

### Year 6 Medium Term Planning Overview 2025-26 Onwards

Term	Aut 1	Aut 2	Spring 1	Spring 2	Sum 1	Sum 2
<b>Focus Text</b>	Goodnight Mr Tom- Michelle Magorian		The Island - Armin Greder	Holes - Louis Sachar	Macbeth – William Shakespeare <b>Human Achievement: Arts (Play - Macbeth)</b>	
<b>Immersive Environment</b>	Anderson Shelter, Spitfire/Union Jack, WW2 related propaganda		Desolate island	Warden’s Hut, oak trees and a hammock with yellow spotted lizards.	Heath, storm and the witches	
<b>Academic Study: basic skills</b>						
<b>English</b>	<b>Written Outcomes:</b> <b>Recount</b> – Diary (sheltering in the underground during an air raid) <b>published piece</b> Exemplar – <a href="#">Pupil C, Piece A – Standardisation Exercise 1 (2018)</a> <b>Narrative</b> - letters in role as Willie/Zac (formality) Exemplar – <a href="#">Moderated Y6 Writing Portfolios (2019)</a> <b>Report</b> – Informative Article on an Endangered Animal <b>independent write</b> Exemplar – <a href="#">2019 KS2 Standardisation Exercise 1- Pupil B, Piece B</a> <b>Narrative</b> - Additional Scene, Willie’s Recollections of his childhood <b>(IC) (N.B. published outcome an oral performance/reading)</b> . Exemplar – <a href="#">KS2 2019 Standardisation Exercise 1 - Pupil A, Piece C</a>		<b>Written Outcomes:</b> <b>Biography</b> – Nelson Mandela <b>independent write published piece</b> Exemplar – <a href="#">2017 Moderation Training Pack 1 Activity 3, GDS, Piece B</a> <b>Persuasion</b> – Formal Speech to the House of Commons about Apartheid <b>(N.B. published outcome an oral performance/reading)</b> . Exemplar – <a href="#">2019 Standardisation Exercise 1 Child B, Piece C (EXS)</a>	<b>Written Outcomes:</b> <b>Discussion</b> - Balanced Argument: Should Inmates Escape Camp Greenlake? <b>independent write</b> Exemplar – <a href="#">SR Moderation 2022 GDS Example</a> <b>Narrative</b> - Missing Chapter 7½ <b>(IC) published piece</b> Exemplar – <a href="#">2019 Standardisation Exercise 1, Pupil C, Piece A (GDS)</a> <b>Narrative Letters</b> – Formal and Informal Letters <b>independent write</b> Exemplar – <a href="#">2019 Standardisation Exercise 1, Pupil C, Piece B, C (GDS)</a> <b>Report</b> – linked to Macbeth – Incident Report <b>(IC) (N.B. published outcome an oral performance/reading)</b> . Exemplar – <a href="#">Incident report collection (Bruno)</a>	<b>Written Outcomes:</b> <b>Narrative</b> – focussing on character and atmosphere, based on Act 1, Scene 7 <b>(IC) published piece</b> Exemplar – <a href="#">2018 Standardisation Exercise 2 Child B, Piece D (EXS)</a> <b>Recount</b> - Biography & Associated Newspaper Report Exemplar – <a href="#">2019 Standardisation Exercise 1- Child C, Piece D</a> <b>Persuasion</b> – defence statements for Macbeth and/or Lady Macbeth <b>independent write</b> Exemplar – <a href="#">Defence case Statement https://static1.squarespace.com/static/53912fb8e4b0523b71b7b7ba/t/624ed88d4f12c3618349f13f/1649334413663/Defence+Statement+Example+2022+%7C+Defence-Barrister.co.uk.pdf</a>	
<b>Maths</b>	<b>Number</b> - Place Value <b>Number</b> - Four operations <b>Number</b> – Fractions <b>Measures</b> – Converting units		<b>Number</b> - Four operations <b>Ratio &amp; proportion</b> <b>Algebra</b> <b>Number</b> – Decimals	<b>Number</b> - Four operations <b>Number</b> – Fractions, decimals and percentages <b>Measures</b> – Perimeter, area & volume <b>Statistics</b>	<b>Geometry</b> - Angles, reflection, translation <b>Geometry</b> - Properties of shapes; position and - direction  <b>Revision and consolidation</b> - all areas informed by gap analysis	<b>Investigations</b> – preparations for KS3
<b>Wider Academic Study: taught concepts and learning opportunities</b>						
