

Year 6 (2026-2027)
MTP

Subject	Autumn 1	Autumn 2	Spring 1		Spring 2		Summer 1	Summer 2
English 	One Day <i>by Michael Rosen</i> 	A Story Like the Wind <i>by Gill Lewis</i> 	The Station Cat <i>by Stephen Hogtun</i> 	Night Shift <i>by Debi Gliori</i> 	The Invisible Story <i>by Jaime Gamboa</i> 	The Mysteries of Harris Burdick <i>by Chris Van Allsburg</i> 	The Ways of the Wolf <i>by Smriti Prasad-Halls</i> 	Varmints <i>by Helen Ward</i> 
	• Diary • Letter	• Flashback Narrative • Newspaper Report	• Restoring Happiness Narrative	• Journal	• First-person • Narrative	• Private Investigator Report	• Documentary Narrative • Balanced Argument • Hunted Narrative	• Environmental Change Narrative
	• Colons to introduce a list and semi-colons for more elaborate lists • Use commas, brackets and dashes for parenthesis • Semi-colon to separate two main clauses • Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning • Use range of punctuation taught at KS2 (Speech punctuation) • Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials, repetition and ellipses		• Use commas to punctuate relative clauses • Speech punctuation • Use the semi-colon as the boundary between independent clauses Punctuation of bullet points • Hyphens used to avoid ambiguity Linking ideas within and across paragraphs, using a wider range of cohesive devices - conjunctions, adverbials, pronouns and synonyms. Develop understanding of the passive to affect the presentation of information in a sentence • Use the subjunctive form			• <i>Use commas to clarify meaning and avoid ambiguity: used as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesis</i> • <i>Linking ideas within and across paragraphs using a wider range of cohesive devices – pronouns</i>		

Maths 	- Place Value - Addition, subtraction, multiplication and division	- Fractions (A) - Fractions (B) - Converting Units	- Ratio - Algebra - Decimals	- Fractions, Decimals and Percentages - Area, perimeter, volume - Statistics	- Shape - Geometry	Themed projects, consolidation and problem solving
Science 	Materials: Separation and Mixtures - To describe mixtures - To describe the process of sieving - To explain the process of filtering - To describe solutions and how they can be identified - To describe the factors effecting how long it takes to dissolve - To describe evaporation	Materials: Properties and changes - To determine the hardness of materials - To determine the transparency of materials - To determine the conductivity of different materials - To demonstrate reversible changes - To demonstrate irreversible changes (burning and rusting) - To demonstrate irreversible changes (mixing)	Forces: Space and Earth - To explore the contributions made by Ptolemy, Alhazen and Copernicus - To describe the movement and shapes of celestial bodies in our solar system - To describe the movement of the moon relative to the earth - To describe the cause of night and day - To design a sundial to tell the time - To describe the use of satellites	Living Things: Life Cycles - To describe the life cycle of a plant - To describe the life cycle of a mammal - To describe the life cycle of a bird - To describe the life cycle of an amphibian - To describe the life cycle of an insect - To describe asexual production in plants	Animals Including Humans: Human Timeline - To describe how humans change from babies through to adults - To identify changes in males and females during puberty - To explore gestation periods of animals and humans	Making Connections: Does the size of an asteroid affect the size of its impact crater? - To plan an investigation - To gather data - To analyse, conclude and evaluate
Computing	Quizzing	Game Creator	Graphing	Spreadsheets	Coding	3D Modelling

