Stakeford Primary School

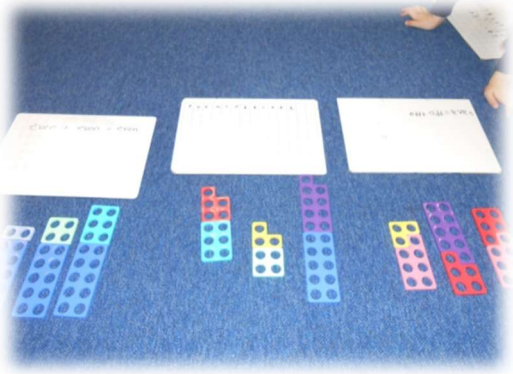
Year 6 Curriculum Information



2026 - 2027









Stakeford Primary School

Curriculum Intent

Our aim is to provide ALL of our pupils with a curriculum which equips them with the **motivation**, **aspirations**, **skills** and **knowledge** to become lifelong learners.

Our curriculum will provide us with:

S	T	A	K	E	F	O	R	D
Skills to help us communicate with a rich and varied vocabulary.	Time and support to ensure we are fluent readers, with a desire to read.	A firm foundation in basic skills so we have the building blocks for our future learning.	Knowledge of the wider world in which we live	Engaging and enjoyable learning experiences to inspire us.	Friendships, relationships and an understanding of self.	Opportunities to revisit and develop skills to help us excel.	Readiness for the next stage in education and life.	Determination and resilience to achieve our potential.

As a school we believe that reading is the key to unlock all learning. All English units are focused on a central text. Our school uses the Book Club reading scheme.

Pupils have daily Maths lessons and our school follows the White Rose Maths scheme. In addition to Maths lessons, we build time into each day to build fluency in basic number recall using Times Table Rockstars, Fluent in 5 and the Mastering Number programme.

Other curriculum subjects are taught across the year to ensure that over the whole of KS2, children visit the objectives of the National Curriculum in sufficient breadth and depth.

In Year 6, children take part in the KS2 SATs. More information about the National assessments can be found here.

Topics in the table below marked with a indicate coverage that is developed to enable pupils to learn about sustainable living and environmental impacts.

Autumn Term

Year 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
English	**Poetry:** **The Lost Words** Children will explore free verse and the use of language for effect.		**Non – Fiction:** **Journalistic Writing** including: formal/informal language; bias; and questions		**Malamander** Children will engage in a range of activities based on the novel, including: Narrative writing and dialogue; letter writing; making notes; report writing				**Classical Poetry:** Children will explore a range of poems focusing on inference and the use of figurative language.		**Non- Fiction: Formal Letters** Including: revisiting formal and informal language; and complex punctuation/sentence structures.		**Beetle Boy** Children will engage in a range of activities based on the novel, including: paragraph structure, information text writing and revisiting formal letters.		Reading Comprehension Focus
Maths	Place Value			Addition, Subtraction, Multiplication And Division						Fractions A		Fractions B		Converting Units	
Science	**Living Things And Their Habitats** Classifying Conundrums; Linnaean System; Curious Creatures; Microorganisms; Field Guide								**Animals, Including Humans** The Heart; Blood; Investigating Heart Rate; The Benefits Of Exercise; Diet And Exercise; Drugs And Alcohol.						
History									**The Census** What is the census?; What can we learn about Victorian children form the census?; What does the census suggest about jobs available in the 1800's?; Why did some women refuse to fill out the census in 1911?; What changed in the 1921 census?; Who lived in our local area in the past?						
Geography	**Rivers and Coasts** How do rivers change over time?; How do coasts change over time?; How can we plan a fieldwork enquiry related to water?; What data can we collect to answer our question?; What does our data show about water in our region?; What are the solutions?														
Art/DT	**Automata Animals** Amazing Animals; Cams And Followers; Exploring Cam Movement; Designing; Making A Framework; Using Mechanical Systems								**North American Art** Drawing The Other Half; Making Your Own Landscapes; Body Abstract; Building Block Houses; Coloured Pattern Skulls; Being An Artists Model						
Computing	**Online Safety** Life online; Sharing online; Creating a positive online reputation; Capturing evidence; Password protection; Think before you click.								**Systems And Networks** Internet Addresses; Data Packets; Working Together; Shared Working; How We Communicate; Communicating Responsibly						
Music	**Touch The Sky** Explore features of Scottish folk music, move, sing, and play in 3/4 time, improvise using a pentatonic scale, sing in two parts with dynamic contrast and expression.								**Shadows** Explore Artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul)						
RE	**What Does It Mean to Be Muslim tn Britain Today?** Who are the Muslims in your region? What helps Muslims through the journey of life? Why is Zakah/charity important to Muslims? Why do Muslims want to go on pilgrimage? Where do Muslims get guidance for living? What does it mean to be a Muslim in Britain today?								**The Christmas Story** Key Events; Interpretation; Nativity Comparison; Gospel Evaluation; Advent; Celebrations						
PE	**Introduction to Cricket** Pupils will develop basic cricket skills including **batting, bowling, catching and throwing**. They will learn how to hold and swing a bat safely, bowl with increasing accuracy, and catch and throw with control. Pupils will begin to understand simple rules and fielding positions and apply their skills in **small-sided games**, developing teamwork, communication and an understanding of how to score runs.														
Spanish	**Dates in Spanish** Numbers 13 to 31; Months of the year; **¿Qué mes es?** – What month is it?; Say dates; **¿Cuándo es tu cumpleaños?** – When is your birthday?; Key information on a calendar; **¿Cuándo es el día de …?** When is … day?; Listen to a short audio passage and identify key information; Complete a birthday invitation using familiar phrases.								**Pets in Spanish** ¿Tienes una mascota? – Do you have a pet?; Identify some animal names; Choose suitable adjectives to describe an animal's characteristics; Making plausible predictions; Read aloud using accurate pronunciation; Change intonation to differentiate between statements and questions.						
PSHE	**TEAM** Together Everyone Achieves More; Communicate; Compromise And Collaborate; Care; Unkind Behaviour; Shared responsibilities								**Think Positive** The Cognitive Triangle; Thoughts Are Not Facts; Face Your Feelings; Choices And Consequences; Being Present; Yes, I Can!						

