



Year 6 Curriculum Map 2025-2026

School Values	Kindness Teamwork	Respect Creativity	Perseverance Responsibility
Curriculum Enrichment	Book Fair Children in Need History Cadbury World Trip SAT meeting & Parent Morning Year 6 Jobs & Responsibilities Shoe box appeal	World Book Day Sports Relief/Comic Relief English/History trip to National Justice Museum	Sports Day Athletics - Saffron Lane Transition Projects & days at Secondary Schools Summer Fair Numeracy Day Leavers Ceremony End of year enrichment trip
English Units	Fantasy Lands Autobiography Other Cultures	Courtroom Drama - The Highwayman Horror and Significant Authors	Murder Mystery Transition units / Visual Literacy (TBC)
Quality Texts	Novel study: Percy Jackson & the Lightning Thief By Rick Riordan Phoenix By SF Said Middle World By J.P Voelkel The Curse of the Maya By Andy Loneragan & Johnny Pearce Classic Texts: Lord of the Rings By JRR Tolkien Gulliver's Travel By J Swift Christmas carol By C Dickens	Novel study: The Graveyard By Neil Gaiman Extracts: Coraline By Neil Gaiman / Goosebumps Claws By RL Stine / Haunting of Aveline Jones By Phil Hickes / Wolves of Willoughby Chase By J Akin Highwaygirl By Valerie Wilding Classic Texts: The Hound and the Baskerville By Sir A Conan Doyle Pinocchio By C Collodi	Novel study: Outlaw By Michael Morpurgo Nine Night Mystery By Sharna Jackson Independent author research/presentations Classic Texts: Street Child By B Doherty
PaG	Using contracted forms in dialogues in narrative Using passive verbs to affect how information is presented Using modal verbs to suggest degrees of possibility Using a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs Inverted commas Commas after fronted adverbials Punctuation for parenthesis (brackets, dashes, commas) Semi-colon to mark boundaries between clauses Colon to mark boundaries between clauses Dash to mark boundaries between clauses <i>Review any previous year's objectives as necessary</i>	Use verb tenses consistently and correctly throughout their writing Commas to clarify meaning or avoid ambiguity Apostrophes for plural possession Semi-colon within lists Colon within lists Semi-colon within lists Hyphen <i>Review last terms objectives as necessary</i> <i>Review any previous year's objectives as necessary</i>	<i>Review all objectives as necessary</i> <i>Review any previous year's objectives as necessary</i>
Spelling	11. Spelling Rules: Words with the short vowel sound /i/ spelled y 12. Spelling Rules: Words with the long vowel sound /i/ spelled with a y.	25. Spelling Rules: Words ending in '-ably.' 26. Spelling Rules: Words ending in '-ible' 27. Spelling Rules: Adding the suffix '-ibly' to create an adverb.	1. Challenge Words 2. Challenge Words 3. Challenge Words 4. Challenge Words

	<p>13. Spelling Rules: Adding the prefix '-over' to verbs.</p> <p>14. Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful.'</p> <p>15. Spelling Rules: Words which can be nouns and verbs.</p> <p>16. Spelling Rules: Words with an /o/ sound spelled 'ou' or 'ow.'</p> <p>17. Spelling Rules: Words with a 'soft c' spelled /ce/.</p> <p>18. Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis - reverse; un - not; over - above/more; im - opposite</p> <p>19. Spelling Rules: Words with the /f/ sound spelled ph.</p> <p>20. Spelling Rules: Words with origins in other countries</p> <p>21. Spelling Rules: Words with unstressed vowel sounds.</p> <p>22. Spelling Rules: Words with endings /shuhl/ after a vowel letter.</p> <p>23. Spelling Rules: Words with endings /shuhl/ after a consonant letter.</p> <p>24. Spelling Rules: Words with the common letter string 'acc' at the beginning of words.</p> <p><i>Review Year 3&4 and 5&6 word lists</i></p>	<p>28. Spelling Rules: Changing '-ent' to '-ence.'</p> <p>29. Spelling Rules: -er, -or, -ar at the end of words.</p> <p>30. Spelling Rules: Adverbs synonymous with determination.</p> <p>31. Spelling Rules: Adjectives to describe settings</p> <p>32. Spelling Rules: Vocabulary to describe feelings.</p> <p>33. Spelling Rules: Adjectives to describe character</p> <p>34. Grammar Vocabulary</p> <p>35. Grammar Vocabulary</p> <p>36. Mathematical Vocabulary</p> <p><i>Review Year 3&4 and 5&6 word lists</i></p>	<p>5. Challenge Words</p> <p>6. Challenge Words</p> <p>7. Challenge Words</p> <p>8. Challenge Words</p> <p>9. Challenge Words</p> <p>10. Challenge Words</p> <p><u><i>Review Year 3&4 and 5&6 word lists</i></u></p>
Maths	<p>Number - Place Value</p> <p>Number - Four operations</p> <p>Number - Fractions A</p> <p>Number - Fractions B</p> <p>Measurement - Converting Units</p>	<p>Number - Ratio</p> <p>Number - Algebra</p> <p>Number - Decimals</p> <p>Number - Percentages</p> <p>Measurement - Perimeter, area and volume</p> <p>Statistics - Graphs</p>	<p>Geometry - Properties of Shape</p> <p>Geometry - Position and Direction</p> <p>Revision Units</p> <p>Problem Solving /Investigations</p>
History	How did Mayan civilisations compare to the Anglo Saxons?	How did crime and punishment change over time?	What does the Census tell us about our local area?
Geography	Would you like to live in the desert?	Why does Population change?	Can I carry out an independent fieldwork enquiry?
Art	2D drawing to 3D making	Activism	Brave Colour
DT	Food - celebrating culture and seasonality	Textiles - combining different fabric shapes	Mechanical systems - pulleys or gears
Science	<p>Living things: Classifying big and small</p> <p>Energy: Light and reflection</p>	<p>Living things: Evolution and Heritage</p> <p>Energy: Circuits, batteries and switches</p>	<p>Animals: Circulation and health</p> <p>EX: Are some sunglasses safer than others?</p>

Music	Composition to represent a theme The Blues	Dynamics, pitch and texture Film Music	Themes & Variations Composing & Performing
PSHCE	Family & Relationships Citizenship/Economic Well being	Health & Well-being	Safety and the Changing Body
RE	Why do Christians believe that Jesus was the Messiah? Why do Hindus want to be good?	Creation and Science, conflicting or complimentary? What did Christians believe Jesus did to 'save' people?	For Christians, what kind of King is Jesus? How can following God bring freedom and justice?
Languages - Spanish	Phonetics 1 - 3 At School Healthy lifestyle	At the weekend Habitats	Vikings Me in the world
Computing	Online Safety Coding Spreadsheets	Network Blogging Text adventures	Quizzing Binary Spreadsheets (Excel)
PE (including Forest School)	Year 6 OAA Year 6 Football Year 6 Tennis Year 6 Netball	Year 6 Dance Unit 1 Year 6 Hockey Year 6 Gym Unit 1 KS2 Fitness Unit 1	Year 6 Athletics Year 6 Rounders Year 6 Gym Unit 2 Year 6 Cricket Forest School