

# Cop Lane C of E Primary School – Year 6 overview 2025-2026

	Autumn Term Curriculum Focus World War 2		Spring Term Curriculum Focus Past, Present and Future		Summer Term Curriculum Focus Stone Age and Iron Age	
	8 weeks	7 weeks	6 weeks	5 weeks	5 weeks 3 days	6 weeks 2 days
Key dates	Black History month October 2025 Ada Lovelace Day – Computing link 14 <sup>th</sup> October 2025 National Poetry Day 2 <sup>nd</sup> October 2025 'Play' theme Non-Fiction November World Nursery Rhyme Week 10 <sup>th</sup> – 14 <sup>th</sup> November 2025 Anti-Bullying Week 10 <sup>th</sup> – 14 <sup>th</sup> November 2025 Christmas concert with PGHS – end December 2025		Young Voices Safer Internet Day 10 <sup>th</sup> February 2026 'Exploring respect and relationships online' theme Children's mental health awareness week 2 <sup>nd</sup> – 8 <sup>th</sup> February 2026 World Book Day Thursday 5 <sup>th</sup> March 2026 Science Week 6 <sup>th</sup> – 15 <sup>th</sup> March 2026 'Curiosity: What's Your Question?' Journee de la langue francaise – French Language Day 20 <sup>th</sup> March 2026 World Art Day Wednesday April 15 <sup>th</sup> 2026		Earth Day – 22 <sup>nd</sup> April 2026 Sing Up Day TBC Music celebration – end July 2026	
Key Texts						
Class novel/daily reading		 			TBC	TBC

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<p><b>English</b></p>	<p><b>The Nowhere Emporium LPDS bridging unit.</b>  <b>Novel as a Theme 8 weeks</b>          Themed around magic, mystery and much more, both the narrative and non-fiction units within this publication, interweave reading and writing skills from Year 5 and Year 6. Children will be taken on a magical journey whilst reading Ross MacKenzie's award-winning <i>The Nowhere Emporium</i>. Regular short and long writing opportunities are embedded throughout the sequence - with opportunities for further challenge and independent writing also signposted – whilst the final written outcome is an extended narrative based around the plot of <i>The Nowhere Emporium</i>. This is followed by a non-fiction unit, flexibly themed around magic or the circus – it's your choice! Following research, children will work towards producing a <b>hybrid information text</b> in the form of a magazine page. This includes a mini biography, a discussion text and a non-chronological report. The children could be finding out about the history of magic, researching a famous magician or discussing whether animals should be allowed to perform in a circus. Lots of interesting</p>	<p><b>Fiction/Recount – The Arrival 3 weeks</b></p> <p><b>Persuasion and Discussion – 4 weeks</b>          Identify and use <b>semi-colons</b> to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up</i>. Use a wide range of devices to build cohesion within and across paragraphs. Investigate and collect a range of <b>antonyms</b> e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved</i>.</p>	<p><b>Flashbacks/Time Shifts –4 weeks</b></p> <p><b>Poems – free verse 2 weeks</b>          Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. <i>adverbials such as: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence</i>. Explore and investigate <b>active</b> and <b>passive</b> e.g. <i>I broke the window in the greenhouse versus the window in the greenhouse was broken</i>. Explore how <b>hyphens</b> can be used to avoid ambiguity e.g. <i>man eating shark versus man-eating shark</i>. Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. <i>find out – discover, ask for - request, go in – enter</i>. Use <b>active</b> and <b>passive</b> voice to achieve intended effects e.g. <i>formal reports, explanations and mystery narrative</i>.</p>	<p><b>Recount: Biography and autobiography 4 weeks</b>  <b>Classic narrative poetry/poetry with imagery 1 week</b>          Punctuate <b>bullet points</b> consistently. Identify and use <b>semi-colons</b> within lists. Explore, collect and use question tags typical of informal speech and writing e.g. <i>"He's your friend, isn't he?"</i> Explore, collect and use subjunctive forms for formal speech and writing e.g. <i>If I were able to come to your party, I would; The school requires that all pupils be honest</i>. Blend dialogue within sentences and paragraphs to convey character and advance the action e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</i></p>	<p>Using a quality text, <i>The Lion and Albert</i> by <i>Marriott Edgar</i>, a range of writing opportunities have been carefully planned across four key sections. These outcomes have been selected to target specific statements and skills from both the Lancashire Key Learning Documents for Reading and Writing and the STA Key Stage 2 Teacher Assessment Framework (TAF).  <b>- Immersion into text – 5 sessions</b>  <b>- Narrative: 1st person perspectives through diary entries and short flashback story – 7 sessions</b>          - Communication: <b>Email Letters – 7 sessions</b>  <b>- Persuasion: Adverts and Reviews – 8 sessions</b>          Opportunities for further stretch have also been referenced throughout the unit to demonstrate where learning could be taken further if, and when, appropriate.</p>	<p>Continued          Using a quality text, <i>The Lion and Albert</i> by <i>Marriott Edgar</i>, a range of writing opportunities have been carefully planned across four key sections. These outcomes have been selected to target specific statements and skills from both the Lancashire Key Learning Documents for Reading and Writing and the STA Key Stage 2 Teacher Assessment Framework (TAF).  <b>- Immersion into text – 5 sessions</b>  <b>- Narrative: 1st person perspectives through diary entries and short flashback story – 7 sessions</b>          - Communication: <b>Email Letters – 7 sessions</b>  <b>- Persuasion: Adverts and Reviews – 8 sessions</b>          Opportunities for further stretch have also been referenced throughout the unit to demonstrate where learning could be taken further if, and when, appropriate.</p> <p><b>Range of writing opportunities to support end of key stage expectations</b></p>
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	<p>facts to find and discussions to have!</p> <p>Manipulate sentences to create particular effects. Use devices to build cohesion between paragraphs in narrative e.g. <i>adverbials</i> such as: <i>in the meantime, meanwhile, in due course, until then</i>.</p> <p>Investigate and collect a range of <b>synonyms</b> and <b>antonyms</b> e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved</i>.</p> <p>Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. <i>find out – discover, ask for – request, go in – enter</i>.</p> <p>Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. <i>headings, sub-headings, columns, bullet points, tables</i>.</p>					
<p><b>Y6 English writing ongoing skills</b></p>	<p><b>Planning</b></p> <p>Identify audience and purpose.          Choose appropriate text-form and type for all writing.          Select the appropriate structure, vocabulary and grammar.          Draw on similar writing models, reading and research.          Compare how authors develop characters and settings (in books, films and performances).          Use a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning</i>.</p> <p><b>Drafting and Writing</b></p> <p>Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.          Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).          Consciously control the use of different sentence structures for effect.          Deviate narrative from linear or chronological sequence e.g. <i>flashbacks, simultaneous actions, time-shifts</i>.          Combine text-types to create hybrid texts e.g. <i>persuasive speech</i>.          Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. <i>repeated use of ‘and’ to convey tedium, one-word sentence</i>.          Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. <i>rhetorical questions, direct address to the reader</i>.          Précis longer passages.</p>					

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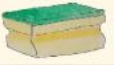

	<p><b>Evaluating and Editing</b> Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. Proofread for grammatical, spelling and punctuation errors.</p> <p><b>Performing</b> Use appropriate and effective intonation and volume. Add gesture and movement to enhance meaning. Encourage and take account of audience engagement.</p> <p><b>Spelling</b> Recognise and spell endings which sound like /s/, spelt – <i>cious</i> or <i>-tious</i>. Recognise and spell endings which sound like /l/, e.g. <i>official, partial</i>. Investigate adding suffixes beginning with vowel letters to words ending in <i>-fer</i>, e.g. <i>referring, reference</i>. Investigate use of the hyphen. Investigate and use further prefixes, e.g. <i>bi-trans-telecircum-</i>. Distinguish between homophones and other words that are often confused. Identify root words, derivations and spelling patterns as a support for spelling. Be secure with all spelling rules previously taught. Use a number of different strategies interactively in order to spell correctly. Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus. Spell words from the Year 6 list (selected from the statutory Year 5/6 word list).</p> <p><b>Handwriting and Presentation</b> Write, using a joined style, with increasing speed. Choose the writing implement that is best suited for a task e.g. <i>pencil for quick notes, handwriting pen for letters, marker pens for posters</i>.</p>	
<p><b>ongoing English</b></p>	<p><b>Handwriting</b> <b>Pupils should be taught to:</b> - write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task.</p>	<p>Grammar</p> <p><b>Pupils should be taught to:</b> <b>develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• using passive verbs to affect the presentation of information in a sentence</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun</li> <li>• learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> <p><b>indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• using a colon to introduce a list</li> <li>• punctuating bullet points consistently</li> </ul> <p><b>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</b></p> <p>Spelling</p> <p><b>Pupils should be taught to:</b> - use further prefixes and suffixes and understand the guidance for adding them - spell some words with 'silent' letters [e.g. <i>knight, psalm, solemn</i>] - continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 - use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus.</p> <p><b>*Supersonic Spelling Stars NEW September 2024</b></p>
<p><b>Y6 spellings</b> – <b>Supersonic Spelling</b></p>	<p>As Y1/Y2/Y3/Y4 and Autumn term (may differ slightly 2025-2026 academic year)</p>	

