St. Peter's CE Primary and Nursery School **Year _6_ Curriculum Overview 2025/2026**

<table>
<tr><th>Term</th><th>Autumn</th><th>Spring</th><th>Summer</th></tr>
<tr><td></td><td colspan="3">CLASS STORIES</td></tr>
<tr><td rowspan="8">English</td><td>Autumn 1: Little Badman and the Invasion of the Killer Aunties
Autumn 2: When the Sky Falls</td><td>Spring 1: Fight Back

Spring 2: Holes</td><td>Summer 1: Who Let the Gods Out?

Summer 2: Can You See Me?</td></tr>
<tr><td colspan="3">WRITING</td></tr>
<tr><td>Autumn 1: King Kong

Autumn 2: Windrush</td><td>Spring 1: Selfish Giant

Spring 2: The Day War Came</td><td>Summer 1: Plastic Planet

Summer 2: Sky Chasers</td></tr>
<tr><td colspan="3">POETRY</td></tr>
<tr><td>Autumn 1: A Tiger in the Zoo

Autumn 2: Blitz</td><td>Spring 1: The Sea

Spring 2: Guarding Secrets</td><td>Summer 1: For Forest

Summer 2: Sonnets: The View from a Hot Air Balloon</td></tr>
<tr><td colspan="3">Reading skills and strategies
• Read age-appropriate books with confidence and fluency (including whole novels)
• Read aloud with intonation that shows understanding
• Work out the meaning of words from the context
Comprehension
Recommend books that they have read to their peers, giving reasons for their choices
• Predict what might happen from details stated and implied
• Make inferences about a characters' feelings, thoughts and motives from their actions,
• Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
• Discuss and evaluate how authors use figurative language, and its impact on the reader
• Distinguish between statements of fact and opinion
• Provide reasoned justifications for their views.
• Retrieve information from non-fiction
• Summarise main ideas, identifying key details and using quotations for illustration
• Evaluate how authors use language, including figurative language, considering the impact on the reader
• Make comparisons within and across books
Reading for pleasure
Pupils should be given opportunities to:
· Recommend books they have enjoyed to their peers and younger children.
Continue to learn a wider range of poetry, songs and stories by heart and share with audiences of adults and younger children</td></tr>
<tr><td>Non -Fiction: Information Leaflet – Information/Recount/Explanation: The Place for Me: Stories about the Windrush Generation

Fiction story: Action-packed story ending</td><td>Fiction: Retell 1st/3rd/Character POV: Selfish Giant

Non-Fiction: Letter Writing – The Day War Came</td><td>Non-Fiction: Persuasive Speech: Plastic Planet

