

Curriculum Plan – 2026-27

Subject: Art

Year: 6

	Term 1	Term 2	Term 3
Content	To Investigate The students will investigate the elements of art, through form, shape, colour, texture, tone, space, pattern through a range of appropriate wet and dry media to develop their spatial awareness and organisation of materials. Exploring Art Elements (line and tone) Drawing: Line and Tone Medium: Pencil ☐ Blind contour observation (Linear drawing) ☐ Upside down copying technique Understanding pencil grades ☐ Pencil tonal scale ☐ Applying tone to drawing (shading) ☐ Applying tone to drawing (hatching/cross-hatching) ☐ Developing drawing skills	To Develop The students will develop their formal skills using media and techniques in order to develop personal ideas in relationship to other artists and cultures. Exploring Art Elements in greater depth using the mediums processes and techniques in painting with: Acrylic paint and watercolours, alongside tissue collage and ICT where appropriate. Contextual research- ☐ Studies/pastiche of artwork. Exploring properties and characteristics of wet medium ☐ Observational drawings of everyday items ☐ Developing drawing skills ☐ Understanding block colour	To consolidate The students will consolidate the elements of art and formal skills of drawing, painting, printing and collage in order develop a more complex and personal outcome. Exploring Art Elements in more depth (tonal value) Drawing: Line and Tone Medium: Charcoal, Soft Pastel. Contextual research- cave art ☐ Exploring properties and characteristics of medium. Observing and applying tonal value (newspaper portrait) ☐ Lifting-out technique ☐ Creating self-portrait using colour (tonal value) Developing drawing skills
Assessment	Continuous and practical Assessment Baseline assessment Internal taxonomy sheet	Continuous and practical Assessment	Continuous and practical Assessment End of year assessment

Curriculum Plan – 2026-27

Subject: Spanish

Year: 6

	Term 1	Term 2	Term 3
Content	Module 1: My Life – Introductions What's your name?: greetings, introductions, the alphabet; What kind of person are you?: verb ser (to be), personality adjectives My Family Do you have siblings?: family, possessive adjectives, numbers 1-31 Birthday and Pets When is your birthday?: dates, months, verb tener (to have); Do you have pets?: animals, simple descriptions	Module 2: My Free Time – Activities What do you like to do?: hobbies and sports, infinitive verbs, frequency expressions Opinions I like / I don't like + infinitive, reasons (because it's...), opinion adjectives, weekend plans involving free time.	Module 3: My School – Subjects What do you study?: school subjects, -ar verbs, timetable; Do you like science?: -er/-ir verbs, opinions on subjects, teachers My School What is there in your school?: hay/no hay (there is/there isn't), school facilities; During break time: activities and school equipment
Assessment	Continuous in-lesson AfL, paired speaking practice, unit vocabulary and grammar tests, end-of-module test (reading, writing, listening, speaking)	Continuous in-lesson AfL, paired speaking practice, unit vocabulary and grammar tests, end-of-module test (reading, writing, listening, speaking)	Continuous in-lesson AfL, spoken presentation about the school, unit vocabulary and grammar tests, end-of-module test (reading, writing, listening, speaking)

