



Barnfields Primary School



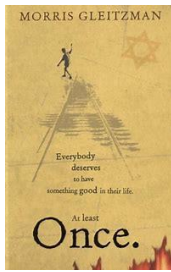
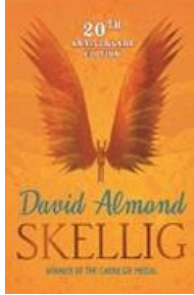
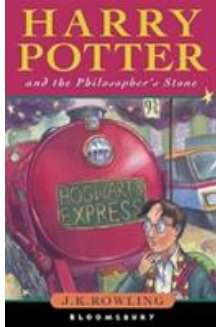




Year 6

Curriculum Outline 2025-2026

Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.

ACADEMIC YEAR	AUTUMN		SPRING		SUMMER	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading Yr6 National Curriculum	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. <p>Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none"> • maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> . continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks . reading books that are structured in different ways and reading for a range of purposes . increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions . recommending books that they have read to their peers, giving reasons for their choices . identifying and discussing themes and conventions in and across a wide range of writing . making comparisons within and across books . learning a wider range of poetry by heart . preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • Understand what they read by: <ul style="list-style-type: none"> . checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context . asking questions to improve their understanding . drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence . predicting what might happen from details stated and implied . summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas . identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously 					

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	<ul style="list-style-type: none"> explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views. 				
<p>Reading Texts</p>					
<p>Writing Texts</p>				<p>Texts to be selected based on the cohort:</p> 	
<p>Writing</p> <p>Yr6 National Curriculum</p>	<p>Writing: Sentence Structure/Grammar and Punctuation</p> <ul style="list-style-type: none"> A secure and controlled use of simple, compound and complex sentences; choices are made to reflect formal and informal situations. Control of complex sentences usually shows understanding of manipulation of clauses for different effects. Relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas. Range of verbs forms (e.g. conditional and passive) used, mostly accurately. Use of passive to affect the presentation of information in a sentence. 				

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- Appropriate choice of tense to support whole text cohesion.
- Modal verbs and adverbs to indicate degrees of possibility, probability and certainty.
- Consistent, accurate use of commas within sentences to separate items in a list, phrases and clauses.
- Range of punctuation is mostly accurately used.

Writing: Text Structure and Organisation, Drafting and Editing, Effective use of Language/ Vocabulary (including awareness of reader)

- Writing for a range of purposes and audiences demonstrates selection and use of suitable forms.
- Paragraphs are used to develop and expand some ideas, descriptions, themes and events in depth.
- Relationships between paragraphs usually gives clear structure and coherence to the whole story.
- Elements of dialogue, action and description are interwoven appropriately.
- A range of organisational and presentational devices, including use of columns, bullet points and tables, are used to guide the reader.
- A range of cohesive devices to link ideas within and across paragraphs (including repetition of a word or phrase; grammatical connections, such as adverbials; and ellipsis) are used.
- Controlled use of structure across the whole piece which maintains and emphasises the context and purpose of writing.
- In non-narrative writing, within sections /paragraphs ideas are clearly developed or explained, including relevant detail.
- Ideas are mostly organised into appropriately sequenced sections or paragraphs, contributing to the overall effectiveness and shape of the text.
- Effect of own writing is evaluated. Editing ensures that appropriate changes to vocabulary, grammar and punctuation (including use of tense, subject/verb agreement and register) is used to enhance effects and clarify meaning.
- Vocabulary choices are imaginative and words are used precisely and appropriately to create impact and augment meaning.
- Makes appropriate choices between colloquial language and standard English (match formal and informal situations).
- In narrative descriptions of settings, characters are used appropriately, including integration of dialogue to convey character and advance the action.
- Effective use of well-chosen phrases (e.g. adverbials, expanded noun phrases) are used to engage reader and for clarity of meaning.
- Expanded noun phrases are used to convey complicated information concisely.
- Uses a wider range of narrative techniques to engage the reader (e.g. use of flashback and time-shift).
- Viewpoint is well controlled and convincing.

Writing: Spelling and Handwriting

- Morphological and etymological knowledge, and the full range of spelling rules and patterns, are listed in Appendix 1 year 5 and year 6) are applied accurately.
- Legible, fluent handwriting is usually maintained when writing at efficient speed. This includes appropriate choice of letter shape; whether or not to join letters; and writing implement

Audience and Purpose	<p>Writing to Entertain Varmints (also video) Narrative – message</p> <p>Writing to Persuade</p>	<p>Writing to Entertain Rose Blanche by Ian McEwan Narrative – Historical Adventure</p>	<p>Writing to Entertain Blitz by Martin Impey Narrative - Historical</p> <p>Writing to Inform</p>	<p>The Arrival by Shaun Tan - Narrative</p> <p>The Journey by Francesca Sanna - Narrative</p> <p>Harry Potter trip – recount/dialogue/setting</p>
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	<p>Last by Nicola Davies Persuasive letter</p> <p>Writing to Entertain Highwayman Narrative poetry</p>	<p>Writing to Discuss Letters from the lighthouse by Emma Carroll Argument – evacuees</p>	<p>Three Little Pigs (Literacy Shed Video) Report / Narrative with dialogue</p>	<p>Alma – Narrative</p> <p>Broken: Rock, Paper, Scissors - Narrative</p>		
<p>Mathematics</p> <p>White Rose</p>	<p>Place Value Four Operations</p>	<p>Fractions Converting Units</p>	<p>Ratio Algebra Decimals</p>	<p>Fractions, decimals and percentages Area, perimeter and volume Statistics</p>	<p>Shape Position and direction</p>	<p>Themed projects, consolidation and problem solving</p>
<p>Science</p>	<p>Animals including Humans</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way human bodies function.</p>	<p>Electricity</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>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.</p>	<p>Living Things and their Habitats</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organism, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>	<p>Evolution and Inheritance</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that</p>	<p>Light</p> <p>Understand that light appears to travel in straight lines.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes.</p>	