Fiction: Adventure Narrative– continuing a chapter matching author's tone: Sky Chasers</td></tr>
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	Non-Fiction Information Leaflet- Information/Recount/Explanation: - use modal verbs or adverbs to indicate degrees of possibility - enhance meaning through selecting appropriate grammar and vocabulary - use brackets, dashes or commas to indicate parenthesis - Adapt formality to suit purpose and audience **Fiction story/ non-chronological report:** - use expanded noun phrases to convey complicated information concisely - use passive verbs - link ideas across paragraphs using a wider range of cohesive devices - integrate dialogue to convey character and advance the action	**Fiction: Retell 1st/3rd/Character POV** -Distinguish between the language of speech and writing -Recognise vocabulary and structures for formal speech and writing, including subjunctive forms - Use passive verbs - Use semi-colons to mark boundaries between independent clauses - Use a wide range of cohesive devices e.g. conjunctions, synonyms, adv - Engage reader through use of detail, description, feelings and opinions **Non-Fiction – Letter Writing** - Use passive verbs - Variety of verb forms used correctly and consistently including the progressive and the present perfect forms - Use a wider range of devices to build cohesion - Use organisational and presentational devices to structure text - Use colons to mark boundaries between independent clauses - Use direct and reported speech to express a range of viewpoints - Use emotive language including use of modals and adverbs for possibility (e.g. surely, every right-thinking person would) - Support points using persuasive examples and provide evidence	**Non-Fiction: Persuasive Speech** - Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun - Use a wider range of devices to build cohesion e.g. conjunctions, synonyms, adverbials, punctuation - Use a colon to introduce a list and use semi-colons within lists - Use hyphens to avoid ambiguity - Provide well-developed factual information for the reader - Include a summarising statement **Fiction: Adventure Narrative– continuing a chapter matching author's tone** - recap using relative clauses using who, which, where, when, whose, that or an omitted relative pronoun - use a wider range of devices to build cohesion - use a colon to introduce a list and use of semi-colons in list - use hyphens to avoid ambiguity **Fiction: Adventure Narrative – writing from two different viewpoints** - GD Use language carefully to influence the reader's opinion of a character, place or situation -Use powerful and varied verbs for action - Use paragraphs to vary pace and emphasis - Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood - Combine action, dialogue and description
Maths	**Place value** **Addition, subtraction, multiplication & division** **Fractions A** **Fractions B** **Measurement: conversion of units**	**Ratio and proportion: solving problems** **Algebra: finding unknowns and variables** **Decimals** **Fractions, decimals & percentages** **Area, perimeter and volume** **Statistics**	**Shape** **Geometry: position and direction** **Themed projects, consolidation & problem solving**

Science	**Living things and habitats (classifying including micro – organisms)** **Evolution and Inheritance** • 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. •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. Electricity, neutrons, protons, electrons, nucleus, atom, electric current, appliances, mains, crocodile clips, wires, bulb, battery cell, battery holder, motor, buzzer, switch, conductor, electrical insulator, conductor. **Working Scientifically** **Living Things and their habitats** - using classification systems and keys to identify some animals and plants in the immediate environment. - research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system. **Evolution and Inheritance** - observing and raising questions about local animals and how they are adapted to their environment - comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels. - analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.	**Light** •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. **Electricity** •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. **Working Scientifically** **Light** - deciding where to place rear-view mirrors on cars - designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. - investigate the relationship between light sources, objects and shadows by using shadow puppets. - extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters *(they do not need to explain why these phenomena occur).* **Electricity** - systematically identifying the effect of changing one component at a time in a circuit - designing and making a set of traffic lights, a burglar alarm or some other useful circuit.	**Animals (including humans circulatory system, functions of heart, blood vessels and blood, health, water transport in animals)** •Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. •Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. •Describe the ways in which nutrients and water are transported within animals, including humans. **Working Scientifically** - exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health. - investigating the impact of exercise on our pulse

History	**WW2** Events beyond 1066 - World War 2 – Linked to a local study. Why did Britain have to go to war in 1939? What was the impact of the Battle of Britain?	**The Maya Civilisation** How does it contrast to British History? How was the Maya civilisation different to Anglo Saxon Britain? How do we find out about the Maya civilisation today?	
Geography	**Our Changing World** Identify and describe physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle**.** Develop an understanding of what climate change is **Location Knowledge** Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime / Meridian and time zones (including day and night). Human and Physical Geography Physical Geography: Biomes and vegetation belts.		**Contrasting UK location – Llandudno and Wem** Study the human and physical geography of a region of the United Kingdom Revise the eight points of a compass, grid references **Geographical skills and fieldwork** Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied Include sketch maps, plans and graphs and digital technologies **Coastal study – Erosion and Defences** Investigate how coastal erosion forms features along our coasts – link to Llandudno. How do coastal defences protect against the effects of erosion? **Place Knowledge** Understand geographical similarities and differences through studying the human and physical geography of Wem and Llandudno.
Art	**Drawing and Mark-making** – To recognise the art of key artists and begin to place them in key movements or historical events. – To depict movement and perspective in drawings. – To develop an awareness of scale and proportion in drawings of landscapes. – Artist Studied: David Shepherd **Colour and Painting** – To analyse artists use of colour, texture, linear work to portray emotion	**Pattern, Printing and Textiles** – To analyse and discuss the works of a printmaker. – To design and create intricate printing patterns, using two/three colour overlays. (*Polystyrene prints)* – Artist Studied: Andy Warhol	**Sculpture and Form** – To explore a range of great artists, architects, and designers in history. – To design and create a clay sculpture, using techniques to create three-dimensional effect. – Artist Studied: Anthony Gormley

