Year 6 LTP: 2025-26

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| English | **Non-chronological report**<br>Babcock Text: Extreme Animals | **Extended story**<br>Babcock Text: Straw into Gold<br>(to include dialogue) | **Explanation text**<br>Babcock Text: Anatomy | **Diary**<br>Viking Boy by Tony Bradman | **Poetry**<br>Babcock Text: The Sea by James Reeves | **Balanced Argument**<br>Babcock Text: Are humans damaging the atmosphere? |
| Cross Curricular Writing Opportunities | **Narrative Writing**<br>Write the next chapter **(WCR)** | **Poetry**<br>Crackle! Spit!<br>**(History)** | **Narrative Writing**<br>Event from a different perspective<br>(to include dialogue)<br>**(WCR)** | **Setting Description**<br>Viking Village – Literacy Shed **(History)**<br><br>**Atmospheric Writing**<br>Dracula's Whitby – Literacy Shed **(WCR)** | **Character Description**<br>Hades **(History)**<br><br>**Narrative Writing**<br>Spy Fox -<br>Literacy Shed<br>(Opportunity to apply setting description and dialogue) | **Biography**<br>Greta Thunberg<br>**(Geography)** |
| Reading | Holes by Louis Sachar<br>*Non-Linear Time Sequence* | | The Boy with the Butterfly Mind by Victoria Williamson<br>*Narratively Complex* | | Who let the Gods out? by Maz Evans<br>*Complexity of plot* | |
| Maths | Place Value<br>Addition, Subtraction, Multiplication & Division | Fractions A<br>Fractions B<br>Converting Units | Ratio<br>Algebra | Decimals<br>Fractions, Decimals & Percentage<br>Shape | Area, Perimeter & Volume<br>Position & Direction | Statistics<br>Contextual Problem Solving |
| Religion & Worldviews (Understanding Christianity) | Creation and Science: conflicting or complimentary? | For Christians, what kind of king is Jesus? | Why do Hindus want to be good? | What do Christians believe Jesus did to 'save' people? | What matters most to Humanists and Christians? | What do religious and non-religious worldviews teach about caring for the Earth? |
| Science | **Evolution & Inheritance**<br>How have living things on Earth changed over time? | **Light**<br>How do our eyes help us see? | **Heart & the circulatory system**<br>How does the heart work and why is it so important? | | **Electricity**<br>How does electricity work and how does its power vary? | **Classification**<br>How are living things grouped and classified? |

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| | *Enquiry: Research* | *Enquiry: pattern-seeking.* | *Enquiry: Comparative/ Fair Testing* *Enquiry: Research* | *Enquiry: Comparative/ Fair Testing* | *Enquiry: Observation over time.* *Enquiry: identifying, grouping and classifying.* |
| | Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago<br>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents<br>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. | Recognise that light appears to travel in straight lines<br>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<br>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<br>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. | Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood<br>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function<br>Describe how nutrients and water are transported within animals, including humans. | Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit<br>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<br>Use recognised symbols when representing a simple circuit in a diagram. | 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<br>Give reasons for classifying plants and animals based on specific characteristics. |

Year 6 LTP: 2025-26

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| History | | **Gunpowder Plot – Local Study**<br>Why should gunpowder, treason and plot never be forgotten? | | **Vikings & Anglo-Saxons**<br>How did Britain change between the end of Roman occupation and 1066? | **Ancient Greeks**<br>What did the Ancient Greeks bring to the world? | |
| | History Key Stage 2:<br>Pupils should study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. | | History Key Stage 2:<br>Know how Britain changed between the Stone Age and 1066, including the Stone Age period and the occupation of Britain by the Romans, Anglo-Saxons and Vikings. | | History Key Stage 2:<br>Pupils should know about the achievements of the earliest civilizations. As part of this pupils should be taught about the Ancient Greeks through a study of Greek life and achievements and their influence on the western world. | |
| Geography | **North America**<br>What do we know about North America and what are its main geographical features? | | **Maps**<br>How do maps help us find our way around? | | | **Climate Change**<br>Why is climate change such an important topic? |
| | Geography Key Stage 2:<br>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.<br>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North America | | Geography Key Stage 2:<br>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world<br>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | | Geography Key Stage 2:<br>A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Their growing knowledge about the world should help them deepen their understanding of the interaction between physical and human processes and the formation and use of landscapes and environments. | |

Year 6 LTP: 2025-26

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| Art | **Drawing:** Portraits<br>**Artist:** Kehinde Wiley<br><br>Use a full range of pencils, pastels, charcoal and mixed media to create observational art independently.<br>Show the effect of light on objects and people from different directions. Know how tone can add impact to a drawing.<br>Focus on a small area, such as the eyes or lips, and capture the different tones and shades.<br>Use perspective in their work, using a single focal point and horizon<br>Add 4H to the pencil range. | **Sculpture (clay):** Clay Angels | **Sculpture (wire/ paper mache)**<br>**Artist:** Henry Moore<br><br>Create sculptures using clay, wire, papier-mâché and other artificial and natural materials. Use a sketchbook to inform, plan and develop ideas. Shape, form, model and join with confidence.<br>Use papier-mâché to create 3D models.<br>Compare ideas, methods and approaches to their own and others' work and say what they think and feel about it.<br>Adapt work according to their views and describe how they might develop it. | | **Drawing & Painting:** Landscapes**.**<br>**Artist:** Van Gogh<br><br>Know that when using a wash (with watercolour or other paint), perspective can be achieved by darkening the paint towards the foreground. Choose appropriate paint, paper and implements to adapt and extend their work.<br>Mix and match colours to create atmosphere and light effects.<br>Be able to identify and work with complementary and contrasting colours.<br>Experiment with the use of paint to create contemporary art ideas. | |
| D&T | | | | **Textiles**<br>Bayeux Tapestry (History Link) | | **Food Technology** |

Year 6 LTP: 2025-26

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| Music (Charanga) | | | Samba Drumming | | | You've got a friend (Charanga) | | Developing our singing skills through our year 5 & 6 performance. |
| Computing (Purple Mash) | Networks | Graphing | Blogging | Data Detectives | Coding | Introduction to Python | Spreadsheets | 3D Modelling |
| | 2BeSafe – Being Safe in a Digital World | | | | | | | |
| PSHE (Jigsaw) | Being Me In My World | | Celebrating Difference | | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| MFL (Language Angels) | Pronunciation & Phonics | | At School | | Healthy Lifestyles | The Vikings | The Weekend | Habitats |
| PE | Invasion One (Football) Teacher Led | | Gymnastics Teacher Led | | Tag Rugby Paignton Rugby Club | Invasion Three (Basketball) Torbay Tigers | Athletics Teacher Led | Striking and Fielding Teacher Led |
| | Swimming Torbay Leisure Centre | | Invasion Two (Hockey) A4A | | Dance A4A | Health & Fitness A4A | Rallying A4A | OAA A4A |