	-To explore different types of quizzes and identify their features, strengths and weaknesses -To explore features of 2Quiz and experiment with creating quiz questions -To explore additional features of quizzes, such as title screens and content pages - To apply knowledge of 2Quiz to design an educational quiz based on a chosen topic -To be able to refine, test and share completed quizzes Online safety: Online Identities	-To evaluate features of a successful video game -To plan a game in 2DIY3D -To design a game using sprites -To add features to a game world and check playability -To evaluate games created by others Online safety: Health, well-being and lifestyle	-To create comparative bar charts using graphing software -To create pie charts using graphing software -To create line graphs using graphing software -To present data in graphs to support an argument Online safety: Managing online information	-To understand and use basic formatting in Excel -To develop skills in using basic functions in Excel -To create and format charts in Excel -To sort and filter data within spreadsheets -To understand and use advanced functions in Excel -To combine Excel skills to create an effective spreadsheet for a given purpose Online safety: Copyright and ownership	-To understand some ways that code can be simplified so that it is easier to read and runs more efficiently -To program a computer simulation using 2code -To understand what datatypes are and how they are used when coding with variables -To read code, predict outcomes and identify and fix bugs -To use program design documentation to produce a program Online safety: Online relationships	-To explore and develop simple 3D models using CAD software -To explore the effect of moving points when designing -To plan, design and begin creating packaging to meet a design brief -To refine, assemble and evaluate the finished packaging prototype Online safety: Online bullying
PE	Swimming	Swimming	Swimming	Netball	Rounders	Athletics

History 	<i>British History: Were the Vikings raiders, traders or something else?</i> • To explain when and why the Vikings came to Britain • To evaluate ideas about the Vikings using sources • To understand the importance of Viking trade and trading routes • To compare different versions of Viking sagas • To evaluate the impact of the Viking invasions and settlements on local communities in Britain using primary sources and case studies		<i>British History: What was life like in Tudor England?</i> • To interpret sources to understand more about the character of Henry VIII • To explore why Henry VIII had many wives using secondary sources • To make deductions about power and punishment using a range of sources • To explore the use of propaganda by a Tudor monarch. • To make deductions about people in Tudor England using inventories • To create an inventory for a person from the Tudor times		<i>British History: What was the impact of World War 2 on the people of Britain?</i> • To identify the causes of World War 2 using a timeline • To explore the impact of the Battle of Britain on the Royal Air Force using oral histories • To make inferences about the Blitz using photographs • To investigate evacuation experiences using oral and printed records • To investigate the impact of WW2 on women's lives using visual	
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	To evaluate achievements of the Vikings				and written sources To explore the lives of migrants after WW2 through podcasts, posters and photographs	
Geography 		Mountains - Describe what a mountain is and locate the world's 'Seven Summits' on a map. - Describe the key features of mountains and how they are formed. - Describe the climate of the mountains and explore mountain life. - Explore and locate the UK's highest mountains. - Recognise the importance of the Himalayas		Europe (Greece and Athens) - Locate Europe and investigate key information about its principal countries - Explore tourism in the Mediterranean region. - To understand some of the factors affecting migration into Europe through Greece - To investigate the landscape of Greece, its features and how it is used - To investigate some of the main features of Athens - Compare life in Athens with my life and my local area.		World Trade and Natural Resources - Understand what is meant by 'natural resources' and to understand the term renewable and non-renewable - To understand the distribution of natural resources. - To explore some of the reasons for trade in different parts of the world - To investigate global trade

						processes and trade routes
						Fieldwork day activity
Art 	Sculpture: Interactive installation - To identify and compare features of art installations - To identify the effect of space and scale when creating 3D art - To problem-solve when creating 3D artworks - To plan an installation that communicates an idea - To apply knowledge of installation art and develop ideas into a finished piece		Drawing: Depth, emotion and movement - To apply and understanding of expressive and gestural lines to capture movement - To understand how lines and marks can communicate emotion - To understand how artists use mark making and shading to create depth - To apply an understanding of composition to plan a print - To develop drawn ideas through printmaking		Painting and mixed media: Expressive portraits - To explore how a drawing can be developed - To combine materials for effect - To identify the features of self-portraits - To develop ideas towards an outcome by experimenting with materials and techniques - To apply knowledge and skills to create a mixed media self-portrait	

