Year 6 Ashfield Junior School Curriculum Overview 2025 – 2026

Autumn 2025	Spring 2026	Summer 2026
Throughout the year, the children will continue to learn to use the skills of retrieval, inference, predicting, comparing and summarising; they will learn to discuss the author's intent and will respond to texts with their own ideas and feelings.		
CUSP Reading • **Rooftoppers** 2 Blocks • **Rooftoppers & the listeners** 1 Block • **Pig heart boy 2** Blocks • **How to live forever** 1 Block	• **Skellig** 2 Blocks • **Skellig & A Carol from Flanders** 1 Block • **All aboard the Windrush Empire 2** Blocks • **The Island** 1 Block	• **Dare to be you** 3 Blocks • **Oliver Twist** 3 Blocks
CUSP Writing Strong Start Sentence Composition • Autobiography – create your future self • Discursive writing & speeches – local issue/smart phone use in school • Poems that create images – firework poetry • First person stories with a moral – based on the boy who cried wolf & alternative settings/characters • News reports – Christmas related theme	• Extended third person narrative – adventure story • Explanatory texts – Alchemist's Letter • Diary entry – based on Skellig • Fantasy adventure – the chase/computer game /SATs preparation	• News report • SATS preparation • Discursive writing & speeches – plastic use & pollution • First person story with a moral – topical themes • Poems that create images & explore vocabulary & contrast
Maths: White Rose **Number: Place Value** • Read, write, order and compare numbers up to 10,000,000 • Round any integer • Use negative numbers in context **The four operations** • Use formal written methods for addition & subtraction up to 6 digits • Work out factors, multiples, primes, square and cubed numbers • Short & long multiplication written methods • Short & long division written methods **Fractions** • Equivalent fractions, simplifying comparing & ordering fractions • Adding & subtracting simple & proper fractions and mixed numbers • Use these to solve multi-step problems **Fractions continued** • Multiply fractions by integers and fractions by fractions • Divide fractions by integers	**Ratio** • Calculate ratio using the ratio symbol • Link ratio to fractions • Understand & create scale drawings • Solve ratio & proportion problems • Calculate ratio using recipes **Decimals** • Understand decimal place value within 1 • Round decimals • Add & subtract decimals • Multiply & divide decimals by 10, 100 & 1000 • Multiply & divide decimals by integers **Fractions, decimals & percentages** • Equivalence between these • Ordering fractions, decimals & percentages	**Geometry: shape** • Measure, classify and calculate angles • Vertically opposite angles • Angles in a triangle, quadrilateral and then other polygons • Angles in a circle • Drawing shapes and 3D nets **Geometry: position and direction** • Read and plot co-ordinates in four quadrants and solve related problems • Translation of shapes • Reflection of shapes **Algebra** • 1 and 2 step function machines • Expressions, substitutions and formulae • 1 and 2 step equations • Pairs of values **Consolidation and problem solving** • Working on mini projects to revisit a range of mathematical skills in real life contexts

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• Fractions of amounts including finding the whole **Converting units** • Convert units of length, mass and capacity • Use these to solve problems with	• Percentages of amounts 1 and 2 step calculations • Percentages – missing values **Measurements** • Find area by counting squares • Area of triangles and parallelograms • Find volume by counting cubes & using a formula • Calculate area, perimeter & volume and solve problems using these **Statistics** **Read, interpret and present data:** • Line graphs including dual • Pie charts • Calculating the mean	
Science: **Electricity**: • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, and the on/off position of switches. • Use recognised symbols when representing a simple circuit in a diagram. **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.	**Evolution & Inheritance** • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways, and that adaptation may lead to evolution.	**Living things & habitats** • 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. • Give reasons for classifying plants and animals based on specific characteristics. **Animals, Including Humans** • 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 how nutrients and water are transported within animals, including humans.
Art and Design/ Design and Technology: Kapow **Art: Drawing** • Make my voice heard **DT: Cooking & nutrition** • Come dine with me	**Art: Painting & Mixed Media** • Artist study **DT: Electrical systems** • Steady hand game	**A: Sculpture & 3D** • Making memories **DT: Digital World** • Navigating the world

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<table>
<tr>
<td><u>Computing: Teach Computing & Project Evolve</u>

<u>Project Evolve</u>:
Self-Image and Identity
Logging on

<u>Project Evolve</u>:
Online Bullying

<u>Computing Systems and Networks</u>
• Digital Devices
• Inputs, processes, and outputs
• network's infrastructure</td>
<td><u>Project Evolve:</u>
Privacy and Security

<u>Programming</u>
• Introduction to Scratch
• Programming Sprites
• Sequences
• Ordering Commands

<u>Project Evolve:</u>
Well Being and LifeStyle

<u>Data and Information</u>
• Branching Database
• Yes/No questions
• Sort groups of objects</td>
<td><u>Creating Media</u>
• 'text' and 'images'
• font size, colour and type
• page layouts

<u>Programming</u>
• Moving a Sprite
• Adding Features
• Debugging Movement</td>
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<tr>
<td><u>History: KeyStage History</u>

<u>Geography: David Weatherly</u>

<u>AUTUMN 1</u>

Why was winning the Battle of Britain in 1940 so important?