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Stars  
adapted for  
academic  
year 25/26











adding the suffix /cious/	adding the suffix /tious/	CEW Split digraph	adding the suffix /tial/	adding the suffix /cial/	CEW Easy	adding the suffix /cious/ and /tious/	adding the suffix /tial/ and /cial/
atrocious conscientious delicious ferocious gracious luscious malicious precious spacious suspicious tenacious vivacious	ambitious cautious conscientious contentious expeditious gumptious infectious nutritious repetitious scrumptious superstitious vexatious	accommodate achieve appreciate communicate criticise exaggerate guide persuade recognise sacrifice	confidential essential influential initial impartial palatial partial potential residential sequential spatial torrential	artificial beneficial commercial crucial facial financial glacial judicial official special social superficial	individual lightening neighbour relevant shoulder symbol system temperature twelfth vegetable	cautious contentious delicious gumptious malicious precious scrumptious superstitious suspicious tenacious vexatious vivacious	artificial beneficial confidential crucial glacial influential judicial palatial partial potential social torrential
							

Spring term (may differ slightly 2025-2026 academic year)

adding the suffix /ant/	CEW /ee/ sound spelt /e/	adding the suffix /ance/	adding the suffix /ancy/	CEW /shun/ sound spelt /tion/, /sion/ & /ssion/	adding the suffix /ent/	CEW remembering the doubles
abundant assistant brilliant distant dominant elegant expectant fragrant hesitant inhabitant observant vacant	decide describe determined develop equip equipment equipped frequently recent remember	abundance assistance attendance brilliance distance dominance elegance expectance fragrance hesitance observance performance	accountancy consultancy elegancy expectancy hesitancy infancy inhabitanacy occupancy relevancy reluctancy vacancy vibrancy	competition dictionary explanation mention occasion position possession profession pronunciation question	absorbent competent confident convenient decent excellent existent frequent incident independent innocent obedient	accompany according committee communicate embarrass immediate immediately necessary
						

Summer term (may differ slightly 2025-2026 academic year)

# Cop Lane C of E Primary School – Year 6 overview 2025-2026

adding /ant/ and /ent/	adding the suffix /ence/	adding the suffix /ency/	CEW remembering the doubles	adding /ance/ and /ence/	adding /ancy/ and /ency/	adding the suffix /able/	CEW /s/ sound using the /c/ spelling	adding the suffix /ible/	adding /able/ and /ible/
absorbent assistant confident decent dominant expectant frequent hesitant innocent obedient observant vacant	competence conference confidence convenience difference excellence existence independence innocence obedience preference sequence	absorbency competency consistency currency decency efficiency emergency fluency frequency residency transparency urgency	aggressive apparent community embarrass harass immediately interrupt marvellous occupy occur	brilliance confidence convenience difference dominance hesitance inhabitation innocence obedience observance performance sequence	absorbency competency consultancy decency emergency expectancy frequency hesitancy inhabitancy urgency vacancy vibrancy	achievable adorable changeable comfortable considerable debatable dependable enjoyable excitable noticeable reliable understandable	century cemetery criticise existence hindrance medicine notice prejudice pronunciation sincere	accessible collapsible convertible digestible edible flexible impossible incredible irresistible legible sensible visible	adorable changeable collapsible comfortable considerable edible impossible incredible noticeable reliable sensible visible
									

Please see newsletters sent home via Seesaw for supporting at home. We encourage children to write the spelling patterns in sentences, not in a weekly test.

## Y6 English reading

Read books at an age appropriate interest level.

Work out unfamiliar words by focusing on all letters in the word, e.g. not reading *invitation* for *imitation*.

Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. *un+happy+ness*, *dis+repute+able*, *dis+respect+ful*, *re+engage+ment*.

Use suffixes to understand meanings e.g. *-cious*, *-tious*, *-tial*, *-cial*.

Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list).

Use etymology to help the pronunciation of new words e.g. *chef*, *chalet*, *machine*, *brochure* – French in origin.

Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.

Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.

Independently read longer texts with sustained stamina and interest.

Recommend books to their peers with detailed reasons for their opinions.

Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.

Learn a wider range of poems by heart.

Prepare poems and play scripts to read aloud and perform using dramatic effects.

Explain the meaning of new vocabulary within the context of the text.

Demonstrate active reading strategies e.g. *challenging peers with questions*, *justifying opinions*, *responding to different viewpoints within a group*.

Use a reading journal to record on-going reflections and responses to personal reading.

Explore texts in groups and deepen comprehension through discussion.

Provide reasoned justifications for their views.

Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – **P**oint+**E**vidence+**E**xplanation.

Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. **P**oint+**E**vidence+**E**xplanation.

Predict what might happen from information stated and implied.

Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.

Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in *Carrie's War* and *Goodnight Mr Tom*.

Compare characters within and across texts.

Compare texts written in different periods.

Recognise themes within and across texts e.g. *hope*, *peace*, *fortune*, *survival*.

Distinguish between statements of fact and opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.

Skim for gist.

Scan for key information e.g. *identify words and phrases which tell you the character is frustrated*, or *find words/phrases which suggest that a theme park is exciting*.

Use a combination of skimming, scanning and close reading across a text to locate specific detail.

Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.

Analyse the conventions of different types of writing e.g. *use of dialogue to indicate geographical and/or historical settings for a story*.

