


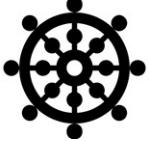






**Sycamore Class (Year 6) Curriculum Overview
2025-2026**

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Non-chronological report: Everest	Narrative: Kensuke's Kingdom	Poem: The Moth	Tyger by SF Said Narrative	Non-Fiction: Postcard from prison	Poetry: 10 things found in a soldier's pocket.
Maths	Number and place value within 10,000,000 Number – four operations Fractions Geometry – position and direction		Number – fractions, decimals & percentages Algebra Measurement – Imperial & metric Measurement – perimeter, area & volume Ration & proportion		Geometry – properties of shape Number and place value – problem solving Statistics	
History	Guy Fawkes - The man who came within a whisker of changing England forever. Why do accounts about Guy Fawkes differ so widely? Was Guy Fawkes an honourable man?		Transport developments in Thornton Why were improvements needed to transport in Thornton and what difference did these make?		Evacuee experiences in Britain What caused the mass evacuation of children during WW2? What was life like for children during WW2?	
Geography	United Kingdom (Fieldwork opportunity)		Recap Key Geographical Skills		Local area and region Upper KS2 (Integrates fieldwork)	
Science	Light & Sound 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	Changing Circuits Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit. Compare and give reasons for variations in how components function, including the brightness of	Our Bodies Identify and name the main parts of the 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	Evolution & Inheritance Recognise that living things have changed over time and that fossils provide information about things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary	Classifying Living Things Describe how living things are classified into broad groups according to observable characteristics and differences including micro-organisms, plants and animals. Give reasons for classifying plants and	Review and Celebration This unit differs from other units. Its purpose is to allow the children to review what they have learned in science throughout KS2 before moving on to KS3.

	travels 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.	bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit diagram.	water are transported within animals: including humans.	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.	animals based on specific characteristics.	
Art	Skill: Photography Concept: Nature (5 lessons)		Skill: Printing Concept: Shape (5 lessons)		Skill: Digital Media Concept: Colour (5 Lessons)	
DT	Textiles Bags or Waistcoats Using a combination of textile skills such as attaching fastenings, applique and decorative stitches. Children design, assemble and decorate a bag or waistcoat for a chosen purpose.		Mechanical Systems Automata Toys Develop a functional automata window display, to meet the requirements in a design brief. Explore and create cam, follower and axle mechanisms to mimic different movements.		Cooking and nutrition Come dine with me. Develop a three-course menu focussed on three key ingredients, as part of a paired challenge to develop the best class recipes. Explore each key ingredient from farm to fork.	
Computing	Online Safety Self-Image and Identity: I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups. Computer systems and networks Bletchley Park Lessons 1-3 Kapow	Online Safety Online Relationships: I can explain how sharing something online may have an impact either positively or negatively. Project Evolve	Online Safety Online Reputation: I can explain the ways in which anyone can develop a positive online reputation. Project Evolve Big Data 1 (Lessons 1, 3, 4 & 5) Kapow	Online Safety Online Bullying: I can explain how someone would report online bullying in different contexts. Project Evolve	Online Safety Privacy and Security: I can explain what to do if a password is shared, lost or stolen. Project Evolve History of Computers (Lessons 3, 4 & 5) Kapow	Online Safety Health, Wellbeing & Lifestyle: I can recognise and discuss the pressures that technology can place on someone and how/when they could manage this. Project Evolve Intro to Python (Lessons 1-4) Kapow

PSHE	<p>Core Value Lesson: Love Me and My Relationships</p>	<p>Core Value Lesson: Respect Raising Aspirations</p>	<p>Core Value Lesson: Ambition Keeping Safe</p>	<p>Core Value Lesson: Love Raising Aspirations</p>	<p>Core Value Lesson: Respect Being My Best</p>	<p>Core Value Lesson: Ambition Growing and Changing Preparing to move on: Transition to High School.</p>
	<p>Pol-Ed units: How can we respect different relationships? Solve the friendship problem Link: Subjects Pol-Ed - A positive force in education</p>		<p>Pol-Ed units: What is the issue with addiction? (Vaping/Smoking) Drugs it's the law! Link: Subjects Pol-Ed - A positive force in education</p>			<p>Pol-Ed units: How can I get ready for secondary relationships? Link: Subjects Pol-Ed - A positive force in education</p> <p>How is my data shared? Media manipulation Link: Subjects Pol-Ed - A positive force in education</p> <p>Why does media have age restrictions? Pressure online Link: Subjects Pol-Ed - A positive force in education</p>
Music	<p>Specialist Teaching Tunned Instrument Brass</p>	<p><u>Dynamics, pitch and tempo (Fingal's cave)</u> Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.</p>	<p><u>Theme and Variations (Pop Art)</u> Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.</p>	<p>Specialist Teaching Tunned Instrument Brass</p>	<p>Songs of WWII History of music Developing pitch, control and confidence when singing</p>	<p>SUMMER PRODUCTION</p>

<p>French</p>	<p><u>Back to Basics</u> <u>Speaking focus</u></p> <ul style="list-style-type: none"> • Greetings (I am learning French) • Numbers • Presenting self • Colours • Shapes • Seasons • DAYS (new) 	<p><u>Home</u> (KS2 Intermediate)</p> <ul style="list-style-type: none"> • I can say and write whether I live in a house or an apartment. • I can recognise all ten rooms of the house. 	<p><u>Back to Basics</u> <u>Speaking & Reading</u></p> <ul style="list-style-type: none"> • Greetings (I am learning French) • Numbers • Presenting self • Colours • Shapes • Seasons/Weather • MONTHS (new) 	<p><u>My family</u> (KS2 Intermediate)</p> <ul style="list-style-type: none"> • I can talk about either my own or a fictional family. • I can say what relation they are to me, if I am an only child or, if not, the siblings I have, how old they are and what they are called. 	<p><u>Back to Basics</u> <u>Speaking, Reading & writing</u></p> <ul style="list-style-type: none"> • Greetings (I am learning French) • Numbers • Presenting self • Colours • Shapes • Seasons/Weather • THE DATE (new) 	<p><u>Do you have a pet?</u> (KS2 Intermediate)</p> <ul style="list-style-type: none"> • I can say all pets in French. • I can ask somebody if they have or do not have a particular pet and give this information back.
<p>Forest School</p>	<p>Forest School-Identify seasonal and daily weather patterns.</p> <p>Outdoor Adventurous Activities, team building & problem solving.</p>		<p>Forest School-Identify seasonal and daily weather patterns.</p> <p>Outdoor Adventurous Activities, team building & problem solving.</p>		<p>Forest School-Identify seasonal and daily weather patterns.</p> <p>Outdoor Adventurous Activities, team building & problem solving.</p>	
<p>RE</p> <p>Key question: In what way is life a journey?</p>	<p><u>Christianity-God</u></p>  <p>How do Christians make 'turning points' on the journey of life?</p>	<p><u>Buddhism</u></p>  <p>What do we mean by a 'good' life?</p>	<p><u>Christianity-Church</u></p>  <p>If life is like a journey what is the destination?</p>	<p><u>Hindu Dharma</u></p>  <p>Is there one journey or many?</p>	<p><u>Christianity-Jesus</u></p>  <p>Why do Christians believe Good Friday is good?</p>	<p><u>Islam</u></p>  <p>What is Hajj and why is it important to Muslims?</p>
<p>Visits</p>	<p>History – immersive experience:</p> <ul style="list-style-type: none"> - Visit to Thornton Train Station - Visit from Wyre & Fylde Railway Society 				<p>History – immersive experience: visit to Lancashire Archives</p>	