Curriculum Plan – 2026-27

Subject: Music

Year: 6

Exam Board: N/A

Syllabus Code: N/A

	Term 1	Term 2	Term 3
Content	Unit 2: Musical Ladders • Pentatonic Scale • Chromatic Scale • Major Scale • Whole Tone Scale • Listening exercises • Semitones as building blocks • Group composition Unit 2: Cuban Music • Conga and Tumbao • Ukulele technique • 2-3, 3-2 clave • Polyrhythms and ensemble skills • Simple chord voicing on keyboards for <i>Chan Chan</i> • Whole class performance	Unit 3: Hip-hop and Beatboxing • Types of sound • Methods of bb sound production • Microphone technique • Beat writing • Bass line writing • Lyrics writing • Hook writing Unit 4: Bossa Nova • Chord extensions • Syncopated rhythms. • Ensemble skills • Performance skills	Unit 5: Zimbabwe and South Africa • Spiritual music • Protest music • Polyrhythms • Compound time signature • Marimba and xylophone technique • Class performance Unit 6: Music and Art • Program Music • <i>Pictures at an Exhibition</i> • <i>Danse Macabre</i> • <i>Isle of the Dead</i> • Composition based on artwork • Musical elements
Assessment	Unit 1: Mini-compositions. Performance, evaluation Unit 2: Whole class ensemble performances. Formative testing through small group work	Unit 3: Performative and ongoing. Composition quality and final stage performance evaluation Unit 4: Skills assessments, Performance evaluation	Unit 5: Rhythmic and vocal small group performances. Whole class performance Unit 6: Questioning, composition, performance and evaluation

Curriculum Plan – 2026-27

Subject: English

Year: 6

	Term 1	Term 2	Term 3
Content	Baseline assessment Reading & Writing (F & NF) Grammar Spelling Reading (own level appropriate) Biographical Writing First person, past tense, passive voice, time conjunctions, structuring and organising ideas, formal register. Raider's Peril (21st Century text) <u>Writing</u> (F & NF): using text as a guide to language use and structure. <u>Reading:</u> Fluency, intonation, and comprehension (focused reading skills per content domain) *Poetry (range) Explore a range of poetry looking at language, form, and structure. Use poems explored as models for own writing. Throughout term: Statutory spellings Grammar practice focused on personalised grammar plans. Reading & writing - skills practise	Reading Development (Various short readings) <u>Reading:</u> Fluency, intonation, comprehension, and analytical. <u>Writing:</u> Discursive/analytical/descriptive/expository Travel (Brochure) Writing Rhetoric devices, structuring and organising ideas, descriptive and persuasive War Horse (20th Century text) <u>Reading:</u> Fluency, intonation, comprehension, and analytical. <u>Writing:</u> Discursive/analytical/descriptive/expository Throughout term: Statutory spellings Grammar practice focused on personalised grammar plans. Reading & writing - skills practise	War Horse (20th Century text) _continued <u>Reading:</u> Fluency, intonation, comprehension, and analytical. <u>Writing:</u> Discursive/analytical/descriptive/expository *Poetry (range) Explore a range of poetry looking at language, form, and structure. Use poems explored as models for own writing. Throughout term: Statutory spellings Grammar practice focused on personalised grammar plans. Reading & writing - skills practise

Assessment	Reading comprehension Grammar Spelling Extended Writing	Reading comprehension Grammar Spelling Extended Writing	Reading comprehension Grammar Spelling Extended Writing
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Curriculum Plan – 2026-27

Subject: Geography

Year: 6

	Term 1	Term 2	Term 3
Content	<u>Unit 1: My Geography Skills</u> - Understanding what geography means - Continents and oceans - Describing locations - Using grid references - Reading map symbols - Measuring distances - Reading the height and shape of a landscape - Longitude and latitude	<u>Unit 2: Rainforests</u> - World rainforest locations - Rainforest climate - Layers of the rainforest - Indigenous tribes of the rainforest - Benefits of the rainforest - Causes of deforestation - Impacts of deforestation - Managing deforestation in a sustainable way <i>Skills: map reading, data presentation, source analysis, evaluation</i>	<u>Unit 3: China</u> - What is my understanding of China? - Mapping China - China's climate - China's changing climate - Population distribution across China - Migration in China - Life in Shanghai - China's industrial growth - China's development - Environmental challenges facing China <i>Skills: data presentation, research, photograph analysis, map reading</i>

Assessment	Creative tasks Short answer exam-style questions	Creative tasks Short answer exam-style questions	Research project Short answer exam-style questions
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Curriculum Plan – 2026-27