## Y6 English reading ongoing skills

# Cop Lane C of E Primary School – Year 6 overview 2025-2026

	<p>Identify how language, structure and presentation contribute to meaning e.g. <i>persuasive leaflet, balanced argument</i>.          Explore, recognise and use the terms personification, analogy, style and effect.          Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.          Participate in discussions about books, building on their own and others' ideas and challenging views courteously.          Explain and discuss their understanding of what they have read, including through formal presentations and debates.          Prepare formal presentations individually or in groups. Use notes to support presentation of information.          Respond to questions generated by a presentation. Participate in debates on issues related to reading (fiction/non-fiction).</p>				
<b>Y6 Spoken Language</b>	<b>Listening and Attention</b>	<b>Understanding</b>	<b>Speaking</b>	<b>Vocabulary</b>	<b>Participating, Presenting and Performing</b>
	<p>Listen and evaluate how spoken language varies in different contexts according to purpose and audience, e.g. <i>in a football commentary, a documentary programme, journalistic reporting, chat shows etc.</i>          Listen and identify how intonation and expression affects meaning, e.g. <i>when listening to others read a text aloud, perform a poem, a persuasive speech or formal review etc.</i>          Listen and evaluate viewpoints from adults and peers, e.g. <i>identifying bias when examining facts and opinions, when listening to formal presentations and debates linked to narrative, non-fiction and across the curriculum.</i></p>	<p>Discuss and analyse how spoken language is used within different contexts according to purpose and audience, e.g. <i>in a football commentary, a documentary programme, journalistic reporting, chat shows etc.</i>          Articulate and justify answers, arguments and opinions orally, in relation to questions or key points posed by an adult and peers.          Ask a range of appropriate questions to clarify and refine thinking.          Participate in discussions and debates building on their own and others' ideas, challenging views courteously.          Provide oral explanations with supporting details in relation to questions posed with 'how' and 'why', e.g. <i>How does the camel adapt to its environment? Why did the character behave inappropriately in chapter two?</i>          Speak with appropriate volume and fluency maintaining the attention of others.</p>	<p>Use correct Standard English when speaking in informal contexts.          Select and use appropriate registers for effective communication in a range of contexts, e.g. <i>non-standard and Standard English to develop characterisation for dialogue; in non-fiction contexts such as persuasive speeches or journalistic reporting.</i>          Use cohesive devices for narrative and non-fiction during talk to organise ideas, using speaking frames to support, e.g. <i>-First of all, ...</i>  <i>-In addition to...</i>  <i>-On the other hand, ...</i>  <i>-Similarly, ...</i></p>	<p>Introduce, explore and evaluate new vocabulary orally, e.g. <i>author's choice of language in texts, technical vocabulary etc.</i>          Explore settings and characters orally, and select precise vocabulary to create well-structured descriptions.          Express feelings orally and select precise vocabulary to articulate an opinion, e.g. <i>linked to PSHE or English.</i></p>	<p>Prepare oral retellings of identified sections of stories (or innovated/invented versions) in order to perform to an audience.          Prepare oral retellings of non-fiction texts/sections of non-fiction texts (or innovated/invented versions) in order to perform to an audience.          Participate in role in English and across the curriculum, e.g. <i>paired improvisation or first lines drama, flashback and flash forward techniques, meetings in role, interviews in role linked to narrative and non-fiction, sales pitch, journalistic reporting, reporting events in a chat show etc.</i>          Prepare poems and playscripts to perform, using dramatic effects in order to gain, maintain and heighten the interest of the audience.          Use non-verbal gestures whilst presenting and performing to sustain the audience's interest.</p>
<b>Mathematics</b>	<p><b>WHITE ROSE</b>  <b>Number: Place Value</b>          Step 1 Numbers to 1,000,000          Step 2 Numbers to 10,000,000          Step 3 Read and write numbers to 10,000,000          Step 4 Powers of 10          Step 5 Number line to 10,000,000          Step 6 Compare and order any integers          Step 7 Round any integer          Step 8 Negative numbers</p> <p><b>NATIONAL CURRICULUM LINKS:</b>  <b>Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.</b>  <b>Round any whole number to a required degree of accuracy.</b></p>		<p><b>WHITE ROSE</b>  <b>Number: Decimals</b>          Step 1 Place value within 1          Step 2 Place value – integers and decimals          Step 3 Round decimals          Step 4 Add and subtract decimals          Step 5 Multiply by 10, 100 and 1,000          Step 6 Divide by 10, 100 and 1,000          Step 7 Multiply decimals by integers          Step 8 Divide decimals by integers          Step 9 Multiply and divide decimals in context</p> <p><b>NATIONAL CURRICULUM LINKS:</b>  <b>Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.</b></p>		<p><b>WHITEROSE</b>  <b>Geometry: Position and Direction</b>          Step 1 The first quadrant          Step 2 Read and plot points in four quadrants          Step 3 Solve problems with coordinates          Step 4 Translations          Step 5 Reflections</p> <p><b>NATIONAL CURRICULUM LINKS:</b>  <b>Describe positions on the full coordinate grid (all four quadrants).</b>  <b>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</b></p> <p><b>Geometry: Shape</b>          Step 1 Measure and classify angles          Step 2 Calculate angles</p>

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Use negative numbers in context, and calculate intervals across zero.

Solve number and practical problems that involve the above.

**Number: Addition, Subtraction, Multiplication and Division**

Step 1 Add and subtract integers

Step 2 Common factors

Step 3 Common multiples

Step 4 Rules of divisibility

Step 5 Primes to 100

Step 6 Square and cube numbers

Step 7 Multiply up to a 4-digit number by a 2-digit number

Step 8 Solve problems with multiplication

Step 9 Short division

Step 10 Division using factors

Step 11 Introduction to long division

Step 12 Long division with remainders

Step 13 Solve problems with division

Step 14 Solve multi-step problems

Step 15 Order of operations

Step 16 Mental calculations and estimation

Step 17 Reason from known facts

**NATIONAL CURRICULUM LINKS:**

Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Solve problems involving addition, subtraction, multiplication and division.

Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Identify common factors, common multiples and prime numbers.

Multiply multi-digit numbers up to four digits by a 2-digit whole number using the formal written method of long multiplication.

Perform mental calculations, including with mixed operations and large numbers.

Divide numbers up to four digits by a 2-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.

Solve problems which require answers to be rounded to specified degrees of accuracy.

Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Multiply 1-digit numbers with up to 2 decimal places by whole numbers.

Use written division methods in cases where the answer has up to 2 decimal places.

Solve problems involving addition, subtraction, multiplication and division.

**Number: Fractions, Decimals and Percentages**

Step 1 Decimal and fraction equivalents

Step 2 Fractions as division

Step 3 Understand percentages

Step 4 Fractions to percentages

Step 5 Equivalent fractions, decimals and percentages

Step 6 Order fractions, decimals and percentages

Step 7 Percentage of an amount – one step

Step 8 Percentage of an amount – multi-step

Step 9 Percentages – missing values

**NATIONAL CURRICULUM LINKS:**

Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.

Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction.

Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Compare and order fractions, including fractions  $>1$ .

Solve problems involving the calculation of percentages and the use of percentages for comparison.

**Measurement: Area, Perimeter and Volume**

Step 1 Shapes – same area

Step 2 Area and perimeter

Step 3 Area of a triangle – counting squares

Step 4 Area of a right-angled triangle

Step 5 Area of any triangle

Step 6 Area of a parallelogram

Step 7 Volume – counting cubes

Step 8 Volume of a cuboid

**NATIONAL CURRICULUM LINKS:**

Step 3 Vertically opposite angles

Step 4 Angles in a triangle

Step 5 Angles in a triangle – special cases

Step 6 Angles in a triangle – missing angles

Step 7 Angles in a quadrilateral

Step 8 Angles in polygons

Step 9 Circles

Step 10 Draw shapes accurately

Step 11 Nets of 3-D shapes

**NATIONAL CURRICULUM LINKS:**

Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. Draw given angles, and measure them in degrees ( $^{\circ}$ ) (Y5).

Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles (Y5).

Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.

Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.

Draw 2-D shapes using given dimensions and angles.

Recognise, describe and build simple 3-D shapes, including making nets.

**Number: Ratio**

Step 1 Add or multiply?

Step 2 Use ratio language

Step 3 Introduction to the ratio symbol

Step 4 Ratio and fractions

Step 5 Scale drawing

Step 6 Use scale factors

Step 7 Similar shapes

Step 8 Ratio problems

Step 9 Proportion problems

Step 10 Recipes

**NATIONAL CURRICULUM LINKS:**

Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.

Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Solve problems involving similar shapes where the scale factor is known or can be found.

**Number: Algebra**

Step 1 1-step function machines

# Cop Lane C of E Primary School – Year 6 overview 2025-2026

Divide numbers up to four digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.

Use their knowledge of the order of operations to carry out calculations involving the four operations.

## **Number: Fractions A**

- Step 1 Equivalent fractions and simplifying
- Step 2 Equivalent fractions on a number line
- Step 3 Compare and order (denominator)
- Step 4 Compare and order (numerator)
- Step 5 Add and subtract simple fractions
- Step 6 Add and subtract any two fractions
- Step 7 Add mixed numbers
- Step 8 Subtract mixed numbers
- Step 9 Multi-step problems

### **NATIONAL CURRICULUM LINKS:**

Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.

Compare and order fractions, including fractions  $> 1$ .

Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.

Identify common factors, common multiples and prime numbers.

Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Solve problems involving addition, subtraction, multiplication and division.

## **Number: Fractions B**

- Step 1 Multiply fractions by integers
- Step 2 Multiply fractions by fractions
- Step 3 Divide a fraction by an integer
- Step 4 Divide any fraction by an integer
- Step 5 Mixed questions with fractions
- Step 6 Fraction of an amount
- Step 7 Fraction of an amount – find the whole

### **NATIONAL CURRICULUM LINKS:**

Recognise that shapes with the same areas can have different perimeters and vice versa.

Recognise when it is possible to use formulae for area and volume of shapes.

Calculate the area of parallelograms and triangles.

Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units.

## **Measurement: Converting units**

- Step 1 Metric measures
- Step 2 Convert metric measures
- Step 3 Calculate with metric measures
- Step 4 Miles and kilometres
- Step 5 Imperial measures

### **NATIONAL CURRICULUM LINKS:**

Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate.

Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places.

## **Number: Ratio**

- Step 1 Add or multiply?
- Step 2 Use ratio language
- Step 3 Introduction to the ratio symbol
- Step 4 Ratio and fractions
- Step 5 Scale drawing
- Step 6 Use scale factors
- Step 7 Similar shapes
- Step 8 Ratio problems
- Step 9 Proportion problems
- Step 10 Recipes

### **NATIONAL CURRICULUM LINKS:**

Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.

Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Solve problems involving similar shapes where the scale factor is known or can be found.

## **Number: Algebra**

- Step 2 2-step function machines
- Step 3 Form expressions
- Step 4 Substitution
- Step 5 Formulae
- Step 6 Form equations
- Step 7 Solve 1-step equations
- Step 8 Solve 2-step equations
- Step 9 Find pairs of values
- Step 10 Solve problems with two unknowns

### **NATIONAL CURRICULUM LINKS:**

Use simple formulae.