	– To produce a mixed-media piece, layering colour to create texture and give reasons for my choice of colour. – Self-portraits look at artists use of colour, texture and movement to portray emotion. – Artists Studied: Edvard Munch, Henry Moore		
D&T	**<u>Textiles</u>** Evaluate, Design and Make hats for a celebrating VE Day (WW2 link) (Strengthen, stiffen and reinforce complex structures, patterns, templates, joining techniques) Communicate ideas through detailed labelled drawings. Develop a design specification. Explore, develop and communicate aspects of design proposals by modelling their ideas in a variety of ways. Plan the order of work, choosing appropriate materials, tools and techniques.		**<u>CAMS and Linkages – Thomas Adams</u>** Principles of CAMS and linkages Design a mechanical toy Develop design and construct a working mechanical toy Evaluate products, identifying strengths and areas for development, and carrying out appropriate tests. Record evaluations using drawings with labels Evaluate against original criteria and suggest ways that the product could be improved. Select appropriate tools, materials, components and techniques. Assemble components make working models. Use tools safely and accurately. Construct products using permanent joining techniques. Make modifications as they go along. Achieve a quality finish.
P.E	**Swimming** - Swim at least 3 different strokes with consistency, control, accuracy and fluency - Swim over 25 metres - Describe good swimming technique - Adapt a warm up for the specific activity **Football** - Advise and help others to improve their techniques in a game - Use the skills of passing marking and receiving successfully in a game **Rugby** Use a variety of defensive/attacking techniques in games Adapt skills to differing situations at all times Use the skills of passing marking and receiving successfully in a game	**Netball** - Use a variety of defensive/attacking techniques in games - Adapt skills to differing situations at all times **Hockey** - Advise and help others to improve their techniques in a game **Gymnastics** - Perform and create movement sequences with some complex skills and displaying accuracy and consistency - Select and use a wide range of compositional skills in complex sequences alone and in groups - Shows an ability to innovate **Basketball** - Adapt skills to differing situations at all times - Use a variety of defensive/attacking techniques in games	**Rounders** - Throw the ball accurately and with speed into a base - Field at distance and be able to pick up a moving ball - Hit the ball most of the time and start to hit into a space **Cricket** - Bowl accurately showing a stepping action - Be able to explain different tactics which can be used by a fielding team **Athletics** - Demonstrate good control, strength, speed and stamina in a variety of athletic events - Understand how to apply athletic skills and tactics to the competitive situation with power and accuracy - Explain how to improve technique in a variety of events - Understand and explain the short and long term effects of exercise, and understand the need for specific warm up and cool down - Throw and jump safely and with understanding **Tennis** - Serve with the correct technique within the rules - Play a range of shots on both sides of the body - Maintain both a competitive and a co-operative rally - Have a sound back swing, contact and follow through
Character Education	**Being Me in My World** - My Year Ahead - Being a Global Citizen	**Dreams and Goals** - Personal Learning Goals - Steps to Success	**Relationships** - What is Mental Health? - My Mental Health

