



Year 6 Curriculum Map – Spring 1 (2026)

Literacy

Non-fiction explanation unit (2 weeks)

What will we know by the end of the unit

- To be able to extract details of how or why something happens
- To be able to use causal conjunctions in sentences
- To be able to use adverbials to aid cohesion
- To be able to write active and passive sentences
- To be able to create notes by extracting relevant information from different sources
- To be able to write an explanation
- To be able to edit my explanation accordingly

This half term, our literacy learning will be centred around Friend or Foe. What will we know by the end of the unit:



- To be able to draw inferences about characters' feelings and thoughts from their actions, justifying these with evidence.
 - the difference between vocabulary appropriate for informal and formal speech.
 - to write an informal letter
 - to understand what I have read by drawing inferences about characters' feelings and thoughts
 - to participate in collaborative discussions to develop understanding through speculating and exploring ideas.
 - to link ideas across paragraphs using adverbials of time, place and number.
 - to identify the features of persuasive writing.
 - to identify and use persuasive language.

Science – Light

What will we know by the end of the unit

- To recognise that light appears to travel in straight lines.
- To 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.
- To investigate how refraction changes the direction in which light travels.
- To investigate how a prism changes a ray of light to show the spectrum.
- To investigate how light enables us to see colours.
- To explain why shadows have the same shape as the objects that cast them.

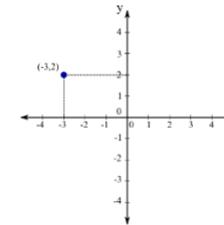


Maths

In maths the children will continue to follow Maths Mastery to develop their mathematical skills.

This term we will be learning:

- **Unit 6: Decimals and measure**
- **Unit 7: Missing angles and length**
- **Unit 8: Coordinates and shape**
- **Unit 9: Statistics**
- **Unit 10: Proportion problems**



We will also investigate, explore our mathematical thinking skills through problem solving tasks. Every day, we will practise fundamental skills like multiplication facts, telling the time using 12 hour and 24-hour notation and strategies relating to all four operations during our Maths Meetings.





RHSE-

(Caring and Responsibility)

CLS – Improving Our own learning & Behaviour

- To be able to identify strengths and areas for improvement
- To be able to set targets/goals and to achieve them in small steps.
- To be able to understand how to make sensible decisions relating to money & savings.
- To be able to learn to develop strategies to support taking on more responsibilities and deal with change.

GOAL SETTING



RE Buddhism (World Faith)

What we will know by the end of the unit:

We will be able to respond in depth to the Big Question:

What does It mean to be a Buddhist? Each week we will explore the following questions:

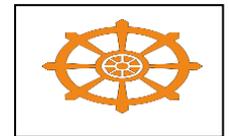
Week 1: *What do you think causes suffering and how do you think we can overcome it?*

Week 2 and 3: *What is the noble eight-fold path and how might this help a Buddhist in their daily life?*

Week 4: *What do Buddhists understand about samsara and nirvana?*

Week 5: *What does it mean to be part of the sangha for a Buddhist?*

Week 6: *What does it mean to be a Buddhist?*



Year 6 Curriculum Map – Spring 1

Art — M C Escher

What will we know by the end of the unit

- > To know that MC Escher was and artist who combined his mathematical knowledge and drawing skills to create tessellation art.
- > To use our pencils in different ways to create different **tones** and **textures**.
- > To create **lighter and darker shades** by using more or less pressure with your pencil.
- > To create different **thickness of line** by using different drawing materials such as felts and pens.
- > To use **sketching skills** to create **light** and **shadow effects** on 3D form

History: World War II

What will we know by the end of the unit:

- > To be able to explain why World War II began and order events from early World War II on a timeline.
- > To be able to write a letter in role as an evacuee from World War II.
- > To be able to describe how people’s diets were different during World War II and answer questions about the implementation of rationing.
- > To be able to find out about women’s wartime jobs and describe what they entailed in detail.
- > To be able to describe what happened during some key events from World War II and order events on a timeline.

Computing- Data Detectives

What will we know by the end of the unit:

- To find information in databases by filtering and sorting.
- To create graphs from data within a database.
 - To be able to find information in linked table databases.
- To be able to find requested information using databases.