Generate and describe linear number sequences.

Find pairs of numbers that satisfy an equation with two unknowns.

Enumerate possibilities of combinations of two variables.

Express missing number problems algebraically.

[Themed projects, consolidation and Problem Solving](#)

# Cop Lane C of E Primary School – Year 6 overview 2025-2026

	<p><b>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams (Y5).</b></p> <p><b>Multiply simple pairs of proper fractions, writing the answer in its simplest form.</b></p> <p><b>Divide proper fractions by whole numbers.</b></p> <p><b>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</b></p> <p><b>Solve problems involving addition, subtraction, multiplication and division.</b></p> <p><b>Associate a fraction with division and calculate decimal fraction equivalents.</b></p> <p><b>Statistics</b></p> <p>Step 1 Line graphs Step 2 Dual bar charts Step 3 Read and interpret pie charts Step 4 Pie charts with percentages Step 5 Draw pie charts Step 6 The mean</p> <p><b><u>NATIONAL CURRICULUM LINKS:</u></b></p> <p><b>Interpret and construct pie charts and line graphs and use these to solve problems.</b></p> <p><b>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs (Year 4).</b></p> <p><b>Interpret and construct pie charts and line graphs and use these to solve problems.</b></p> <p><b>Calculate and interpret the mean as an average.</b></p>	<p>Step 1 1-step function machines Step 2 2-step function machines Step 3 Form expressions Step 4 Substitution Step 5 Formulae Step 6 Form equations Step 7 Solve 1-step equations Step 8 Solve 2-step equations Step 9 Find pairs of values Step 10 Solve problems with two unknowns</p> <p><b><u>NATIONAL CURRICULUM LINKS:</u></b></p> <p><b>Use simple formulae.</b></p> <p><b>Generate and describe linear number sequences.</b></p> <p><b>Find pairs of numbers that satisfy an equation with two unknowns.</b></p> <p><b>Enumerate possibilities of combinations of two variables.</b></p> <p><b>Express missing number problems algebraically.</b></p>	
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# Cop Lane C of E Primary School – Year 6 overview 2025-2026

<p><b>Science</b></p> <p>See PLAN matrices</p>	<p><b>Animals including humans</b> – identify and name the main parts of the human 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 water are transported within animals, including humans.</p> <p><b>Scientist – Dr Katharine Dibb (University of Manchester)</b></p> <p><b>Living things and their environment</b> – 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. Give reasons for classifying plants and animals based on specific characteristics.</p> <p><b>Scientist – Carl Linneaus, Chris Nelson</b></p>	<p><b>Electricity</b> - associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. 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. Use recognised symbols when representing a simple circuit in a diagram.</p> <p><b>Scientist – William Kamkwamba, Edith Clarke</b></p> <p><b>Light</b> - 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 travels from light sources to our eyes or 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.</p> <p><b>Scientist – Ernesta Jonkute Alhazen</b></p>	<p><b>Evolution and inheritance</b> - recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary 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.</p> <p><b>Scientist – Charles Darwin, Professor Nazneen Rahman</b></p>
<p><b>Enquiry Question</b></p>	<p><b>Local – Windermere</b></p> <p><b>How and why has land use changed since World War II?</b></p> <p>Place - Similarities and Difference</p>	<p><b>Economical Trade</b></p> <p><b>How sustainable is the UK Economy?</b></p> <p>Human - Fieldwork</p>	<p><b>Coastal Erosion</b></p> <p><b>How is coastal erosion affecting the environment and communities in Norfolk, and what measures are being taken to manage it?</b></p> <p>Physical - Mapping</p>
<p><b>Geography</b></p>	<p><b>Locational Knowledge</b></p> <p>Name and locate counties and cities in the United Kingdom</p> <p><b>Place Knowledge</b></p> <p>A region of the United Kingdom</p> <p><b>Human and Physical Geography</b></p> <p>Describe and understand key aspects of physical geography including climates zones. Vegetation belts</p> <p>Describe and understand key aspects of Human geography including settlement and land use, distribution of natural resources</p>	<p><b>Human and Physical Geography</b></p> <p>Describe and understand key aspects of physical geography including climates zones, biomes rivers.</p> <p>Describe and understand key aspects of Human geography including settlement and land, distribution of natural resources and food, trade and land use.</p>	<p><b>Locational Knowledge</b></p> <p>Name and locate counties and cities in the United Kingdom</p> <p><b>Place Knowledge</b></p> <p>A region of the United Kingdom</p> <p><b>Human and Physical Geography</b></p> <p>Describe and understand key aspects of physical geography including coastlines, erosion</p> <p>Describe and understand key aspects of Human geography including settlement and land, water.</p>

# Cop Lane C of E Primary School – Year 6 overview 2025-2026

<p><b>Geography</b> <b>Key learning and skills</b></p>	<p><b>Mapping</b></p> <ul style="list-style-type: none"> <li>Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.</li> <li>Relate different maps to each other and to aerial photos.</li> <li>Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps.</li> <li>Understand that purpose, scale, symbols and style are related.</li> <li>Use six figure coordinates.</li> <li>Use latitude/longitude in a globe or atlas.</li> <li>Use a wider range of OS symbols including 1:50K symbols.</li> <li>Know that different scale OS maps use some different symbols.</li> <li>Use the scale bar on maps.</li> <li>Read and compare map scales.</li> </ul>	<p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places.</li> <li>Interpret data collected and present the information in a variety of ways including charts and graphs.</li> </ul> <p><b>Enquiry and Investigation</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?</li> <li>Make predictions and test simple hypotheses about people and places.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.</li> <li>Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.</li> <li>Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.</li> </ul>	<p><b>Mapping</b></p> <ul style="list-style-type: none"> <li>Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.</li> <li>Relate different maps to each other and to aerial photos</li> <li>Choose the most appropriate map/globe for a specific purpose.</li> <li>Interpret and use thematic maps.</li> <li>Create sketch maps using symbols and a key.</li> <li>Use models and maps to discuss land shape i.e. contours and slopes.</li> </ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.</li> </ul>
	<p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>Use eight cardinal points to give directions and instructions.</li> <li>Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places.</li> </ul> <p><b>Enquiry and Investigation</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?</li> <li>Make predictions and test simple hypotheses about people and places.</li> </ul>		<p><b>Use of ICT /Technology</b></p> <ul style="list-style-type: none"> <li>Use appropriate search facilities when locating places on digital/online maps and websites.</li> <li>Use wider range of labels and measuring tools on digital maps.</li> <li>Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc</li> <li>Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app.</li> </ul>
	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.</li> <li>Use more precise geographical language relating to the physical and human processes detailed in</li> </ul>		

# Cop Lane C of E Primary School – Year 6 overview 2025-2026

	<p>the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes</p> <p><b>Use of ICT /Technology</b></p> <ul style="list-style-type: none"> <li>Use appropriate search facilities when locating places on digital/online maps and websites.</li> <li>Use wider range of labels and measuring tools on digital maps.</li> <li>Collect and present data electronically e.g. through the use of electronic questionnaires/surveys.</li> </ul>		
<b>Geography Key vocabulary</b>	pre-war, post-war, present day, population, land use, key buildings, six figure grid references	Economy, sustainability, trade, Renewable, Non-renewable Energy, Fossil fuels, Green energy, Industry Manufacturing, Services, Business, Income, Wealth, Economic growth, Consumption, Production, Supply, Demand Global trade, Import, Export	features of erosion, hills, mountains and rivers, trade, geology, tourism, survey, debate, environmental change
<b>History</b>	<p><b>World War 2</b></p> <p><b>How did World War 2 impact children in the North West region?</b></p> <p><b>Substantive Concept - Childhood</b></p> <p><b>Disciplinary Concept – Cause and Consequence</b></p>	<p><b>Crime and Punishment</b></p> <p><b>How have local courthouses and the way justice is delivered changed over time?</b></p> <p><b>Substantive Concept – Justice and Equality</b></p> <p><b>Disciplinary Concept – Change and Continuity</b></p>	<p><b>Stone Age – Iron Age</b></p> <p><b>Would it have been better to live in the Stone Age or Iron Age?</b></p> <p><b>Substantive Concept – Inventions</b></p> <p><b>Disciplinary Concept – Enquiry and interpretation</b></p>
<b>History Key learning and skills</b>	<p><b>Events People and Changes</b></p> <ul style="list-style-type: none"> <li>A local history study</li> </ul> <p><b>Enquiry, Interpretation and Using Sources</b></p> <ul style="list-style-type: none"> <li>Regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance. Ask questions such as, ‘How did life change..?’ ‘Why do we remember..?’ ‘Why do people disagree..?’</li> <li>Give some reasons for contrasting arguments and interpretations of the past. Ask, ‘Why have different stories been told about..?’</li> <li>Describe the results of historical events, situations and changes e.g. the impact on people’s lives</li> </ul> <p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends</li> </ul>	<p><b>Events People and Changes</b></p> <ul style="list-style-type: none"> <li>A local history study</li> </ul> <p><b>Enquiry, Interpretation and Using Sources</b></p> <ul style="list-style-type: none"> <li>Describe the results of historical events, situations and changes e.g. the impact on people’s lives</li> <li>Recognise that some events, people and changes are judged as more historically significant than others</li> </ul> <p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Describe aspects of cultural, economic, military, political, religious and social history</li> <li>Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms.</li> </ul>	<p><b>Events People and Changes</b></p> <ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age</li> </ul> <p><b>Enquiry, Interpretation and Using Sources</b></p> <ul style="list-style-type: none"> <li>Use a wide range of sources as a basis for research to answer questions and to test hypotheses</li> <li>Recognise how our knowledge of the past is constructed from a range of different sources</li> <li>Evaluate sources and make inference.</li> <li>Choose relevant sources of evidence to support particular lines of enquiry</li> </ul> <p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends</li> <li>Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms.</li> </ul>

