



Year 6 Autumn Termly Curriculum Overview
2025-26

| | Week 1 1.9.25 | Week 2 8.9.25 | Week 3 15.9.25 | Week 4 22.9.25 | Week 5 29.9.25 | Week 6 6.10.25 | Week 7 13.10.25 | Week 8 20.10.25 | | Week 9 3.11.25 | Week 10 10.11.25 | Week 11 17.11.25 | Week 12 24.11.25 | Week 13 1.12.25 | Week 14 8.12.25 | Week 15 15.12.25 |
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| PSHE | SCARF: Me and My Relationships <i>Working Together</i> <i>Let's negotiate</i> <i>Solve the friendship problem</i> <i>Dan's day</i> <i>Behave yourself</i> <i>Assertiveness skills</i> <i>Don't force me</i> <i>Acting appropriately</i> | | | | | | | | SCARF: Valuing Differences <i>OK to be different</i> <i>We have more in common than not</i> <i>Respecting differences</i> <i>Tolerance and respect for others</i> <i>Advertising friendships!</i> <i>Boys will be boys? - challenging gender stereotypes</i> | | | | | | | |
| | English | <i>Shackleton – Diary Entry</i> | | | | <i>Shackleton – Narrative (description)</i> | | | | Dulce et Decorum est - Poetry | | | | War Game – Narrative (character) | | |
| Phonics/ Spelling | <u>Superhero Spelling Yearly Overview</u> | | | | | | | | <u>Superhero Spelling Yearly Overview</u> | | | | | | | |
| Maths | Place Value | | Addition, Subtraction, Multiplication & Division | | | Fractions | | | Fractions | | | | Assessment Week | | Measurement: Converting Units | |
| Science | Animals, Including Humans <i>How does the circulatory system work?</i> | | | | | | | | Electricity <i>What are the components of a circuit and how do they function?</i> | | | | | | | |
| Religious Education | Christianity – How is God three, and yet one? | | | | | | | | Christianity - For Christians, what difference does it make to belong to God's Kingdom? | | | | | | | |
| Computing | How are variables used in online games? | | | | | | | | How does the transfer of data allow us to communicate and collaborate online? | | | | | | | |
| Geography | | | | | | | | | Trade <i>Do trade links have a positive impact on everyone?</i> | | | | | | | |
| History | Impacts Who were the Suffragettes? <i>What impact did they have?</i> | | | | | | | | | | | | | | | |
| Art | Katsushika Hokusai <i>How can artists use print making to tell stories about the world around them?</i> | | | | | | | | | | | | | | | |



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| DT | | | Food - Scones |
| MFL | Spanish <i>Phonics 4</i> <i>¿Qué tiempo hace? The Weather</i> | | Spanish Mi Casa <i>My House</i> |
| Music | Developing Melodic Phrases <i>How Does Music Bring Us Together?</i> | | Understanding Structure & Form <i>How Does Music Connect Us with Our Past?</i> |
| Indoor PE | Volleyball | | Dance |
| Outdoor PE | Tag Rugby | | Hockey |
| Trips/ Visitors | <i>Residential</i> | | <i>Macbeth Workshop</i> |