Subject: History

Year: 6

	Term 1	Term 2	Term 3
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Content	<u>Unit 1: Where Did We Come From?</u> • Human Origins • Hunter-Gatherers • Ice Age • Farming <u>Unit 2: How Did Civilisations Rise?</u> • Mesopotamia • Egypt • India • China <u>Unit 3: How Did Cultures Interact?</u> • Nubia • Olmecs • Persia <i>Skills: chronology, comparison, causation, significance, source analysis, consequence.</i>	<u>Unit 4: How Did Ancient Empires Grow?</u> • Greece • Rome • Han China <u>Unit 5: How Did World Religions Develop?</u> • World Religions • Alexander the Great project <i>Skills: comparison, consequence, chronology, causation, enquiry, evidence use.</i>	<u>Unit 6: Why Did Empires Fall?</u> • Mayans • Fall of empires • End-of-year revision <i>Skills: interpretation, causation, significance.</i>
Assessment	MCQ tests and IGCSE-style questions, including mid-year test.	MCQ tests and IGCSE-style questions.	MCQ tests and IGCSE-style questions, including end-of-year test.

Curriculum Plan – 2026-27

Subject: Mandarin Level 2

Year: Y6&7

	Term 1	Term 2	Term 3
Content	Countries, Languages Subjects of study Making phone calls Weather Seasons Revision	Chinese New Year Sickness Hobby (1): Music Hobby (2): Sports Revision	Hobby (3): Dance Vegetables and Fruits Three meals a day Eating out Dragon Boat Festival Revision
Assessment	Formative assessment on each topic. Summative assessment on topics in Term 1.	Formative assessment on each topic	Formative assessment on each topic. Summative assessment on all the topics learned this year.

Subject: Mandarin

Year: 6&7 level 3

	Term 1	Term 2	Term 3
Content	Topic 1: Appearance-Book3 Mid-Autumn Festival Appearance-Book4 Topic 2: Occupations-Book3 Occupations -Book4 Revision	Chinese New Year Topic 2: Occupations -Book5 Topic 3: School-Book3 School-Book4 Revision	Topic 3: School-Book4 Topic 4: Personality-Book4 Dragon Boat Festival Revision
Assessment	Formative assessment on each topic. Summative assessment on topics in Term 1.	Formative assessment on each topic Summative assessment on topics in Term 2.	Formative assessment on each topic. Summative assessment on all the topics learned this year.

Subject: Mandarin

Year: 6&7 level 4

	Term 1	Term 2	Term 3
Content	1. School Book6 P2 Mid Autumn Festival 2. Learn Chinese Book5 P61-70 &Book6 P35-36 3. Study tour abroad Book6 P60 Revision	1. Chinese New Year Book5 P133-P136 2. Family Book5 P5-10 3. Youth life Book6 P134 Revision	1. Peer pressure Book6 P148 2. New Technology Book6 P178 Revision
Assessment	Formative assessment on each topic. Summative assessment on topics in Term 1.	Formative assessment on each topic Summative assessment on topics in Term 2.	Formative assessment on each topic. Summative assessment on all the topics learned this year.

Curriculum Plan – 2026-27

Subject: Computing

Year: 6

	Term 1	Term 2	Term 3
Content	Responsible Use of Technology - Lab safety - AI - Cyberbullying and social media 3D Modelling • Computational Thinking • Design • TinkerCAD	The Internet and the WWW • Internet • Search engines • Websites Spreadsheets for Events Planning • Budgeting • Formulae • Functions •	Scratch Programming • Sequencing • Variables Selection
Assessment	Quiz Skills Project	Skills Project Quiz	Skills project