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				adaptation may lead to evolution.	
History	<p align="center">The Blitz and World War II</p> <p>Children will learn about the significance of the Blitz, the impact of World War II on people locally and nationally, the experiences of evacuees, how the war affected women and men differently, and what made the Blitz such a dangerous time.</p> <p align="center">Enquiry Question: How did the experiences of different groups, such as evacuees and women, shape our understanding of the significance and impact of the Blitz during World War II?</p>		<p align="center">Ancient Greece</p> <p>Children will learn about how the Ancient Greeks were both united and divided, why their civilization spread widely, how we know what the Parthenon looked like, and which Greek legacies still impact us today.</p> <p align="center">Enquiry Question: What can we learn from the successes and divisions of the Ancient Greeks that still matters today?</p>		
Geography	<p align="center">Study of Europe</p> <p align="center">An in-depth study of Europe.</p>	<p align="center">This is Our World</p> <p align="center">Understand the world as a whole and the geographical make-up of the globe.</p>		<p align="center">Our Changing World</p> <p align="center">Understand how human behaviour is affecting our climate</p>	
Art	<p align="center">2D drawing to 3D Making</p> <p align="center">Artist focus: Lubaina Himid</p> <p>Produce a 2D drawing of a soldier and transform it into a 3D object.</p>	<p align="center">Shadow Puppets</p> <p align="center">Artist Focus: Lotte Reiniger</p> <p>Use a variety of different materials to create shadow puppets to represent the world at war.</p>		<p align="center">Activism</p> <p align="center">Artist Focus: Luba Lukova and Shepard Fairey</p> <p>Explore how art is used to express opinions, ideas and feelings.</p>	
Design and Technology	<p align="center">Food and Nutrition: Culture and Seasonality</p> <p>To design and create a snack for ourselves to enjoy at the Christmas party.</p>	<p align="center">Electrical Systems: More Complex Switches and Circuits</p> <p>To design and make a wire buzzer game.</p>		<p align="center">Textiles: Combining Fabrics</p> <p>To design and make a memory cushion for ourselves as a keepsake of our time at Barnfields.</p>	

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Computing Teach Computing	<u>Computer Systems and Networks</u> <u>Communication and Collaboration</u> Exploring how data is transferred by working collaboratively online.	<u>Creating media</u> <u>Webpage Creation</u> Designing and creating webpages, giving consideration to copyright, aesthetics and navigation.	<u>Programming A</u> <u>Variables in games</u> Exploring variables when designing and coding a game.	<u>Data and information</u> <u>Introduction to Spreadsheets</u> Answering questions by using spreadsheets to organise and calculate data.	<u>Creating Media</u> <u>3D Modelling</u> Planning, developing, and evaluation 3D computer models of physical objects.	<u>Programming B</u> <u>Sensing Movement</u> Designing and coding a project that captures inputs from physical devices.
MFL Language Angels	Phonetics 1-4 (C) Le nombres (1-100)	Les Verbes Reguliers (C) Regular verbs	La Famille (I) My family	A l'École (P) School	Au café (I) At the café	Le weekend (P) At the weekend
Music	Happy Pop/Neo Soul Being Happy!	Classroom Jazz 2 Bacharach and Blues Jazz, Improvisation and composition.	A New Year Carol Classical or Urban Gospel Benjamin Britten's music and cover versions.	You've got a Friend 70s Ballad/Pop The music of Carole King	Music and Me The role of women in music Your identity in music	Reflect, Rewind and Replay Classical
Physical Education	Gymnastics – Floor Invasion Games - Netball	Gymnastics - Apparatus Invasion Games- Basketball	Net and wall- tennis Invasion games- Hockey	Invasion Games- Netball (refined) Invasion Games- Tag Rugby	Dance Athletics	Dance Striking and fielding
Relationships, Sex and Health Education Jigsaw PSHE	Being Me Impact of choices made	Celebrating Difference Differences that cause conflict and celebration	Dreams and Goals Making the world a better place	Healthy Me Responsible and irresponsible use of alcohol	Relationships Recognising and managing feelings in relationships	Changing Me (Sex Education) Development of a baby from conception to birth

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<p>Religious Education</p> <p>Staffordshire Agreed Syllabus</p>	<p>Commitment Islam</p> <p>What is the best way for a Muslim to show commitment to God?</p>	<p>Incarnation Christianity</p> <p>How significant is it that Mary was Jesus' mother?</p>	<p>Meanings Christianity</p> <p>Is anything ever eternal?</p>	<p>Gospel Christianity</p> <p>Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p>	<p>Sacred Writings Islam</p> <p>How is the Qur'an vital to Muslims today?</p>	<p>Moral values Islam</p> <p>Does belief in Akhirah (life after death) help Muslims lead good lives?</p>
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