

RE

**Galilee to Jerusalem
Desert to Garden
Collective worship**



P.E

Rugby, Fitness, Dance

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
- perform dances using a range of movement patterns.



ART/DT

Spring 1: Art-Painting & mixed media: Artist study
How to use sketchbooks to research and present information. How to develop ideas into a plan for a final piece. How to make a personal response to the artwork of another artist. How to use different methods to analyse artwork such as drama, discussion and questioning.

Spring 2: DT Structures: Playgrounds
To know that structures can be strengthened by manipulating materials and shapes.
To understand what a 'footprint plan' is.
To understand that in the real world, design can impact users in positive and negative ways.
To know that a prototype is a cheap model to test a design idea.

English

Power of reading: Shackleton's Journey and Song from somewhere Else

- Newspaper Report
- Descriptive setting including
- Formal letter
- Diary entry (descriptive)
- Poetry
- Writing in role
- Character description
- Extended narrative – portal story
- Spellings
- GAPS tests (and GAPS focus within writing)
- Daily guided reading sessions – Rigby Star, VIPERS, Bug Club, CGP



Maths

Number: Decimals

- Identify the value of each digit in numbers given to 3 dp and multiply numbers by 10, 100 and 1,000 giving answers up to 3 dp.
- Multiply one-digit numbers with up to 2 decimal places by whole numbers.
- Use written division methods in cases where the answer has up to 2 decimal places.
- Solve problems which require answers to be rounded to specified degrees of accuracy.

Number: Percentages

- Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.
- Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.

Number: Algebra

- Use simple formulae.
- Generate and describe linear number sequences.
- Express missing number problems algebraically.
- Find pairs of numbers that satisfy an equation with two unknowns.
- Enumerate possibilities of combinations of two variables.

Measurement: Converting Units

- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to 3 dp.
- Convert between miles and kilometres.

Measurement: Perimeter, Area and Volume

- Recognise that shapes with the same areas can have different perimeters and vice versa.
- Recognise when it is possible to use formulae for area and volume of shapes.
- Calculate the area of parallelograms and triangles.
- Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm³, m³ and extending to other units (mm³, km³).

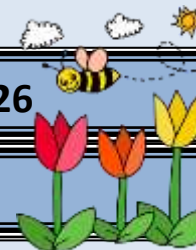
Number: Ratio

- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.
- Solve problems involving similar shapes where the scale factor is known or can be found.
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.



Year 6 Curriculum Map – Spring Term 2026

Mrs Piletto and Mrs Lapinska



Science Spring 1: Light

- recognise that light appears to travel in straight lines
- 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
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Spring 2: The circulatory system Diet, drugs and lifestyle

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Describe the ways in which nutrients and water are transported within animals, including humans.



Computing



Spring 1: Data Detectives, Coding

Spring 2: Introduction to Python

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Music



Spring 1: A New Year Carol

Spring 2: You've Got a Friend

- Appreciate and understand a wide range of high-quality live and recorded music drawn
- from different traditions and from great composers and musicians
- Listen with attention to detail and recall sounds with increasing aural memory
- Play and perform in solo and ensemble contexts, using their voices and playing musical
- instruments with increasing accuracy, fluency, control and expression

Geography

Spring 1: Where does our energy come from?

Spring 2: What was the impact of WW2 on the people of Britain?



Computing

Spring 1: Data Detectives

- 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.

Spring 1: Coding

Spring 2: Introduction to Python

- To understand that Python is a text-based coding language and enter simple commands.
- To use Python to perform mathematical calculations.
- To be able to use repetition and Python library functions.
- To understand how Python in Pieces can be used to program a graphical user interface.

ART/DT

Spring 1: Art Painting & mixed media: Artist study

Understand a narrative and use descriptive language to tell a story.

Suggest ideas for the meaning behind a picture.

Identify different features within a painting and use the formal elements to describe it.

Be creative and imaginative in finding their own meaning in a painting.

Use their own art or personal experiences to justify their ideas.

Read a picture well and see beyond the first glance, analysing and evaluating it successfully.

Reflect on personal experiences to convey through their own piece of abstract art.

Contribute to discussions to either the class, group or talk partner.

Understand and choose a meaningful message to convey through imagery, creating some different composition ideas. Select an appropriate artist.

Collect a range of information that is presented in an interesting and pleasing way in sketchbooks.

Generate an idea for a final piece, demonstrating some inspiration from their chosen artist.

