. Use synonyms and antonyms. Use ellipsis correctly.	
Writing Opportunities	Narrative First person retell of Skellig when Mina and Michael first discover Him in the Garage (Include setting and character description and atmosphere) Newspaper report (Discovery in the Garage) Discursive Writing – Debate (Home schooling) Dialogue between characters (e.g. Michael, Mina, Coot and Leake)		Diary – Stanley's viewpoint Informal letter – Stanley to his Mom Narrative - Writing from a different character's perspective (Holes) and dialogue Non-Chronological Report – yellow spotted lizard		Informal letter with narrative woven throughout – Once Formal letter – Based on WW2 Persuasive Leaflet – Operation Spitfire The Island – First person narrative and dialogue	
Maths & Ready to Progress	**Number - Place Value** **Number – Addition, Subtraction, Multiplication & Division** <u>Ready to progress</u> 6NPV-1 Understand the relationship between	**Number - Fractions A** **Number - Fractions B** **Measurement – Converting Units** <u>Ready to Progress</u>	**Number - Ratio** **Number - Algebra** **Number - Decimals** <u>Ready to Progress</u> 6AS/MD-3 Solve problems involving ratio relationships.	**Number – Fractions, Decimals & Percentage** **Measurement – Area, Perimeter & Volume** **Statistics** <u>Ready to Progress</u>	**Geometry - Shape** **Geometry - Position and Direction** <u>Ready to Progress</u> 6G-1 Draw, compose, and decompose shapes	**Themed projects, consolidation and problem solving** <u>Ready to Progress</u>

	powers of 10 from 1 hundredth to 10 million 6NPV-2 Recognise the place value of each digit in numbers up to 10 million 6NPV-3 Reason about the location of any number up to 10 million 6NPV-4 Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts	6F-1 Recognise when fractions can be simplified 6F-2 Express fractions in a common denomination and use this to compare fractions 6F-3 Compare fractions with different denominators			according to given properties	
Science	**Living Things and Their Habitats** Describe how living things are classified into broad groups based on observable characteristics and similarities/ differences Give reasons for classifying plants and animals Carl Linnaeus Experiment	**Animals Including Humans** Name the main parts of circulatory system in a human Recognise the impact of diet, exercise and drugs on human bodies Describe how nutrients and water are transported in animals William Harvey Heart Experiment	**Evolution and Inheritance** Recognise living things have changed over time Fossils provide information from earth millions of years ago Recognise living things produce offspring of the same kind Identify how animals and plants are adapted to suit their environment Alfred Wallace – make connection to Darwin Investigation: Plant Adaptation Nicky Waller p70	**Electricity** Associate the brightness of a lamp or volume of a buzzer with voltage Compare and give reason for variations in how components function Use recognised symbols when representing a simple circuit Investigation: Creating and Labelling a Simple Circuit Electrician Career	**Light** Light appears to travel in straight lines Explain that objects are seen because they reflect light into the eye Use the idea that light travels in straight lines to explain how shadows are made Light Maze Experiment Thomas Edison	
Enrichment Opportunities		**Henkel Challenger** Glue STEM Workshop			**Operation Spitfire-** Operation Spitfire Hanley Museum Visit- Barclays Bank Money Ready **Forest School**	
Computing	**Computer systems- Communication and Collaboration** **E-Safety (Cyberbullying)** To explain the importance of internet addresses To recognise how data is transferred across the internet	**Creating media- Webpage Creation** **E-Safety (Creating a positive digital footprint)** To review an existing website and consider its structure To plan the features of a web page	**Programming A- Variables in Games** **E-Safety (Online gaming and sharing information)** To define a 'variable' as something that is changeable To explain why a variable is used in a program	**Data and Information- Spreadsheets** To create a data set in a spreadsheet To build a data set in a spreadsheet To explain that formulas can be used to produce calculated data To apply formulas to data	**Creating media – 3D modelling** Why do designers use computer programmes? BirdNet Project	**AI Digital Literacy TST Next Gen Curriculum** AI Digital Literacy BirdNet Curriculum Analyze how AI systems work (e.g., algorithms, large language models) and assess their societal and technological impact. Design and evaluate AI prompts across contexts (e.g.,