# Cop Lane C of E Primary School – Year 6 overview 2025-2026

	<b>Communication</b> <ul style="list-style-type: none"> <li>Discuss how Britain has influenced and been influenced by the wider world</li> <li>Describe aspects of cultural, economic, military, political, religious and social history</li> <li>Choose the most appropriate way of communicating historical findings including the use of ICT, maps and timelines</li> </ul>		<ul style="list-style-type: none"> <li>Discuss and debate historical issues acknowledging contrasting evidence and opinions</li> <li>Produce structured work that makes connections, provides contrasting evidence and analyses trends</li> </ul>			
<b>History Key vocabulary</b>	vacuation, rationing, air raid, Anderson shelter, blackout, diary, wartime, allies, civilian, home front, interview, archive allied and axis powers, blitzkrieg/ Blitz, evacuation, billet/ billeting, Holocaust, ration, Anderson shelter, Lilian Bader, Noor Inayat Khan, local history, migration, invasion, war, sources, evidence, similarities, differences		Courthouse, justice, trial, punishment, sentence, police, law enforcement, jury, magistrate, evidence, rights, fairness		prehistory, Stone Age, Bronze Age, Iron Age, archaeologists, artefact, Skara Brae, Palaeolithic, Mesolithic and Neolithic periods. hunter gathers, agriculture, livestock, permanent settlements, Stonehenge, monuments, reared animals, cairns, stone circles, farmsteads, hillforts, community, culture, religion, beliefs, food and farming, trade, legacy, sources, evidence, change, continuity	
<b>Local history</b>	<b>My North West (linked to evacuation)</b> Second World War/WW2 Preston and surrounding Lancashire area. Were children evacuated to Lancashire during WW2? Link text: After the War by Tom Palmer (inspired by the true story of the Windermere Boys) What impact did Windermere have on 'The Windermere Boys'?		Crime and punishment in Lancashire's Local Prisons			
<b>Computing</b>	<a href="#">Year 6 – computing systems and networks</a>  -To explain the importance of internet addresses -To recognise how data is transferred across the internet -To explain how sharing information online can help people to work together -To evaluate different ways of working together online -To recognise how we communicate using technology	<a href="#">Year 6 programming A – variables in games (scratch)</a>  -To define a 'variable' as something that is changeable -To explain why a variable is used in a program -To choose how to improve a game by using variables -To design a project that builds on a given example -To use my design to create a project -To evaluate my project  <b>Online Relationships</b>  <a href="#">I can explain how sharing something online may have</a>	<a href="#">Year 6 programming B – Sensing Movement (microbit)</a>  -To create a program to run on a controllable device -To explain that selection can control the flow of a program -To update a variable with a user input -To use a conditional statement to compare a variable to a value -To design a project that uses inputs and outputs on a controllable device -To develop a program to use inputs and outputs on a controllable device	<a href="#">Year 6 - Creating media - video production (Movie &amp; green screen)</a>  -To explain what makes a video effective -To identify digital devices that can record video -To capture video using a range of techniques -To create a storyboard -To identify that video can be improved through reshooting and editing -To consider the impact of the choices made when making and sharing a video	<a href="#">Year 6 – creating media - web page creation (google sites)</a> <b>ACCOUNT NEEDED</b>  -To review an existing website and consider its structure -To plan the features of a web page -To consider the ownership and use of images (copyright) -To recognise the need to preview pages -To outline the need for a navigation path -To recognise the implications of linking to content owned by other people	<a href="#">Year 6 - Data and information - Introduction to Spreadsheets Google Slides</a>  -To create a data set in a spreadsheet -To build a data set in a spreadsheet -To explain that formulas can be used to produce calculated data -To apply formulas to data -To create a spreadsheet to plan an event -To choose suitable ways to present data

# Cop Lane C of E Primary School – Year 6 overview 2025-2026

	<p>-To evaluate different methods of online communication</p> <p><b>Self- Image and Identity</b></p> <p><u>I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.</u></p> <p><u>I can explain the importance of asking until I get the help needed</u></p>	<p><u>an impact either positively or negatively</u></p> <p><u>I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.</u></p>	<p><b>Online Bullying</b></p> <p><u>I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me</u></p> <p><u>I can explain how someone would report online bullying in different contexts</u></p>	<p><b>Managing Online Information</b></p> <p><u>I can explain how to use search technologies effectively.</u></p> <p><u>I can identify, flag and report inappropriate content</u></p>	<p><b>Privacy and Security</b></p> <p><u>I can describe simple ways to increase privacy on apps and services that provide privacy settings</u></p> <p><u>I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content</u></p>	<p><b>Online Reputation</b></p> <p><u>I can explain the ways in which anyone can develop a positive online reputation</u></p> <p><u>I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</u></p>
<p><b>ongoing Computing</b></p>	<p><b>Using technology:</b></p> <ul style="list-style-type: none"> <li>increasingly develop their independence and confidence in using these devices.</li> <li>typing speed at least <b>20WPM</b></li> <li>make sensible <b>choices</b> about the technology they use to <b>enhance and help</b> them with their work, and to justify their choices</li> <li>make sharp, alert, secure, kind and brave online choices to help us to be internet legends.</li> </ul> <p><b>Big Brown Bear - using learn to type to develop speed and accuracy PurpleMash 2Type</b></p>					
<p><b>Art and Design</b></p>	<p><b>Collage</b> The children look at rural and urban landscapes looking at perspective and compositional paints/ drawings. They progress to look at artists such as John Piper, who use collage to create their landscapes. The children will then create their own landscape artwork using drawing, painting and collage.</p>	<p><b>Digital Media and Drawing</b> Children look at self-portraits and draw themselves. Children consider their own identity and what makes them special. The learning then moves to looking at digital packages and creating layered images with their self-portrait drawings.</p>			<p><b>Textiles</b> – The children use a range of textile skills to create a piece linked to prehistoric textiles, building upon research and analysis of the time period, using this to impact their creation.</p>	
<p><b>Art and Design Key learning and skills</b></p>	<p><b>Collage</b></p> <ul style="list-style-type: none"> <li>To add collage to a painted, printed or drawn background.</li> <li>Use a range of media to create collages.</li> <li>Use different techniques, colours and textures etc when designing and making pieces of work.</li> <li>Use collage as a means of extending work from initial ideas.</li> </ul> <p><b>Drawing</b> <u>Perspective and Composition</u></p> <ul style="list-style-type: none"> <li>To begin to use simple perspective in their work using a single focal point and horizon.</li> </ul>	<p><b>Digital Media</b></p> <ul style="list-style-type: none"> <li>To record, collect and store visual information using iPads,</li> <li>To present recorded visual images using online software.</li> <li>Use a graphics package to create and manipulate new images.</li> <li>To be able to import an image (scanned, retrieved, taken) into a graphics package.</li> <li>To understand that a digital image is created by layering.</li> <li>To create layered images from original ideas.</li> </ul>			<p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>To use fabrics to create 3D structures.</li> <li>To use different grades of threads and needles.</li> <li>To experiment with batik techniques.</li> <li>To experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</li> </ul>	