Spring Term

Year 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
English	**Non-Fiction: Biographies** Children will research and complete a piece of biographical writing using the passive voice, semicolons and adverbials		**Beowulf** Children will engage in a range of activities based on the novel, including: CV writing; news articles and a biography.		**Poetry: Free Verse** Children will perform and write free verse.		**Non-Fiction: Recounts** Children will explore the language, format and style of diaries and blogs.		**Percy Jackson:** Children will engage in a range of activities based on the novel as part of their SATs revision.		
Maths	Ratio		Algebra		Decimals		Fractions, Decimals And Percentages		Area, Perimeter And Volume		Statistics
Science	**Light** How We See; Reflecting Light; Refraction; Spectacular Spectrum; Seeing Colours; Shadow Theatre.						**Electricity** It's Electrifying; Circuit Symbols; Volts; Electricity Investigation;				
History	**World War 2** Why did Britain go to war in 1930?; How did the Battle of Britain affect the Royal Air Force?; What do sources tell us about the Blitz?; What was evacuation like?; did World War 2 change women's roles?;										
Geography							**Distribution of Natural Resources** What are natural resources and where are they found?; What challenges do we face when using natural resources?; How do we generate energy from natural resources?; Why are minerals and metals important?; Is wood a sustainable resource?; Are natural resources distributed equally?				
Art/DT	**Super Seasonal Cooking** Seasonal Calendar; Reared, Caught And Processed Food; Tasting Seasonal Food; Plate Proportions And Protein; Design A Seasonal Meal; Make And Evaluate.						**Plants And Flowers** Drawing Plants In Pencil; Drawing Plants In Colour; Printing Plants Using Hammers; Making Plants In Paper; Making Plant Sculptures; Finishing Plant Sculptures				
Computing	**Data Handling** Barcodes; Transmitting data; RFID; Using RFID; Transport data.										
Music	**Ain't Gonna Let Nobody** Explore the civil rights movement in the USA, compare musical styles (gospel, rhythm and blues, choral), spiritual turned protest song, vocal improvisation, chord C minor and G7						**You To Me Are Everything / Twinkle Variations** Explore 1970s soul music, comparing cover versions; Use Twinkle, twinkle little star as a composing tool, theme and variations form, passacaglia, improvisation				
RE	**God as Holy and Loving** **Introducing the Torah; Exploring the Torah; The parts of the Torah; Respecting the Torah;**						**Creation and Science** What is Creation; Creation and science; Complimentary or conflicting				
PE	**Invasion Games** Skills sessions led by NUFC coaching						**Attack and Defend** Skills sessions led by NUFC coaching				
Spanish	**Weather** Pronounce the seven weather types; **¿Qué tiempo hace…?** – What is the weather like…?; Name and identify the four compass points in Spanish; Follow a written Spanish text while listening, keeping up with the pace of the audio; Write a weather forecast; Use accurate pronunciation when speaking aloud; Identify some cities on a map of Spain.						**In a Spanish Café** Form sentences to express what they want using **quiero;** Ask others what they want using the question **¿Qué quieres …?;** Use **por favor** – please and **gracias** – thank you when making polite requests; Use greetings and courtesy phrases such as **¿Qué tal?** – How are you? as part of a natural conversation; Write and perform a typical café conversation; Use accurate pronunciation when speaking aloud; Vary tone to express emotion and engage an audience.				
PSHE	**Money Matters** Look After It; Critical Consumers; Value for Money And Ethical Spending; Budgeting; Money And Emotional Wellbeing; Money In The Wider World.						**Digital Wellbeing** My Digital Life; Staying Safe, Happy and Healthy Online; Online Relationships; Social Media; Saying No To Bullying Online; Fake News				