	- The Learning Charter - Our Learning Charter - Owning Our Learning Charter **RSE: Loudmouth** **Celebrating Difference** - Am I Normal? - Understanding Difference - Power Struggles - Why Bully? - Celebrating Difference	- My Dreams for The World - Helping to Make a Difference - Recognising Our Achievements **Healthy Me** - Taking Responsibility - Drugs - Exploitation - Gangs - Emotional and Mental Health - Managing Stress and Pressure	- Love and Loss - Power and Control - Being Online – Real or Fake? Safe or Unsafe? - Using Technology Responsibly **Changing Me** - My Self-image - Puberty - Babies – conception to birth - Boyfriends and Girlfriends - Adolescent Friendships Alternative - Real Self and Ideal Self The Year Ahead
R.E	**Islam** **How do festivals and worship show what matters to a Muslim?** • I know that Muslims have lots of beliefs about God • I know that there are clear links between beliefs about God and ibadah • I know what ibadah involves • I know how Muslim beliefs about God affect worship **What does it mean to be a Muslim in Britain today?** • I know Muslim beliefs about God, the Prophet and the Holy Qur'an I know that Muslim sources of authority give guidance for how to live **Incarnation** **Was Jesus the Messiah?** • I know that Christians believe The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. • I know that Christians believe some texts talk about what this 'messiah' would be like. • I know that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. • I know that Christians see Jesus as their Saviour	**Gospels** **What would Jesus do?** • I know that Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. • I know that Christians believe that Jesus' teachings and example cut across expectations • I know that Christians believe the Sermon on the Mount is an example of Jesus' values favouring serving the weak and vulnerable, not making people comfortable. • I know that Christians believe that Jesus' good news not only transforms lives now, but also points toward a restored, transformed life in the future. (See Salvation and Kingdom of God). • I know that Christians believe that they should bring this good news to life in the world in different ways **Salvation** **What difference does the resurrection make for Christians?** • I know that Christians believe that salvation includes the ongoing restoration of humans' relationship with God. • I know that Christians believe Christians interpret the story of Jesus' death in a variety of ways • I know that Christians remember Jesus' sacrifice through the service of Holy Communion • I know that Christians believe In Jesus' resurrection, thus confirming that Jesus is the incarnate Son of God, and that death is not the end.	**Humanism** **Why do some people believe in God and some people not?** • I know key theological terms • I know that people have different views about God • I know that some people do not believe in God • I know that people's beliefs impact the way they live • I know that people interpret Genesis differently • I know that believing in God can be challenging • I know that there are different views on theism, agnosticism and atheism • I know why I make decisions **Creation/Fall** • I know that there is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. • I know that Christians have differing beliefs based on their interpretation of Genesis • I know that there are many scientists throughout history, and now, who are Christians. • I know that the discoveries of science make Christians wonder even more about the power and majesty of the Creator

		• I know that the belief that death is not the end, gives Christians hope for life with God, starting now and continuing in a new life (Heaven). • I know that Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.	
Music	**Garage Band – Mrs Hawke (SMS)**	**SING UP** - learn how to find rhythm and pulse in a song - learn how to use riffs and use these to make own tunes - learn the structure of songs – verse/chorus/intro -Use instruments to form an ensemble - Compare songs of the same style - Confidently sing the song using the pulse as a guide - Discuss meaning behind songs and their messages	**SING UP** - Listen with some attention to detail and begin to recall sounds with aural memory. - Develop an understanding of the history of music: Historical period to be studied in each year -Appreciate and begin to understand a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. - Listen and appraise using the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure).
Computing	**Information Technology** (Real world application – creating a Web Page) -know the features of a web page - Add features to a web page - learn about navigation paths - Understand the different types of media on websites - learn about the issues around ownership and sharing of images (copyright) -Recognise the need to preview webpages before publication - Evaluate and review my webpage	**Digital Literacy** **Using Technology Safely** - learn about resisting pressure to do something online that might hurt myself or others - Judging whether something online is safe and helpful for me -understanding how to take responsibility with technology use - use technology positively and safely to communicate with my friends and family - take responsibility for my own safety and well-being	
MFL	My family Goldilocks	At the cafe La Clase	Weather and Seasons Date
Trips/visitors	Loudmouth RSE – Sept Mosque visit – Oct Cosford – WWII link - Dec	Chester Zoo – 18/5 - Nutrition	Llandudno Field Trip – June Leavers trip - July
Outdoor Learning	Robinwood – Nov		