# Cop Lane C of E Primary School – Year 6 overview 2025-2026

	<ul style="list-style-type: none"> <li>To begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</li> <li>Show an awareness of how paintings are created i.e. composition.</li> </ul>	<p style="text-align: center;"><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To work from a variety of sources including observation, photographs and digital images.</li> <li>To work in a sustained and independent way to create a detailed drawing.</li> <li>To use a journal to collect and develop ideas.</li> <li>To identify artists who have worked in a similar way to their own work.</li> </ul>	
<b>Art and Design Key vocabulary</b>	accentuate, enhance, detract, practicality, aesthetic	action, balance, direction, imbalance, movement, poised, transition, viewpoint, weight	cloth, fray, taffeta, organdie, poplin, tweed, embellished, manipulated, embroidered, warp, weft, replicate, soft, sculpture, manipulation, smocking, ruching, batik, embellish
<b>Art and Design Ongoing Y5/ Y6 key learning and skills</b>	<p><b>Exploring and Developing Ideas</b></p> <ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul> <p><b>Evaluating and Developing Work</b></p> <ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them,</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Annotate work in a journal.</li> </ul>		
<b>DT</b>	<b>Textiles</b> – The children will design, make do and mend a decoration with the purpose of fitting a festive theme and to be able to hang from a tree.	<b>Food</b> – The children will use their food technology skills to create a savoury meal inspired by trade and sustainability.	
<b>DT Skills</b>	<p style="text-align: center;"><b>Textiles</b></p> <ul style="list-style-type: none"> <li>To use the correct vocabulary appropriate to the project.</li> <li>To create 3D products using patterns pieces and seam allowance.</li> <li>To understand pattern layout.</li> <li>To decorate textiles appropriately (often before joining components).</li> <li>To pin and tack fabric pieces together.</li> <li>To join fabrics using over sewing, back stitch, blanket stitch or machine stitching (closer supervision).</li> <li>To combine fabrics to create more useful properties.</li> <li>To make quality products</li> </ul>	<p style="text-align: center;"><b>Food</b></p> <ul style="list-style-type: none"> <li>To select and prepare foods for a particular purpose.</li> <li>To develop understanding of a healthy diet (using the Eatwell plate) and apply in their ingredient choices.</li> <li>To use a range of cooking techniques.</li> <li>To consider influence of recent chefs e.g. Jamie Oliver and school meals, Heston Blumenthal.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

# Cop Lane C of E Primary School – Year 6 overview 2025-2026

<b>DT Key Vocabulary</b>	seam, seam allowance, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, needles, thread, fastenings		ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble			
<b>DT Ongoing Y5/Y6 Key learning and skills</b>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>To list tools needed before starting the activity.</li> <li>To plan the sequence of work e.g. using a storyboard.</li> <li>To record ideas using annotated diagrams.</li> <li>To use models, kits and drawings to help formulate design ideas.</li> <li>To combine modelling and drawing to refine ideas.</li> <li>To devise step by step plans which can be read / followed by someone else.</li> <li>To use exploded diagrams and cross-sectional diagrams to communicate ideas.</li> <li>To sketch and model alternative ideas.</li> <li>To decide which design idea to develop.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>To make prototypes.</li> <li>To develop one idea in depth.</li> <li>To use researched information to inform decisions.</li> <li>To produce detailed lists of ingredients / components / materials and tools.</li> <li>To select from and use a wide range of tools.</li> <li>To cut accurately and safely to a marked line.</li> <li>To select from and use a wide range of materials.</li> <li>To use appropriate finishing techniques for the project.</li> <li>To refine their product – review and rework/improve.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>To research and evaluate existing products (including book and web based research).</li> <li>To consider user and purpose.</li> <li>To identify the strengths and weaknesses of their design ideas.</li> <li>To give a report using correct technical vocabulary.</li> <li>To consider and explain how the finished product could be improved related to design criteria.</li> <li>To discuss how well the finished product meets the design criteria of the user.</li> <li>To understand how key people have influenced design.</li> </ul>					
PE My Personal Best	Self-motivation	Respect	Trust	Co-Operation	Resilience	Encouragement
PE Whole school festivals	<b>Handball Festival</b> 17.10.25	<b>Dance Festival</b> 21.11.25	<b>Inclusion Festival</b> 06.02.26	<b>Wellbeing Festival</b> 20.03.26	<b>Tennis Festival</b> 15.05.26	<b>Tri-Golf Festival</b> 10.07.26
<b>PE</b> See GetSet4PE	<b>Basketball</b> In this unit pupils develop their understanding of the attacking and defending principles of invasion	<b>Gymnastics</b> In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction	<b>Dance</b> In this unit pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using	<b>Athletics</b> In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and	<b>Golf</b> In this unit, pupils will explore and develop their accuracy of aiming at a target. In golf, pupils do this using a club.	<b>Tennis</b> In this unit pupils develop their understanding of the principles of net and wall games. In all games

# Cop Lane C of E Primary School – Year 6 overview 2025-2026

	<p>games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In basketball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p><b><u>National Curriculum link:</u></b> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b><u>Physical skills:</u></b> Run, jump, throw, catch, dribble, shoot.</p> <p><b><u>Social skills:</u></b> Collaboration, communication, co-operation, respect.</p> <p><b><u>Emotional skills:</u></b> Honesty and fair play, confidence, persevere.</p> <p><b><u>Thinking skills:</u></b></p>	<p>and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p><b><u>National Curriculum link:</u></b> Develop flexibility, strength, technique, control and balance.</p> <p><b><u>Physical skills:</u></b> Straddle roll, forward roll, backward roll, counter balance, counter tension, bridge, shoulder stand, handstand, cartwheel, flight.</p> <p><b><u>Social skills:</u></b> Work safely, collaboration, communication, respect.</p> <p><b><u>Emotional skills:</u></b> Independence, confidence, determination.</p> <p><b><u>Thinking skills:</u></b> Observe and provide feedback, comprehension, select and apply actions, evaluate and improve sequences.</p> <p><b><u>Yoga</u></b> In this unit pupils learn about</p>	<p>different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.</p> <p><b><u>National Curriculum link:</u></b> Perform dances using a range of movement patterns.</p> <p><b><u>Physical skills:</u></b> Actions, dynamics, space, relationships.</p> <p><b><u>Social skills:</u></b> Share ideas, collaboration, support, communication, inclusion, respect, leadership.</p> <p><b><u>Emotional skills:</u></b> Confidence, self-regulation, perseverance, determination, integrity, empathy.</p> <p><b><u>Thinking skills:</u></b> Creativity, observation, provide feedback, comprehension, use feedback to improve, select and apply skills.</p> <p><b><u>Fitness</u></b> In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. They will learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve on their</p>	<p>throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: long distance running, short distance running, triple jump, discus and shot put.</p> <p><b><u>National Curriculum link:</u></b> Use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p> <p><b><u>Physical skills:</u></b> Pace, sprint, jump for distance, push throw, fling throw.</p> <p><b><u>Social skills:</u></b> Negotiating, collaborating, respect.</p> <p><b><u>Emotional skills:</u></b> Empathy, perseverance, determination.</p> <p><b><u>Thinking skills:</u></b> Observing and providing feedback, comprehension.</p> <p><b><u>Volleyball</u></b> In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In volleyball, they do this by placing an object away from an opponent to make it difficult for them to return. Pupils are given opportunities to work</p>	<p>Pupils will develop their understanding of techniques to use over long and short distances. They will have opportunities to apply their skills and knowledge in a range of challenges working individually and with others in both co-operative and competitive environments. Pupils will observe and recognise improvements for their own and others' skills. They will be given opportunities to work on their own and with others. As well as design their own course.</p> <p><b><u>National Curriculum link:</u></b> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b><u>Physical skills:</u></b> Balance, co-ordination, striking.</p> <p><b><u>Social skills:</u></b> Work safely, support and encourage others, collaboration.</p> <p><b><u>Emotional skills:</u></b> Perseverance, self-regulation, patience, honesty.</p> <p><b><u>Thinking skills:</u></b> Analysis, select and apply skills.</p> <p><b><u>OAA</u></b> In this unit, pupils develop a skill set that is transferrable to OAA (outdoor adventurous activities). Pupils work individually, collaboratively in</p>	<p>activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work co-operatively with others as well as independently, they are able to lead and officiate showing honesty and fair play whilst abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent when playing individually and with a partner.</p> <p><b><u>National Curriculum link:</u></b> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b><u>Physical skills:</u></b> Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, rallying.</p> <p><b><u>Social skills:</u></b> Support and encourage others, co-operation, collaboration, respect.</p> <p><b><u>Emotional skills:</u></b> Honesty, perseverance.</p> <p><b><u>Thinking skills:</u></b> Comprehension, observe and provide feedback, select and apply, use tactics, reflection, identifying areas of strength and areas for development.</p>
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# Cop Lane C of E Primary School – Year 6 overview 2025-2026