<b>RE</b>	<b>UC2b.1 God:</b> What does it mean if God is holy and loving? <b>WHOLE UNIT</b> <b>Texts:</b> Psalm 103, Isaiah 6:1–5, 1 John 4:7–13 Proverbs 6:16–19 <b>Christianity</b> <b>Vocabulary:</b> perfect, holy, just/justification, omnipotent, omniscient, eternal, holy, loving spirit, wisdom literature, psalm	<b>UC2b.2 Creation/Fall:</b> Creation & Science ( <b>WHOLE UNIT</b> ) <b>Texts:</b> Genesis 1:1–2:3, Psalm 8 <b>Christianity</b> <b>Vocabulary:</b> Theory, belief, faith, evidence privilege, cosmology, evolution, interpretation, complementary	<b>UC2b.8 Kingdom of God</b> What kind of King is Jesus? <b>WHOLE UNIT</b> <b>Texts:</b> Luke 14:12–24, Matthew 18:21-35 <b>Christianity</b> <b>Vocabulary:</b> fairness	<b>UC2b.7 Salvation:</b> What difference does the resurrection make for Christians? <b>WHOLE UNIT</b> <b>Texts:</b> Luke 14:12–24, Matthew 18:21-35 <b>Christianity</b> <b>Vocabulary:</b> Eternity, Heaven, truth, resurrection	<b>NAS6.2:</b> Religion, World Views, Family & Community What contributions do religions make to local life? How can we make our community a place of tolerance and respect? <b>Christianity, Islam, Hinduism, Non-religious worldviews</b> <b>Vocabulary:</b> religious plurality, moral values, harmony, tolerance, respect, inter-faith	<b>NAS6.4:</b> Beliefs in action in the World What was the kinder transport? Who resisted and rescued? How can we be upstanders today? <b>Judaism</b> <b>Vocabulary:</b> persecution, prejudice, Shalom, remembrance, bystander, upstander <b>Major festival: Islam – Hajj</b>
<b>History</b>  Time Period Focus: chronological understanding of key events from the 20 <sup>th</sup> Century		<b>WW2 – Breaking the Enigma Code (1941) – outdoor learning</b> <b>Chronology</b> – Use timelines to synthesise the impact of breaking the enigma code during WW2, and on 21 <sup>st</sup> century Britain. <b>Evidence</b> – Use critical thinking to discuss the reliability of sources by exploring perspectives of people and times from the past and present. <b>Significance</b> - Explain how and why this changed the immediate future and how it impacted on 21 <sup>st</sup> century Britain. <b>Human Achievement: Event (Breaking the Enigma Code)</b> <b>Human Achievement: Person (Alan Turing)</b>	<b>Apartheid (1948 – 1994)</b> <b>Chronology</b> – Use timelines to synthesise the impact of apartheid, and the end of apartheid in the 21 <sup>st</sup> century. <b>Evidence</b> – Use critical thinking to discuss the reliability of sources by exploring perspectives of people and times from the past and present. <b>Significance</b> - Explain how and why this changed the immediate future and how it impacted on 21 <sup>st</sup> century Britain. <b>Human Achievement: Event (End of Apartheid)</b>			<b>Post War Berlin: the Soviet Union and the fall of the Berlin Wall (1989) – outdoor learning</b> <b>Chronology</b> – Use timelines to synthesise the impact of WW2 on post war Berlin, and on 21 <sup>st</sup> century Britain <b>Evidence</b> – Use critical thinking to discuss the reliability of sources by exploring perspectives of people and times from the past and present. <b>Significance</b> - Explain how and why this changed the immediate future and how it impacted on 21 <sup>st</sup> century Britain. <b>Human Achievement: Event (Fall of the Berlin Wall)</b>
<b>Geography</b>	<b>Cartography and Navigation – outdoor learning</b> Construct maps of varying scales, using OS Map conventions to plan an orienteering activity for another UKS2 year group.  Plan and navigate a circular walking route around local secondary schools. Evaluate and critique others’ routes, using set criteria, to decide upon which to walk.		<b>Africa</b> <b>Place:</b> Know and classify the location of Africa’s major countries using the terms: hemisphere, longitude, latitude, time zone. <b>Cartography:</b> know the principles of longitude/latitude and time zones of Africa	<b>Climate Change: Desertification in North America and Beyond</b> <b>Physical:</b> Analyse the worldwide impact of climate change across different biomes and climate zones. <b>Cartography:</b> know the principles of longitude/latitude and time zones of North America <b>Space:</b> Justify how a range of environments could, and should be used in the future, considering sustainability. <b>Human:</b> Explain and debate the benefits and costs of renewable energy sources <b>Place:</b> Know and classify the location of the world’s major countries (North America) using the terms: hemisphere, longitude, latitude, time zone		<b>Post War Globalisation: Fast Fashion</b> <b>Space:</b> Justify how a range of environments could, and should be used in the future, considering sustainability. <b>Human:</b> Know what globalisation is and explain how this can impact on industry and manufacturing <b>Place:</b> Know and classify the location of the world’s major countries (China) using the terms: hemisphere, longitude, latitude, time zone.