Curriculum Plan 2026-2027

Subject: Physical Education

Year: 6

<u>Year Group</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
<u>6A</u>	<u>Block 1</u> <u>Invasion Games</u> Sports Choice: Football, Basketball, Netball or Hockey. • Ball Control. • Passing, Shooting and Dribbling. • Tactical Awareness. • Team working skills. • Rules and Regulations. • Match Fitness. • Gameplay. <u>Block 2</u> <u>Swimming</u> • Entry and Exit (Crouch and standing Dives). • Water Skills (Push and Glide Techniques, Floating Positions, Treading Water, Underwater Confidence). • Swimming Strokes (Freestyle and Breast Stroke).	<u>Block 3</u> <u>Gymnastics</u> • Jumping techniques using the trampette and the vault • Rolling techniques (dive forward roll and backward roll) • Balancing techniques (handstand and headstand). • Individual and Team Sequences. • Individual and Team Performances. <u>Block 4</u> <u>Athletics</u> • Running events (100m/200m/600m). • Jumping events (Long Jump/High Jump/Triple Jump). • Throwing events (Shot Put/Discus).	<u>Block 5</u> <u>Swimming</u> • Consolidating skills from Block 2. • Developing Water Skills (Underwater Swimming, Retrieving Underwater Objects, Skull Diving to different meters). • Developing Swimming Strokes (Backstroke and Butterfly). • Developing Breathing Techniques for different strokes. <u>Block 6</u> <u>Net/Wall</u> Sports choice: Badminton or Tennis. • Hitting Techniques (Serve/Smash/Net). • Movement around the court (Positioning). • Tactical Awareness. • Rules and Regulations. • Match Fitness. • Singles and Doubles Gameplay.

<u>6B</u>	<u>Block 1</u> <u>Gymnastics</u> • Jumping techniques using the trampette and the vault • Rolling techniques (dive forward roll and backward roll) • Balancing techniques (handstand and headstand). • Individual and Team Sequences. • Individual and Team Performances. <u>Block 2</u> <u>Invasion Games</u> Sports Choice: Football, Basketball, Netball or Hockey. • Ball Control. • Passing, Shooting and Dribbling. • Tactical Awareness. • Team working skills. • Rules and Regulations. • Match Fitness. • Gameplay.	<u>Block 3</u> <u>Swimming</u> • Entry and Exit (Crouch and standing Dives). • Water Skills (Push and Glide Techniques, Floating Positions, Treading Water, Underwater Confidence). • Swimming Strokes (Freestyle and Breast Stroke). <u>Block 4</u> <u>Net/Wall</u> Sports choice: Badminton or Tennis. • Hitting Techniques (Serve/Smash/Net). • Movement around the court (Positioning). • Tactical Awareness. • Rules and Regulations. • Match Fitness. • Singles and Doubles Gameplay.	<u>Block 5</u> <u>Athletics</u> • Running events (100m/200m/600m). • Jumping events (Long Jump/High Jump/Triple Jump). • Throwing events (Shot Putt/Discus). <u>Block 6</u> <u>Swimming</u> • Entry and Exit (Crouch and standing Dives). • Water Skills (Push and Glide Techniques, Floating Positions, Treading Water, Underwater Confidence). • Swimming Strokes (Freestyle and Breast Stroke).
<u>Assessment</u>	Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.	Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.	Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.

Curriculum Plan – 2026-27

Subject: Science

Year:6

	Term 1	Term 2	Term 3
Content	<u>Lab Safety</u> Risks and Hazards Hazard poster design <u>Electricity</u> It's Electrifying Circuit symbols Volts and Voltage Series and parallel circuits Resistance <u>Living Things and their Habitats</u> Classification The Linnaean System Sorting animals Grouping animals Micro-organisms	<u>Light</u> How we see Reflection and Refraction The Spectacular Spectrum Shadows Seeing Colours <u>Animals Including Humans</u> Circulatory system Water and nutrients Healthy lifestyles and exercise	<u>Animals Including Humans</u> Impact of drugs and alcohol <u>Evolution and Inheritance</u> Evolutionary Pioneers Evidence for Evolution Fossils and fossilisation Adaptation, Evolution and Human Intervention KS3 Anything That Floats Engineering Competition
Assessment	Practical assignments / Mid-unit assessments / Research Tasks / End of Unit Tests	Practical assignments / Mid-unit assessments / Research Tasks / End of Unit Tests	Practical assignments / Mid-unit assessments / Research Tasks / End of Unit Tests