	<p>Reflection, decision making, select and apply, use tactics, observe and provide feedback, identify areas of strength and areas for development.</p> <p><b>Hockey</b></p> <p>In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p><b>National Curriculum link:</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.</p> <p><b>National Curriculum link:</b></p> <p>Develop flexibility, strength, technique, control and balance.</p> <p><b>Physical skills:</b></p> <p>Balance, strength, flexibility, co-ordination.</p> <p><b>Social skills:</b></p> <p>Respect, co-operate leadership, communication, share ideas, work safely.</p> <p><b>Emotional skills:</b></p> <p>Focus, concentration, confidence, independence, determination.</p> <p><b>Thinking skills:</b></p> <p>Identify, create, select and apply actions, observe and provide feedback.</p>	<p>personal fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.</p> <p><b>National Curriculum link:</b></p> <p>Use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p> <p><b>Physical skills:</b></p> <p>Agility, balance, co-ordination, speed, stamina, strength.</p> <p><b>Social skills:</b></p> <p>Support and encourage others, collaboration.</p> <p><b>Emotional skills:</b></p> <p>Perseverance, determination.</p> <p><b>Thinking skills:</b></p> <p>Observation, analysis, comprehension.</p> <p><b>South Ribble Coach – Joy of Moving Intervention</b></p> <p><b>South Ribble Coach – Dance From The Heart Training Session</b></p>	<p>in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p><b>National Curriculum link:</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Physical skills:</b></p> <p>Throw, catch, set, dig, serve, rally.</p> <p><b>Social skills:</b></p> <p>Communication, respect, support and encourage others.</p> <p><b>Emotional skills:</b></p> <p>Perseverance, honesty, determination.</p> <p><b>Thinking skills:</b></p> <p>Using tactics, select and apply skills, identify strengths and areas for development, reflection.</p>	<p>pairs and groups to solve problems and are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead groups and utilise negotiation skills. Pupils develop map reading skills, learning how to follow a more complex map including the use of controls.</p> <p><b>National Curriculum link:</b></p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p><b>Physical skills:</b></p> <p>Balance, co-ordination, run at speed, run over distance.</p> <p><b>Social skills:</b></p> <p>Communication, collaboration, inclusion, leadership, work safely.</p> <p><b>Emotional skills:</b></p> <p>Confidence, honesty, trust.</p> <p><b>Thinking skills:</b></p> <p>Evaluation, reflection, problem solving, comprehension, select and apply.</p> <p><b>South Ribble Coach – Dr Bike Session</b></p>	<p><b>Rounders</b></p> <p>In this unit pupils develop their understanding of the principles of striking and fielding. Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They expand on their knowledge of how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.</p> <p><b>National Curriculum link:</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Physical skills:</b></p> <p>Throw, catch, bowl, bat, field.</p> <p><b>Social skills:</b></p> <p>Communication, collaboration, respect, co-</p>
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# Cop Lane C of E Primary School – Year 6 overview 2025-2026

	<p><b>Physical skills:</b> Dribble, pass, receive, tackle, intercept, run, shoot.</p> <p><b>Social skills:</b> Communication, collaboration, respect, support others.</p> <p><b>Emotional skills:</b> Perseverance, honesty and fair play, determination.</p> <p><b>Thinking skills:</b> Identify areas of strength and areas for development, select and apply, decision making, comprehension, reflection.</p>				<p>operation.</p> <p><b>Emotional skills:</b> Honesty, self-regulation, sportsmanship.</p> <p><b>Thinking skills:</b> Select and apply skills, reflection, assess, tactics.</p> <p><b>Swimming</b> This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others.</p> <p><b>National Curriculum link:</b> All schools must provide swimming instruction either in key stage 1 or key stage 2. Rotation, scull, tread water, glide, front crawl, backstroke, breaststroke, surface dives, float, huddle and H.E.L.P. position.</p> <p><b>Social skills:</b> Support others, work safely, inclusion, communication,</p>
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# Cop Lane C of E Primary School – Year 6 overview 2025-2026

						<p>collaboration.</p> <p><b>Emotional skills:</b> Determination, work fairly, honesty, confidence, perseverance.</p> <p><b>Thinking skills:</b> Comprehension, creativity, make decisions, tactics.</p> <p><b>South Ribble Coach – Bikeability</b></p> <p><b>South Ribble Coach – Bikeability Fix</b></p> <p><b>South Ribble Coach – Dance From The Heart Session</b></p>
<p><b>Music</b></p> <p><b>Adapted Charanga</b></p> <p><b>Tuned/Untuned percussion (Mainly Glockenspiel)</b></p>	<p>Charanga MMC Unit <b>Music and Technology</b> Nowadays, music and songs are often created and composed using a DAW (Digital Audio Workstation). In all the units of work, there is a combination of live instruments with a DAW. Can you tell the difference between the live sounds and digital sounds? The YuStudio projects in the Yustudio tab will teach you invaluable skills in music production that will enrich and enhance your musical journey and inspire your creativity.</p> <p>Do What You Want To It's All About Love Sunshine on a Rainy Day</p>	<p>Charanga MMC unit <b>Developing Ensemble Skills</b> You are all used to singing and playing together in a band or ensemble now. You will have gained confidence, so when you are playing together in this unit make sure to use dynamics and expression, read a notated instrumental part. Make sure you listen to one another and follow the leader if there is one. By changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud ("crescendo") or from loud to soft ("decrescendo") can help make music more exciting.</p> <p>My Best Friend Singing Swinging Star Roll Alabama</p>	<p>Charanga MMC unit <b>Creative Composition</b> By using chords in compositions, we can create music that is more harmonically interesting. We can also create accompaniment for a melody using chords. Explore how chords are used within the music in this unit by listening and responding to La Bamba and looking at the composition extension activities for Disco Fever</p> <p>Disco Fever La Bamba Change</p>	<p>Charanga MMC unit <b>Musical Styles Connect Us</b> Music is powerful and brings people from different backgrounds and parts of the world together. When we dance, sing and play, we can all share ideas and it helps us to come together. Explore how the different styles of music in this unit developed from different social themes.</p> <p>Let's Rock Simple Gifts Friendship Should Never End</p>	<p>Charanga MMC unit <b>Improvising with Confidence</b> You are now confident improvisers! You can create your own personal musical ideas. When you improvise in this unit, think about phrasing and dynamics. A 'phrase' is sort of like a 'musical sentence'. Sometimes, a melody is made up of many phrases – just like a paragraph is made up of many sentences. Explore how phrases fit together to make a melody. By changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud ('crescendo') or from loud to soft ('diminuendo') can help make music more exciting.</p> <p>Wake Up Down By The Riverside Dance The Night Away</p>	<p>Charanga MMC Unit <b>Farewell Tour</b> This is your last performance before you move to high school. It will be a special performance, so take time to plan and include the songs and music that represent your class. You might perform in small groups or bands and as a whole class. Remember - band parts are available. Enjoy this performance!</p> <p>Heal The Earth Let's Go Surfin So Amazing</p>

# Cop Lane C of E Primary School – Year 6 overview 2025-2026

NC		Progression of skills					
<b>Singing</b>							
Using their voices and with increasing accuracy, fluency, control and expression.							
<b>Playing Instruments</b>							
Playing musical instruments with increasing accuracy, fluency, control and expression.							
<b>Creating Music</b>							
Improvise and compose music for a range of purposes using the interrelated dimensions of music. Use and understand staff and other musical notations.							
<b>Listening to Music</b>							
Listen with attention to detail and recall sounds with increasing aural memory.							
<b>FL Adapted Language Angels</b>		Phonics 4 Maths and numbers 1-100 Regular verbs (Dictionary skills)	Phonics 4 At school	Phonics 4 Healthy lifestyle	Phonics 4 The weekend	Phonics 4 Planets	Phonics 4 Me in the world (French culture) Irregular verbs
Skills progression.		<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Grammar</b>	
		Understand longer and more complex phrases / sentences. Pick out main details from a story, poem, song, conversation or passage.	Prepare and practise a simple conversation using familiar vocabulary and structures in new contexts. Understand and express simple opinions. Perform to an audience speaking clearly and audibly with accurate pronunciation and intonation. Use repair strategies to keep a conversation going.	Read carefully and show understanding of words, phrases and simple writing. Read and understand the main points and some detail from a short written passage. Identify different text types and read short, authentic texts for enjoyment or information. Match sound to sentences and paragraphs.	Be able to write at varying length, for different purposes and audiences. Write sentences on a range of topics using a model. Write in sentences using familiar vocabulary, phrases and basic language structures with increasing accuracy.	Uses personal pronouns- “I, you, he, she, it, we, they.” Conjugate some basic high frequency irregular verbs. Develop an awareness of verb patterns. Conjugate regular high frequency verbs. Use a range of adverbs to make messages more interesting. Apply correct verb endings to write accurately. Use simple adverbs of time (time phrases including O'clock) Verbal phrases – talk about yesterday or tomorrow in a simple way eg il y avait	