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<b>Science</b> (See progression map for numbered objectives)	<b>Living things and their habitats</b> Life - 3 Being Scientific – 4,5	<b>Evolution and inheritance</b> Life – 4,5 Being Scientific – 4,5 <b>Human Achievement: Person (Darwin)</b>	<b>Animals, including humans</b> Life - 1,2 Being Scientific – 3,4 <b>Human Achievement: Person (Edward Jenner)</b>	<b>Light</b> Energy – 3,4 Being Scientific – 1,2	<b>Electricity</b> Energy – 1,2 Being Scientific – 1,2	<b>Matter</b> Matter – 1,2 Being Scientific – 1-4
<b>Music</b>	<b>Focus Music: Vera Lynn, We'll Meet Again</b> <b>Pitch:</b> Know how to represent the pitch of the notes ABCDEFG on a staff. <b>Pitch:</b> Use knowledge of musical notation to interpret simple melodic patterns, chords (or harmonies) on a staff <b>Duration:</b> Know the meaning of legato and recognise this within 'We'll meet Again'. Know that the composer may have used legato to convey elegance, comfort or a sense of romance. <b>Meaning:</b> Talk about the way that peoples' experiences during the war impacted on the way 'We'll Meet Again' was comprehended and valued.	<b>Focus Music: Vera Lynn, We'll Meet Again</b> <b>Composition:</b> Create and compose a piece of music to be played to raise moral in times of war. with deliberate choices relating to pitch, and duration. <b>Performance:</b> Perform and evaluate their own compositions, executing deliberate choices relating to pitch, and duration.	<b>Focus Music: The Royal Drummers of Burundi Cultural Heritage Piece</b> <b>Dynamics:</b> Know the meaning of pianissimo (pp), mezzo piano (mp), mezzo forte (mf) and fortissimo (ff) and how this affects drumming volume. <b>Tempo:</b> Know the meaning of adante, allegro and adagio: know how this affects the way a piece of music is played by experimenting with faster and slower drumming.	<b>Focus Music: The Royal Drummers of Burundi</b> <b>Composition:</b> Create and compose drumming music with deliberate choices tempo and dynamics <b>Performance:</b> Perform and evaluate their own compositions, executing deliberate choices in tempo and dynamics accurately and effectively.	<b>Focus Music: 9 to 5 (Original Broadway Cast Recording)</b> <b>Timbre:</b> Compare the timbre of different instruments within the same instrument family <b>Duration:</b> Know the meaning of staccato and recognise when notes are played this way within 9 to 5. Know that the composer may have used staccato to convey urgency, precision or action <b>Meaning:</b> Talk about the way that peoples' experiences and values affect the way musical theatre is comprehended and valued.	<b>Focus Music: 9 to 5 (Original Broadway Cast Recording)</b> <b>Composition:</b> Create and compose a piece of music in the style of a Broadway performance with deliberate choices to timbre and duration.  <b>Performance:</b> Perform and evaluate their own compositions, executing deliberate choices in timbre and duration accurately and effectively.