• Identify and explain factors leading up to WWII.
• Examine sources to gain knowledge and insight into events of May 1940.
• Understand why securing air superiority was so critical for any invasion plan to succeed.
• Reach a judgment about the relative importance of the different factors that contributed to the UK winning the Battle of Britain.

<u>AUTUMN 2</u>

G: Why are mountains so important?
• To understand key concepts of physical geography such as plate tectonics and the formation of different rock types, as well as erosion.
• To understand the interaction of people with mountains at a range of scales and locations</td>
<td><u>SPRING 1</u>

Why did the Ancient Maya change their way of life?

• Investigate the location, beliefs, achievements and lifestyle of the ancient Maya.
• Use a range of evidence to hypothesise, evaluate and then reach an informed judgement about how and why the Mayans had to change their way of life.

<u>SPRING 2</u>

G: Why does Sylvia have the largest collection of plastic ducks?
• To understand what an Oceanographer does and explain the difference between sea and ocean
• To evaluate the advantages and disadvantages of plastic and identify and evaluate the potential benefits of more sustainable alternatives</td>
<td><u>SUMMER 1</u>

How have global events changed the Olympic Games throughout history?

• Identify and explain the origins of the Olympics and its role in Ancient Greek life.
• Make comparisons with Ancient 'games' from other civilisations.
• Investigate how the modern-day games have been disrupted throughout history, reaching a conclusion as to why certain events were historically and globally significant.

<u>SUMMER 2</u>

G: How do volcanoes effect the lives of people living on Hiemaey?
• To understand that landscapes and environments offer opportunities, constraints and, sometimes, risks and hazards to the people who coexist with them.
• To be able to appreciate how environments may change over time and how this might bring advantages and challenges to the people who are interconnected with them.</td>
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<tr><td colspan="3"><u>Music – Charanga</u>
Our use of units from the Charanga scheme of work is an integrated approach to music whereby pulse, pitch, rhythm, collaborative singing, playing an instrument, improvisation and composing are threaded throughout units and are progressive as children move through the school. We also study different musicians each month as a whole school focus.</td></tr>
<tr><td>Autumn 1: Unit - ‘Happy’ – Pharell Williams

Autumn 2: Christmas Performance including ensemble singing</td><td>Spring 1: Unit – Song & Video Project

This is a cross-curricular unit based around a song with a music video outcome. Children learn fact about this topic area during the unit.

Spring 2: Unit – Classroom Jazz</td><td>Summer 1: Music research project – Latin American music:

• Origin, genres & instruments
• Traditions & dance

Summer 2: Year 6 Production

• Ensemble and solo singing
• Song and dance collaboration
• Scripted performance</td></tr>
<tr><td><u>Spanish: Language Angels</u>
· 1 Lesson: Phonics pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. · The Date Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated. Pupils will have the knowledge and skills to say the date and when their birthday is in Spanish.</td><td>Do you have a pet? pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in Spanish. They will be able to say what the pet is called. · Clothes: pupils will have the knowledge and skills necessary to describe what they are wearing in Spanish.</td><td>At school pupils will learn the nouns and definite articles/determiners for 10 school subjects in Spanish. · At the weekend pupils will learn 10 phrases for activities they may do at the weekend in the foreign language.</td></tr>
<tr><td>PE:

• Rugby
• Swing dance</td><td>

• Gymnastics – mountains
• Orienteering & fitness</td><td>

• Striking & fielding
• Athletics & dodgeball</td></tr>
<tr><td><u>PSHE: Jigsaw & 1decision</u>

• Being me in my world
• Celebrating differences</td><td>

• Dreams & goals
• Healthy me</td><td>

• Relationships
• Changing me</td></tr>
<tr><td><u>RE: Jigsaw RE</u>

<u>Christianity</u>
Is anything ever eternal?

• Christian understanding of eternity and their belief that God’s love for humankind is eternal.</td><td>

<u>Islam</u>
Does belief in Akhirah (life after death) help Muslims lead a good life?
• Muslims belief that their afterlife is decided by Allah.</td><td>

<u>Buddhism</u>
How are Buddhist teachings interpreted by believers?

• Different groups within the Buddhist tradition, how they form over time as people move around the world taking their beliefs with them and become merged with local customs.</td></tr>
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