

Year 6 Curriculum Map Summer 1 – 2025-2026

Literacy

In preparation for the SATs, pupils will revisit and revise key grammar concepts, including: the use of parentheses, active and passive voice, the subjunctive form, and the accurate use of punctuation in speech.

Alongside this, pupils will read a wide range of texts and continue to develop essential reading skills such as inference, retrieval, summarising, explaining, and predicting.

Spellings will be issued weekly for pupils to practise and learn at home.

Writing

In writing lessons, pupils will continue their study of Skellig and produce a range of text types, including descriptive writing, diary entries, and short narrative pieces.

A strong focus will be placed on applying SPaG knowledge within writing, with pupils expected to:

Use accurate punctuation, grammar, and spelling

Vary sentence structures for effect

Use expanded noun phrases and appropriate vocabulary

Develop cohesion within and between paragraphs

Key writing skills such as planning, drafting, editing, and proofreading will be reinforced to help pupils write with increasing confidence, clarity, and accuracy.

Maths

In preparation for the SATs tests, we will also spend time revising the key concepts taught in the autumn and spring terms such as:

- **Number – Place Value**
We will revisit place value up to 10,000,000, including reading, writing, ordering and comparing numbers, rounding to specified degrees of accuracy, and using negative numbers in context.
- **Number – Four Operations**
Pupils will revise addition, subtraction, multiplication and division, including multi-step problems, long multiplication and long division, and applying efficient mental and written strategies.
- **Fractions, Decimals and Percentages**
We will recap simplifying fractions, comparing and ordering fractions, converting between fractions, decimals and percentages, and solving problems involving all three.
- **Ratio and Proportion**
In this unit, pupils will revise how to use ratio language, solve ratio problems, and calculate scale factors, linking these skills to real-life contexts.
- **Algebra**
We will revisit the use of simple formulae, generating and describing number sequences, and finding missing values using algebraic reasoning.
- **Measures**
Pupils will consolidate their understanding of metric units, converting between units of length, mass, capacity and time, as well as solving problems involving money.
- **Problem Solving and Reasoning**
Throughout all units, pupils will practise solving multi-step problems, explaining their reasoning clearly, and choosing appropriate strategies to solve unfamiliar questions.

<p><u>Science – Evolution and Inheritance (cont’d)</u></p> <p><i><u>What will we know by the end of the unit:</u></i></p> <ul style="list-style-type: none"> • Virtual Workshop: Darwin’s Finches • To understand how human beings have evolved. • To understand how adaptations can result in both advantages and disadvantages and how human intervention affects evolution. 	<p><u>RHSE-</u> <u>Coping with Change</u></p> <p>This unit supports pupils to understand and cope with change. Identifies changes that will take place in children’s bodies during puberty, and explores ways to manage the emotional effects of life changes, including transition to secondary school. It supports pupils in making the right choices and to deal with peer pressure. Pupils also receive support for this from Hackney local authority. Pupils will link Core learning skills to this unit – theme of Thinking Skills – problem solving.</p>	<p><u>Computing-</u></p> <p><i><u>What will we know by the end of the unit:</u></i></p> <p>Understanding how blogs and their features can effectively engage an audience. • Planning the theme, content and structure • • Writing, editing and publishing a blog post B Understanding blog moderation B Reviewing and commenting on blog posts</p> <p><u>Online Safety – Self -image and identity</u></p>
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Year 6 Curriculum Map Summer 1 - 2026

<p><u>D.T - Food: Create a recipe for a smoothie to sell at the Summer Fair</u></p> <p><i><u>What will we know by the end of the unit:</u></i></p> <p>To be able to give examples of food that is grown, reared and caught in the UK and the wider world.</p> <ul style="list-style-type: none"> • To understand about seasonality, how this may affect food availability and plan recipes according to seasonality. • To explain that foods contain different substances, such as protein, that are needed for health and be able to apply these principles when planning and preparing dishes • To plan and prepare healthy smoothie recipes. • To design a nutritional poster to promote the sale of the smoothie. 	<p><u>History— Crime and Punishment</u></p> <p><i><u>What will we know by the end of the unit:</u></i></p> <ul style="list-style-type: none"> • To learn about the legacy of Roman crime and punishment on the current legal system in Britain. • To learn about the Anglo-Saxon legal system and how it is similar and different to both the Roman system and the modern legal system in Britain. • To learn about crime and punishment during the Tudor era. • To learn about the development of crime and punishment during the Victorian period and what happened in Victorian prisons. • To bring together and evaluate knowledge gained of the history of crime and punishment in Britain since the Roman period and compare this with modern-day Britain. • To research the law-and-order system in Britain. 	<p><u>RE-</u></p> <p><i><u>What we will know by the end of the unit:</u></i></p> <p>How has the Christian message survived over 2000 years?</p> <p>Weekly questions:</p> <p>Week 1: How did the Christian message first spread? (Pentecost)</p> <p>Week 2: How did the Early Church protect the Christian message through the Apostle’s Creed?</p> <p>Week 3: Why is Bible translation important in helping the Christian message survive?</p> <p>Week 4: How has the Christian message survived persecution in North Korea?</p> <p>Week 5: How does the church spread its message worldwide?</p> <p>Week 6: How does the local church spread the Christian message today in the UK?</p>
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Year 6 Curriculum Map – Summer 2 (2026)

Literacy

This half term we will be reading Macbeth by William Shakespeare.