<b>Art and Design</b>			<b>Focus Artist/Piece: William Kentridge – Drawing for Other Faces Exhibition – outdoor learning</b>  <b>Outcome:</b> Charcoal Side Portrait <b>Composition</b> (formal elements): <b>Line/tone/texture</b> – use a range of lines from previous years to create tone and visual texture; introduce accent lines <b>Shape and Form</b> - Use directional shading to follow the contours of a shape to create form and realism <b>Y6 Comprehension Skills</b>	<b>Focus Artist/Piece: Hi Il Lee - Sand Dunes Of Beauty – outdoor learning</b>  <b>Outcome:</b> Landscape Photography showing contrast in light and shade <b>Composition</b> (formal elements): <b>Proportion</b> – Create a landscape photography piece which experiments with proportion. For example, size, shape, space. Investigate different types of proportion: standard, out of proportion, altered, hierarchical. <b>Y6 Comprehension Skills</b>	<b>Focus Artist/Piece: William Haskell – New Mexico Modern</b>  <b>Outcome:</b> Desert Landscape <b>Composition</b> (formal elements): <b>Colour</b> – use and justify their use of colour incorporating knowledge of colour theory <b>Pattern</b> – consolidate all prior knowledge of different patterns in the natural environment. Create own abstract pattern to represent a natural landscape using a range of relevant colours. <b>Y6 Comprehension Skills</b>	
<b>DT</b>	<b>Food: Developing Menus</b> <b>User needs:</b> wartime meals <b>Implementation techniques &amp; mechanisms:</b> recipe development – creating a two course menu within ration restrictions <b>Innovation research:</b> wartime recipes <b>Evaluation:</b> non-chronological report, informed by questionnaires and surveys.	<b>Structures: Gears – plane propellers</b> <b>User needs:</b> wartime technology <b>Implementation techniques &amp; mechanisms:</b> gears, propellers <b>Innovation research:</b> gear mechanisms <b>Evaluation:</b> non-chronological report, informed by questionnaires and surveys.				<b>Textiles: Eco-Friendly Fashion (Upcycling)</b> <b>User needs:</b> modern eco-friendly fashion <b>Implementation techniques &amp; mechanisms:</b> Using a sewing machine, upcycle a piece of clothing by choosing appropriate stitches and techniques to transform, hem, and embellish. <b>Innovation research:</b> clothing styles and designs, classic pieces to upcycle, sizing, market research <b>Evaluation:</b> non-chronological report, informed by questionnaires and surveys
<b>PE</b>	<b>Handball</b> <b>Resilience</b> <b>Fitness</b> <b>Competition</b> <b>Skill-</b> shoulder/ bounce pass; shooting while moving ; passing while moving; attacking & defending	<b>Sportshall Athletics</b> <b>Resilience</b> <b>Fitness</b> <b>Competition</b> <b>Skill-</b> chest-push, javelin throw from run-up; hurdles, long-jump from run-up; triple jump from run-up; relays- jogging forward on receiving baton	<b>Gymnastics</b> <b>Resilience</b> <b>Fitness</b> <b>Skill-</b> tuck, pike, straddle, stretch, star, dish, arch, front/back/ shoulder support; counter balances; jumps (stretch, star, tuck, pike, straddle); balances on equipment	<b>Basketball</b> <b>Resilience</b> <b>Fitness</b> <b>Competition</b> <b>Skill-</b> Passes – chest, shoulder, 1 handed bounce pass, over head, 2 handed bounce pass, 1 handed push pass and baseball pass. Receiving ball with one hand, transitioning into dribble. Shooting on the move. Lay up shot	<b>Tennis</b> <b>Resilience</b> <b>Fitness</b> <b>Competition</b> <b>Skill-</b> reaction, forehand/ backhand; over-arm serve, volley, smash; hitting diagonally across the court	<b>Cricket</b> <b>Resilience</b> <b>Fitness</b> <b>Competition</b> <b>Skill-</b> bowling over-arm; understanding effect of hand positioning on bat; bowling from a run up  <b>Dance</b> <b>Resilience</b> <b>Fitness</b> <b>Competition</b> <b>Skill-</b> 16 bars incorporating Rec – Y6 knowledge. Choreographed independently – groups/individual
<b>Computing</b>	<b>Safety:</b> Project Evolve – Y6 Online Relationships  <b>Coding:</b> 2 Code (6.1) Binary (6.8)	<b>Safety:</b> Project Evolve – Y6 Privacy and Security	<b>Safety:</b> Project Evolve – Y6 Managing Online Information  <b>Creation:</b> Text Adventures (6.5) Networks (6.6)	<b>Safety:</b> Project Evolve – Y6 Copyright and Ownership	<b>Safety:</b> Project Evolve – Y6 Online Reputation  <b>Creation:</b> Blogging (6.4) Quizzing (6.7)	<b>Safety:</b> Project Evolve – Y6 Online Bullying
<b>Languages</b>	<b>Y6- Weather, places in Spain</b> <b>Outcome:</b> Spanish Tourist Information leaflet		<b>Y6- Spanish festivals, holiday destinations in Spanish-speaking countries</b> <b>Outcome:</b> Extended project: Spanish holiday brochure			