DT 		Electrical Systems: Wobble Bots • To investigate motors by creating circuits • To make a motorised product and test its function • To apply knowledge of circuits to experiment with product design • To design a motorised product for a specific purpose • To make and evaluate the effectiveness of a motorised product		Mechanical Systems: Gears and Pulleys • To create a working gear system and explain its function • To improve a working gear system and suggest some applications • To create a working pulley system and explain its function • To conduct market research to discover useful tasks an eco-gadget bike could perform • To design and evaluate an eco-gadget bike using design criteria		Structures: Bridges • To explore how to reinforce a beam (structure) to improve its strength • To build a spaghetti truss bridge • To measure, mark out and cut materials ready to build a truss bridge • To complete, reinforce and evaluate my truss bridge
RE 	Why are there several Holy Books and not just one? • To ask good questions that	How does the birth of Jesus fit into God's Big Story? • To identify which parts of	Why do Christians believe Jesus was a great teacher? • To ask important and relevant questions that improve my learning	Why do Christians believe that Easter is a celebration of victory? • To retell the Easter Story in detail and talk with understanding about the	Did she make the right choice? Why? • To respond sensitively to questions	Is death an ending or a beginning? • To express my own opinion about what I

	improve my learning • To describe how what I have learnt inspires and influences me • To use religious vocabulary to show I understand texts from the holy books I have investigated • To recognise and talk about the similarities and differences between Holy Books/Sacred Texts • To explain how the teaching in the Holy Books helps to answer ultimate and ethical questions • To interpret and discuss quotes from Sacred Scriptures in the light of a current	the nativity story can be found in each Gospel • To tell you about the audiences Matthew and Luke were writing for • To identify the influence the two stories have on Christmas celebrations • To describe the Christian beliefs revealed in the nativity story	• To describe the Christian beliefs revealed in Jesus' teaching • To explain how Jesus' teaching is used to answer the big questions in life • To use religious vocabulary to show an understanding of Jesus' teaching • To identify one of Jesus' parables that has a strong message for today and explain my choice	Christian belief that Jesus died and rose victoriously and what that means to Christians • To ask important questions about Christian belief • To talk about and describe feelings in relation to situations of victory • To make links between people's values and commitments and their attitudes and behaviour with regard to situations of victory • To reflect thoughtfully on the answers to big questions about Jesus' death and resurrection • To explain why Christians believe Jesus' death and resurrection are a victory • To explain the impact of believing in Jesus' death and resurrection on a person's life	about my own experiences and those of others • To make a link between my own values and the values and commitments of the women in the Bible • To use religious vocabulary to show that I understand the actions and beliefs of the women in the Old Testament • To ask good questions and suggest answers about belonging, commitment, truth and values • To talk about the impact the lives of the women whose stories we explored had	think happens when you die • To talk about what I think heaven is like • To talk about similarities and differences between what World Faiths and World Views say on the subject of death and heaven • To use the right language to show I understand what World Faiths and World Views believe about death and heaven • To describe the funeral traditions of the World Faiths and World Views I have explored
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	situation in the news				on God's great salvation plan To describe what inspires me about the lives of the women in the Bible	
PSHE 	Connecting with others: Why are healthy relationships important? - To describe how our identities can be influenced by different factors - To understand what commitment means and how it is shown in family relationships - To identify different ways that families can support and protect each other - To evaluate healthy and	The online world: How am I being influenced by what I see online? - To analyse how online adverts influence what we click, buy or watch - To explain how online adverts are targeted - To recognise how different types of online content influence choices and behaviour - To explain how online trends influence behaviour - To analyse how opinions	How can we be in control of our money? - To distinguish between needs and wants when making spending decisions - To Identify different sources of income and types of expenditure. - To allocate money within a weekly budget while prioritising needs - To explain how a loan works - To evaluate whether taking out a loan is sensible, including the consequences of late repayment - To identify situations where money may be at risk online or offline	Connecting with others: What does it mean to stand up for myself and others? - To make links between values and personal growth - To evaluate how to be respectful in different situations - To set and respect personal boundaries, including seeking and giving consent - To evaluate safe, respectful ways to challenge unfairness in everyday situations - To describe how to respond to bullying safely - To explain when to seek help for yourself or someone else	The online world: How do I feel about the things I see online? - To understand how online platforms engage users and recognise ways to manage online activity - To recognise why some online gaming can be risky and how to make safe choices - To analyse how online content can influence how people think and feel	Staying safe: How can I stay safe as I grow up? - To describe how to keep myself safe when I am at home without adult support - To predict and plan for risks outside the home - To explain how to stay safe near railways - To manage risk in, on and around waters by following the water safety code - To recognise and respond