.Summer Term

Year 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
English	**Pupil Focused SATs Revision** Coverage in this half term will be based on the specific needs of the class based on assessment						**Persuasive Writing:** Children will explore a range of persuasive devices including, emotive language, exaggerations, facts and 'the rule of three'.		**Matilda:** Children will engage in a range of activities based on the novel, including: Persuasive writing; Report Writing and the subjunctive form.			**Fiction For Transition** Children will read and write stories inspired by memories.		
Maths	Shape			Position And Direction			Themed Projects, Consolidation And Problem Solving							
Science	**Evolution And Inheritance** Inheritance; Adaptation; Theory Of Evolution; Evidence for Evolution; Evidence For Evolution – Humans; Adaptation, Evolution And Human Intervention							**Scientists And Inventors** Stephen Hawking; Libbie Hyman; Marie Maynard Daly; Alexander Fleming; Mary Leakey; Dr Daniel Hale Williams						
History	**Sikh Empire** How did the Sikh Empire begin?; How do Sikh beliefs impact society?; What made Lahore important to the Sikh Empire?; Why is Ramjit Singh historically significant?; How do different interpretations shape our understanding of the Sikh Empire?; How do the achievements of Sophia Duleep Singh compare to Ranjit Siingh?													
Geography								**Trade and Economic Activity** Investigating where the products we buy come from; Understanding that all products have a supply chain; Exploring the chocolate supply chain; Investigating the UK's biggest exports; Investigating the highest value exports of different countries; Is the banana trade fair?						
Art/DT	**Ancient Egypt** Drawing Faces In Pencil; Drawing Faces In Charcoal; Drawing Masks In Pen; Making Egyptian Masks In Clay; Modelling Masks in Paper Mache; Finishing Masks In Paper Mache							**Felt Phone Cases** The Design Criteria; Designs; Making A Template; Selecting Stitches; Step By Step Plan; Decorations And Fastenings						
Computing	**Computing Systems and Networks: Exploring AI** What is AI?; AI and Text; AI Through Images; Coding AI; Ethics and AI													
Music	**Nobody Knows** Explore songwriting, melody, lyrics, chords, expression.							**Race! / Exploring Identity** Explore composing an extended melody and accompaniment; Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems						
RE	**What Matters Most to Humanists And Christians?** Rules: do we need them? Who breaks them?; Who is a Humanist? What codes for living do non-religious people use?; What values matter most to Christians?; What are the main agreements and disagreements about values between Humanists and Christians?; Can we create a code for living that will help the world?							**How Does Faith Help People When Life Gets Hard?** What is life like? Exploring the ups and downs; What questions have you got about what happens when we die?; What is Christian teaching about life after death?; Why do some people believe that we do not only live once? What is reincarnation?; How do Christians mark when someone dies?; What different ideas are there about what happens when we die? What do I think?						
PE	**Modified Team Games** Skills sessions led by NUFC coaching							**Problem Solving** Skills sessions led by NUFC coaching						
Spanish	**Spanish Celebrations** Fiesta Time!; Verbs in Spanish; Likes and Dislikes; Festival Likes and Dislikes; Adding Details to Actions; Writing About Fiestas							**The Amazon Rainforest** Where is the Amazon Rainforest?; Exploring the Rainforest; Amazing Amazon Animals; Animal Anatomy; Which Rainforest Animal Am I?; Amazon Explorers						
PSHE	**Growing Up** Changing Bodies; Changing Emotions; Just The Way You Are; Relationships; Let's Talk About Sex; Human Reproduction							**Aiming High** **You can achieve anything; Breaking down barriers; Future focus; Equal opportunities; The world of work; Onwards and upwards**						