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<b>RSE</b> NB: 'Safety' also covered half-termly through 'Project Evolve Online Safety Unit'	<p><b>Consent – UKS2 1</b>                      Rose Blanche – Ian McEwan</p>  <p><b>Equality – UKS2 1,2</b>                      Why War is Never a Good Idea – Alice Walker</p>  <p><b>Identity – UKS2 1-3</b>                      The British National Anthem  <a href="http://www.youtube.com/watch?v=97iTheZ2IEE">http://www.youtube.com/watch?v=97iTheZ2IEE</a></p>	<p><b>Consent – UKS2 2</b>                      Article 8 -We are all born free - UDHR</p>  <p><b>Safety – UKS2 1-3</b>                      Erika's Story – Ruth Vander Zee</p>  <p><b>Mental Health – UKS2 1,2</b>                      The Wolves in the Walls – Neil Gaiman</p> 	<p><b>Consent – UKS2 2,3</b>                      Justin Bieber Charged over Graffiti in Brazil – BBC Newsround  <a href="https://www.bbc.co.uk/newsround/24847325">https://www.bbc.co.uk/newsround/24847325</a></p> <p><b>Equality – UKS2 2-4</b>                      The Island – Armin Greder</p>  <p><b>Physical Health – UKS2 1-3</b>                      Serena Williams – Hometalk 39</p> 	<p><b>Consent – UKS2 1,2,4</b>                      Free Hugs Campaign:  <a href="https://www.freehugscampaign.org/">https://www.freehugscampaign.org/</a></p> <p><b>Relationships &amp; Friendships – UKS2 1, 3,4</b>                      Gone too Far – short film clip  <a href="https://www.childnet.com/resources/psh/e-toolkit/crossing-the-line/cyberbullying/gone-too-far/">https://www.childnet.com/resources/psh/e-toolkit/crossing-the-line/cyberbullying/gone-too-far/</a></p> <p><b>Physical Health – UKS2 1-3</b>                      Quote: 'Mens sana in corpore sano' (A healthy mind in a healthy body)</p> <p><b>Equality – UKS2 1-4</b>                      Last Stop on Market Street - Matt de la Pena</p> 	<p><b>Consent – UKS2 2,3</b>                      Apple Martin: Teen tells off her mum, Gwyneth Paltrow, for sharing photo without permission – BBC Newsround  <a href="https://www.bbc.co.uk/newsround/47718465">https://www.bbc.co.uk/newsround/47718465</a></p> <p><b>Safety – UKS2 2,4</b>                      Website: CBBC Schools 'too safe' say teachers  <a href="http://news.bbc.co.uk/cbbcnews/hi/newsid_8100000/newsid_8108500/8108584.stm">http://news.bbc.co.uk/cbbcnews/hi/newsid_8100000/newsid_8108500/8108584.stm</a></p> <p><b>Identity – UKS2 4,5</b>                      Almost half of young girls regularly use filters to make themselves look better - BBC Newsround  <a href="https://www.bbc.co.uk/newsround/53933501">https://www.bbc.co.uk/newsround/53933501</a></p>	<p><b>Consent – UKS2 2</b>                      'A person consents if they agree by choice, and have the freedom and capacity to make that choice.' – Consent Definition by Law</p> <p><b>Mental Health - UKS2 1-3</b>                      The Red Tree – Shaun Tan</p>  <p><b>Relationships &amp; Friendships – UKS2 1,2,5,6</b> (Including sex education - physical and emotional changes that occur during puberty)                      Abstract Art Friendship – HomeTalk 18</p> 
<b>Cultural Capital and Entitlement Outcomes</b>						
<b>Entitlement Activity</b>	Visit Church Pantomime Cook a meal from scratch Plan and navigate a short journey		Visit Church Visit a sporting venue		Visit Church Perform in front of an audience – Leavers Service/End of Year Production Learn to sew	
<b>Knowledge of Human Achievement</b>	<b>Event</b> (Breaking the Enigma Code) <b>Person</b> (Alan Turing)		<b>Person</b> (Edward Jenner) <b>Event</b> (End of Apartheid, 1994)		<b>Arts</b> (Shakespeare – Macbeth) <b>Major festival:</b> Islam – Hajj <b>Event</b> (Fall of the Berlin Wall)	
<b>Fieldwork – so that pupils develop disciplinary subject knowledge</b>	<b>Circular route around Sutton</b> – development of disciplinary knowledge in Geography	<b>Bletchley Park</b> – development of disciplinary knowledge in History		<b>Trent Bridge Classroom</b> – development of disciplinary knowledge in PE and the Entitlement curriculum <a href="http://www.nottscricket.com/page/schools/classroom/the-trent-bridge-classroom-4730/#:~:text=The%20Trent%20Bridge%20Classroom%20provides,have%20a%20fun%20cricketing%20theme">http://www.nottscricket.com/page/schools/classroom/the-trent-bridge-classroom-4730/#:~:text=The%20Trent%20Bridge%20Classroom%20provides,have%20a%20fun%20cricketing%20theme</a>		<b>Theatre trip</b> – development of knowledge in the musical theatre  <b>Charity Shop Visit</b> – development of disciplinary knowledge in DT