By the end of this unit, pupils will be able to:

- Explore and interpret key scenes from Macbeth to understand character, plot and themes
- Work collaboratively to rehearse and perform scenes, taking on roles and responsibilities effectively
- Learn, recall and perform lines with accuracy, confidence and understanding
- Use voice, movement and expression to convey emotion, tension and meaning
- Create and use simple props and staging to support dramatic interpretation
- Evaluate characters' actions and motives, justifying opinions with evidence from the text
- Use advanced punctuation (including colons, semi-colons and dashes) when scripting or writing reflections
- Express ideas clearly and fluently, adapting language for performance and discussion

Maths

In maths the children will continue to follow Maths Mastery to develop their mathematical skills. This term the children will be learning:

- Through reading and interpreting data in tables, and drawing graphs to represent data, pupils compare Cardiff to their hometown. Pupils should draw their own bar or line graphs considering the scale of their axes and the most appropriate way to present the data.
Key questions for depth
Which location is better according to the data? Why?
- Pupils consolidate their understanding of ratio and scale through exploring scales on maps. Using a scaled map of Cardiff, pupils approximate distances between attractions and locations and begin to consider travel durations between these.
Key questions for depth
Why has this scale been chosen for this map? How can you approximate distances that are not a straight line? How can you travel efficiently between locations?
- Pupils consider the relative cost of experiences including offers and discounts. Pupils work within a specified budget to plan an agenda for activities in Cardiff. Restraints are included and additional parameters could be included.
Key questions for depth
What would be the cost of your experience day for an adult? How much more expensive is it?

<p><u>Science – Living Things and Habitats:</u> <u>Characteristics including Micro-organisms</u> <i><u>What will we know by the end of the unit:</u></i></p> <ul style="list-style-type: none"> • To group organisms found in the local habitat. • To give reasons for classifying animals based on specific characteristics. • To 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. • To identify the characteristics of different types of animals. • To identify and describe micro-organisms. • To think about birds and how they build their nests 	<p><u>RHSE-</u> <i><u>What will we know by the end of the unit:</u></i></p> <p><u>Coping with Change</u></p> <p>This unit supports pupils to understand and cope with change.</p> <p>Identifies changes that will take place in children’s bodies during puberty, and explores ways to manage the emotional effects of life changes, including transition to secondary school.</p> <p>It supports pupils in making the right choices and to deal with peer pressure.</p> <p>Pupils also receive support for this from Hackney local authority.</p>	<p><u>Computing- Online Safety</u> <u>Introduction to spreadsheets & 3D modelling</u> <i><u>What will we know by the end of the unit:</u></i></p> <ul style="list-style-type: none"> • Performing calculations • Entering and using formulae <ul style="list-style-type: none"> • Presenting data • Solving real life problems <p>3D Modelling - Exploring computer aided design in 3D using the 2Design and Make tool. • B Working with viewpoints of 3D objects • B Adding and editing points on a model • B Designing for a purpose</p>
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Year 6 Curriculum Map – Summer 2 (Half term) 2025-2026

<p><u>Art: End of Year Performance (tbc)</u> <i><u>What will we know by the end of the unit:</u></i></p> <ul style="list-style-type: none"> • Work collaboratively as part of a team, showing respect, cooperation and shared responsibility • Learn and remember lines confidently for a performance • Create simple props using art materials to support a character or scene • Act out scenes using movement, gesture and facial expressions • Speak clearly and fluently, using expression and emotion to bring characters to life 	<p><u>Geography— Natural Resources</u> <i><u>What will we know by the end of the unit:</u></i></p> <ul style="list-style-type: none"> • To identify some of Britain’s natural resources and explain they are used • To identify some ways in which natural resources are used to produce energy • To identify clean and renewable natural resources used to produce electricity, and to discuss the pros and cons of their use. • To identify parts of the world where wood is produced and consider some of the problems associated with its production. • To know where and how steel is produced. 	<p><u>RE- Rules & Responsibilities</u> <i><u>What will we know by the end of the unit:</u></i></p> <p>Through this unit pupils will consider the implications of rules and responsibilities for belonging to communities and in particular of belonging to a faith community. Children will consider the rules in religions and other sources of authority. This unit contains work on rules, laws and responsibilities in society and in Christianity, Islam and Judaism.</p> <p>Pupils make links to their primary RE learning.</p>
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