	To explain how sharing information online can help people to work together To evaluate different ways of working together online	To consider the ownership and use of images (copyright) To recognise the need to preview pages To outline the need for a navigation path To recognise the implications of linking to content owned by other people	To choose how to improve a game by using variables To design a project that builds on a given example To use my design to create a project To evaluate my project	To create a spreadsheet to plan an event To choose suitable ways to present data		essay writing, revision, presentations), reflecting on effectiveness and limitations. Debate fairness, accountability, and bias in AI decision-making using real-world examples;
History		**Post 1066 Study** **Enquiry Question:** How has crime and punishment changed through time? **Black History Month:** Focus: Harriet Tubman, David Olusoga, Catherine Johnson, Jessey Owens **Commemoration:** Local Cenotaph	**Post 1066 Study** Aspect of British History reflecting changes since 1066: significant turning point in history **Enquiry Question:** Why was the Battle of Britain a significant turning point for the United Kingdom in World War Two?		**Local Relevance** The importance of canals in allowing the industry to grow. **Local History Week** 17th – 21st May 2026	
Geography	**Rivers** **Enquiry Question:** *What are rivers, and how are they formed?* Explore how rivers are formed and how they shape the landscape. Study the River Trent and identify features of the upper, middle and lower course. Carry out river fieldwork to collect, present and analyse geographical data.			**The Economic Activity of the UK** **Enquiry Question:** *What is the economic activity of the UK, and how sustainable is it?* Explore the UK's key geographical features, industries and trade links. Investigate energy, natural resources, automation and waste management. Consider sustainability and how economic activity impacts the environment and society.		**Digimap Localities** **Enquiry Question:** *How can I use advanced map skills to investigate my locality?* Develop advanced map-reading skills using Ordnance Survey maps and Digimap. Use four and six-figure grid references, scale and compass directions. Investigate local human and physical geography through digital mapping and fieldwork.
D & T		**Construction:** Electrifying creations How can we combine electricity		**Textiles:** Trash to treasure How can you transform old materials into something		**Food and nutrition:** Mix it up How can we mix recipes to invent an exciting new food?

		and design to create a spooky, Gothic-themed model?		new and amazing?		
Art	**Monochromatic: What mistakes can artists make when drawing faces?** Pupils will use close observation when drawing. Pupils will select different pencils for different effects. Pupils will use proportion when drawing. Pupils will use shapes to guide their observational drawings.		**Chromatic** **Can art help save the planet?** Consider the sustainability of art and design. Know that art can be inspired by political or charitable causes. Know that art can be created with a purpose to create change. Consider how artists can reduce, reuse or recycle.		**Sculpture: How can food inspire artists?** Pupils will know that artists have been inspired by food over thousands of years and that what artists depict can have different messages.	
Music	**You've Got a Friend** (Charanga - Original Scheme – Year 6 – Unit 4) Help children develop as musicians.		**Music and Me!** (Charanga - Original Scheme – Year 6 – Unit 5) Broaden their appreciation of different musical styles.		**Grand Finale** (Charanga - Creative Music Scheme – Year 6– Unit 6) Sing a repertoire of songs and perform confidently.	
PE	**Indoor:** Circuit Training **Outdoor:** Tag Rugby	**Indoor:** Volleyball **Outdoor:** Football	**Indoor:** Swimming **Outdoor:** Hockey	**Indoor:** Swimming **Outdoor:** Basketball	**Indoor:** **Outdoor:** Athletics	**Indoor:** **Outdoor:** Cricket/Rounders
PSHE	**Me and my Relationships** Mind Up: Getting Focused	**Valuing Difference** Mind Up: OK to be different	**Keeping Safe** Mind Up: Think before you click!	**Rights and Respect** Mind Up: Two sides to every story	**Being my Best** Mind – Up: Earth Day Worship	**Growing and Changing** Mind Up: Water Safety Week Worship
Spanish	**Review (Review of Y3, Y4 & Y5) (3 sessions)** The time (3) My daily routine (1&2) Physical description (4) Personality (1) Christmas vocabulary (1)		**Personality (2)** Clothes and colours (4&1) In the city and directions (5)		**At a café (4) / Occupations/Professions (2)** Occupations/Professions (1) A letter from Spain (3) Reviews (1)	