	unhealthy friendships - To develop and apply positive ways to respond to friendship challenges - To reflect on what assertive communication looks like and why it is important	shared online can shape our views To recognise that online messages can be misleading	- To recommend suitable strategies for keeping money safe - Assess the possible risks and consequences of different forms of gambling		- To recognise and respond to harmful online behaviours - To understand how what we share online can affect ourselves and others - To recognise the impact of online experiences on wellbeing and how to respond positively	to peer pressure To recognise the risks of drug misuse and how to make safe choices
Music 	Shaping music - Improvise freely over a drone or groove. - Compose a short ternary piece using Music Notepad Songs - My Best Friend	Unlocking vocal potential - Sing with a sense of ensemble, paying attention to phrasing, pitching and musical style. - Sing songs in unison and in two or three parts Songs	Sounds dramatic - Compose and arrange an original "Spooky Story" track in Yu Studio using major and minor chords, melody, rhythm, basslines and sound effects to create a specific atmosphere or mood. - Reflect on and evaluate musical decisions by performing compositions individually or in groups, considering both creative and technical	Decoding sound and notation - Develop and expand musical understanding through critical listening and analysis of contrasting pieces - Read and perform notated melodies with confidence, applying knowledge of pitch, rhythm and musical expression. Songs - Heal the Earth - Portsmouth	Carnival time Develop ensemble and instrumental skills by performing samba rhythms accurately and expressively, demonstrating awareness of pulse,	Music speaks - Improvise freely over a drone or groove - Compose a short ternary piece using Music Notepad Songs - My Best friend

		- Panto Pandemonium - Bells Ring Out - The Match Girl's Christmas	choices to enhance the piece's overall quality and effectiveness. Songs A Spooky Story		dynamics and coordination - Compose and perform original call and response sections, integrating learned patterns into full samba compositions Songs - Carnival Time	
Spanish 	Welcome to school - To ask and answer several questions about myself - To recall and say classroom commands - To say and read some numbers between 0 and 20 - To remember days and month in Spanish	My town, your town - To write a fireworks poem - To say and understand classroom commands - To say and write places in town - To ask 'where is...?' and answer with 'here is + place'	Alien faces and family - To learn about Epiphany celebrations in Spain - To learn some nouns for family members - To write some personal information about a family member - To understand and say some parts of the face - To understand simple sentences using numbers and parts of the face - To write some simple sentences to describe an alien	Moving our bodies - To say nouns for parts of the body - To understand how to use colours to describe an alien - To write a describe of an alien including numbers and colours - To join in and create a body scan sequence - To join in a yoga sequence in Spanish - To create a yoga sequence in Spanish	At the doctors and jungle animals - To say why we don't feel well - To take part in a roleplay at the doctors - To understand some jungle animal nouns in Spanish - To listen and join in with a story about jungle animals - To write a sentence to	Summertime - To understand and say some weather phrases - To understand and say some more weather phrases - To give a weather forecast - To take part in a survey about favourite ice creams

	• To say and write names of rooms in a school • To say and write nouns for classroom objects	• To understand more nouns of shops in Spanish			describe a jungle animal • To create own jungle explorer's story	• To say which ice- cream we like and dislike • To take part in an 'ice cream van' role play
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