Produce a final piece of work, selecting appropriate tools and materials to create an intended effect.

Experiment and revisit ideas, drawing on creative experiences. Work in a sustained way to complete a piece, making evaluations at each stage.

Spring 2: DT Structures: Playgrounds

Create five apparatus designs, applying the design criteria to their work.

Make suitable changes to their work after peer evaluation.

Make roughly three different structures from their plans using the materials available.

Complete their structures, improving the quality of their rough versions and applying some cladding to a few areas.

Secure their apparatus to a base.

Make a range of landscape features using a variety of materials which will enhance their apparatus.

PE – Get Set 4 PE

Dance

- To copy and repeat a set dance phrase showing confidence in movements.
- To work collaboratively with a partner to explore and develop the dance idea.
- To use changes in level and speed when choreographing.
- To copy and create actions using a prop as a dance stimulus.
- To use choreographing devices to improve how the performance looks.
- To select actions and dynamics to convey different characters.
- To choreograph a dance that shows contrasting characters.
- To communicate a story through dance.

PE – Get Set 4 PE

Rugby

- To develop attacking principles, understanding when to run and when to pass.
- To develop throwing and catching with control.
- To be able to use the 'forward pass' and 'offside' rules.
- To be able to play games using tagging rules.
- To develop dodging skills to lose a defender.
- To develop drawing defence and understanding when to pass.
- To be able to work as a defending unit to prevent attackers from scoring.
- To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.

Fitness

- To develop an awareness of what your body is capable of.
- To test and record baseline fitness scores.
- To develop sprinting technique and speed.
- To develop strength using my own body weight.
- To develop coordination through skipping.
- To perform actions that develop agility.
- To complete actions to develop stamina.
- To develop control whilst balancing.
- To re-test fitness and identify areas of improvement.

Music

Spring 1: A New Year Carol

- Listen, appraise and sing A New Year Carol.
- Listen/appraise and learn to sing A New Year Carol - Urban Gospel version.
- Listen/appraise I Mun be Married on Sunday and sing A New Year Carol.
- Listen/appraise and compare I Mun be Married on Sunday Britten version and Bhangra version and sing A New Year Carol.
- Listen/appraise Fishing Song and sing A New Year Carol – Urban Gospel version.
- Listen/appraise and compare Fishing Song Britten version and South African version and end-of-unit performance of A New Year Carol.

Spring 2: You've Got a Friend

- Listen, appraise and sing You've Got a Friend.
- Listen/appraise The Loco-Motion and sing and play instrumental parts within the song You've Got a Friend.
- Listen/appraise One Fine Day and sing You've Got a Friend and improvise using voices and/or instruments within the song.
- Listen/appraise Up on the Roof and sing, perform and play instrumental compositions within You've got a Friend.
- Listen/appraise Will You Still Love Me Tomorrow and perform You've Got a Friend including some instrumental and or improvisation and compositions within the song.
- Listen/appraise A Natural Woman and end-of-unit performance of You've Got a Friend.

Geography

Spring 1: Where does our energy come from?

Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.

Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.

Combine materials and techniques appropriate to fit with ideas.

Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.

Spring 2: What was the impact of WW2 on the people of Britain?

Identify the causes of World War 2.

Identify the different phases in the Battle of Britain.

Make deductions about the Blitz from photographs.

Describe how children may have felt when evacuated.

Evaluate the accuracy, reliability and usefulness of sources.

Describe the impact WW2 had on women's and African-Caribbean migrant lives.

Year 6 Curriculum Map

Spring Term 2026 – Learning Intentions

Science

Spring 1: Light

- To use scientific language and diagrams to describe how we see objects.
- TBAT recognise that light travels in straight lines.
- TBAT explain how light can form shadows.
- TBAT investigate how a prism changes a ray of light to show the spectrum.

Light Pollution

- To understand light pollution and how we can reduce it to help the environment.

Spring 2: Circulatory system

- To identify the main types of blood vessels and describe their functions in the circulatory system.
- To identify and describe the main components of blood.
- To identify ways to detect a heartbeat and understand how to measure a pulse.
- To label the four chambers of the heart and explain how blood flows through the heart.
- To understand and explain the pathway of oxygenated and deoxygenated blood in the circulatory system.

Diet, drugs and lifestyle

- To classify foods into types of fats and plan a balanced diet that supports heart and body health.
- To classify drugs as painkillers or stimulants and explain their effects on the body.