# Cop Lane C of E Primary School – Year 6 overview 2025-2026

<p><b>PSHE</b> See 1 Decision</p>	<p><b>Health and wellbeing</b> <b>How can we keep healthy as we grow?</b></p> <ul style="list-style-type: none"> <li>• <i>Looking after ourselves</i></li> <li>• <i>Growing up</i></li> <li>• <i>Becoming independent</i></li> <li>• <i>Taking more responsibility</i></li> </ul>		<p><b>Living in the wider world</b> <b>How can media influence people?</b></p> <ul style="list-style-type: none"> <li>• <i>Media literacy and digital resilience</i></li> <li>• <i>Influences and decision making</i></li> <li>• <i>Online safety</i></li> </ul>		<p><b>Relationships</b> <b>How do friendships change as we grow?</b></p> <ul style="list-style-type: none"> <li>• <i>Different relationships</i></li> <li>• <i>Changing and growing</i></li> <li>• <i>Adulthood</i></li> <li>• <i>Independence</i></li> <li>• <i>Moving to secondary school</i></li> </ul>
<p><b>My Happy Mind</b></p>	<p><b>MEET YOUR BRAIN</b></p> <p>Our brain and how it works. How our feelings impact our brain. Different ways to look after our brains so we can be our best selves. How to develop healthy habits to look after our mind.</p> <p><b>Year 6 Transition Programme:</b> Growth mindset and self-regulation techniques in times of stress. To reflect on our stress points as we relate to transitioning to secondary school (as these are different for everyone) and work through strategies to cope with these scenarios. To train our brain and how it grows each time. About the links between our thoughts, feelings and actions and how the thoughts we have can influence how we act. About calming our Amygdala when facing stressful thoughts or having a tough time. How to manage our emotions to move forward positively and learn that we can train their minds just like our bodies. How to re-frame scary challenges to become exciting opportunities.</p>	<p><b>CELEBRATE</b></p> <p>What character is. How we can use our Character Strengths to be at our best. About each of the 6 Virtues and 24 Character Strengths. Our own strengths and which ones we would like to grow.</p> <p><b>Year 6 Transition Programme:</b> What our top strengths are based on completing an official survey which will rank their Character Strengths from 1-24. More about what each of the 24 Character Strengths means and how they help us each day. How to grow our strengths to help us transition and overcome challenges. How our Character Strengths have helped us get to this point in their lives and how these skills and strengths are transferable to the secondary school environment.</p> <p><i>Vocab: Wisdom, Courage, Humanity, Justice, Temperance, Transcendence, Virtues, Strengths Spotting, Top Strengths, Neuroplasticity, Team H-A-P,</i></p>	<p><b>APPRECIATE</b></p> <p>The importance of gratitude. How to be grateful for ourselves, others and experiences. How to establish an Attitude of Gratitude and how it can help us to be the best that we can be. How to practise sharing gratitude with others and the positive effects this has on our wellbeing.</p> <p><b>Year 6 Transition Programme:</b> How gratitude can help us think about all we have in their lives to be thankful for. How to build our resilience by looking at when our bucket is full vs when our bucket is empty. How focussing on our appreciation around the strengths work we have done can remind us of what we DO have during times of stress. To establish a new perspective on how gratitude can help us to build resilience when we face tough times.</p> <p><i>Vocab: Appreciate, Grateful, Thankful, Wheel of Gratitude, Yourself, Others, Experiences, Team H-A-P, Happy Breathing, Dopamine, Attitude of Gratitude, Neuroplasticity, Habit, Gratitude Domino Effect</i></p>	<p><b>RELATE</b></p> <p>How to have good relationships with others. Active Listening and how to use it to build relationships with others. How our Character Strengths can help us to get along with and relate to others.</p> <p><b>Year 6 Transition Programme:</b> How we go about making friendships today – what strengths we have here and what we can develop. How those skills are transferable to our upcoming changing environment. Strategies to manage friendships through change, transition and peer pressure by practising different communication strategies. Strategies for seeing different perspectives through role play.</p> <p><i>Vocab: Character Strengths, Relate, Get along, People, Active Listening, 'Stop Understand and Consider', Friendships, Relationships, Differences, Perspectives, Team H-A-P, Dopamine</i></p>	<p><b>ENGAGE</b></p> <p>How effectively we are using the habits learnt and how we can use them even more. How to help ourselves feel good and do good. How Goal Setting can help us to achieve even more.</p> <p><b>Year 6 Transition Programme:</b> How to set goals linked to transition, which we can work toward to help us feel more comfortable with what is ahead. How to recognise our concerns and define strategies to overcome them. How we can use our strengths to leverage the opportunities that we are excited about. How to create goals around leveraging and practising the tools we have learned as we progress through to secondary school.</p> <p><i>Vocab: Engage, Activity, Goal, Perseverance, 'Feel Good, Do Good', Believe to Achieve, Happy Breathing, Habits, Perseverance, Resilience, Dopamine, Cortisol, Team Goals</i></p> <p><b>Y6 TRANSITION PROGRAMME</b></p>

# Cop Lane C of E Primary School – Year 6 overview 2025-2026

	<i>Vocab: Brain, Cells, Hippocampus, Amygdala, Prefrontal Cortex, Mind, Focus, Neuroplasticity, Neuron, Neural Pathway, Happy Breathing, 'Fight, Flight, Freeze', Oxygen, Real Danger, Perceived Danger, Trigger</i>	<i>Dopamine, Habits, Neural Pathways, Cortisol</i>				
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# Cop Lane C of E Primary School – Year 6 overview 2025-2026

	<a href="https://questful-re.org.uk/">https://questful-re.org.uk/</a> By following this plan, UKS2 pupils will make a progressive study of Christianity, Islam and Hinduism and Judaism and non-religious. They will encounter Buddhism, Sikhism and non-religious World Views.											
<b>Key</b>	Th	<b>Theology</b> involves studying a) how beliefs have changed over time; b) applied theology to different contexts and c) how beliefs relate to each other.										
	Ph	<b>Philosophy</b> involves studying a) how and whether things make sense; b) morality and ethics and c) questions of reality, knowledge and existence.										
	Ss	<b>Social science</b> involves the studying a) exploring diverse ways people practise their beliefs and b) how beliefs impact individuals, communities and societies.										
<b>Y6</b>	6:1 Under review		6:2 How do Christians prepare for Christmas?		6:3A Why was the Exodus such a significant event in Jewish and Christian history?		6:3 How and why do Christians celebrate the Eucharist?		6:4 Who was Jesus? Who is Jesus?		6:7 How does having faith affect people's lives?	
	Th		Th	What are Christians preparing for during the season of Advent?	Th	Where does the Exodus fit into God's Big Story?	Th	What is the reason for celebrating the Eucharist?	Th	Why do Christians believe Jesus was the Messiah?	Th	What motivates a person of faith?
	Ph		Ph	Is it important to be prepared? Why?	Ph	Why is freedom important?	Ph	What questions would you like to ask?	Ph	Was Jesus the Messiah?	Ph	What is faith?
	Ss		Ss	How do the preparations during Advent reflect Christian beliefs?	Ss	How do the events of the Exodus impact on some people's lives today?	Ss	Do all Christians celebrate the Eucharist the same way? Why? Why not?	Ss	How are the diverse opinions on the identity of Jesus reflected in peoples' words and actions?	Ss	Why does having faith affect a person's life?
			World Faiths and World Views Christianity		World Faiths and World Views Christianity Judaism		World Faiths and World Views Christianity		World Faiths and World Views Buddhism Christianity Hinduism Islam Judaism Sikhism		World Faiths and World Views Buddhism Christianity Hinduism Islam	
	6:6 What is the nature and character of God?											
	Th	What do we learn about God from the names he is given?										
	Ph	Why is God given different names?										
	Ss	How are the beliefs about the nature of God revealed in the actions of the believer?										
	World Faiths and World Views Christianity Hinduism Islam											