


**St James' CE Primary School Lower Darwen**  
**Year 6 Overview**  
**2025-2026**

	Autumn 1: 8 weeks	Autumn 2: 7 weeks	Spring 1: 6 weeks	Spring 2: 5 weeks	Summer 1: 5 weeks & 4 days	Summer 2: 6 weeks & 1 day
English- Text	Rose Blanche	A Story Like the Wind	The Origin of the Species	The Ways of the Wolf	Shackleton's Journey	Hansel and Gretel
Writing Outcome & Writing Purpose (Fiction)	Recount: Diary Purpose: To recount	Narrative: Flashback Narrative Purpose: To narrate	Narrative: Discovery Narrative Purpose: To narrate	1. Recount: Documentary Narrative Purpose: To narrate	Narrative: Endurance Narrative Purpose: To narrate	Narrative: Dual Narrative Purpose: To narrate
Writing Outcome & Writing Purpose (Non-Fiction)	Recount: Bravery Speech Award Purpose: To recount & inform (hybrid)	Recount: Newspaper Report Purpose: To recount	Explanation: Adaptation Purpose: To explain	2. Discussion: Balanced Argument Purpose: To discuss 3. Narrative: Hunted Narrative Purpose: To narrate	Recount: Biography Purpose: To recount	Persuasion: Letter Purpose: To persuade
Further Independent Writing	Geography – Adventure Story (National Park Setting)		R.E – Explanations (Other Faiths)		Geography – Debate (Climate Change)	
Guided Reading	Novel Study: <u>Room 13</u>	Shorter Texts	Novel Study: <u>Beetle Boy</u>	Shorter Texts	Novel Study: <u>Holes</u>	Shorter Texts
Oracy Outcomes	Teach oracy skills	PSHE: British Values. Audience: Website	Teach oracy skills	English: Debate about wolves Audience: own class	Teach oracy skills	Music: Performing composed leavers song Audience: whole school, governors and parents

<b>Grammar</b>	<ol style="list-style-type: none"> <li>Ready to Write</li> <li>Synonyms and antonyms</li> <li>Word Classes</li> <li>Subjunctive Form</li> </ol>		<ol style="list-style-type: none"> <li>Punctuation (1)</li> <li>Active and Passive</li> <li>Formal and Informal</li> <li>Punctuation (2)</li> <li>Hyphens</li> </ol>		<ol style="list-style-type: none"> <li>Revision</li> <li>Cohesion</li> <li>Consolidation (KS2)</li> </ol>	
<b>Spelling</b>	<ol style="list-style-type: none"> <li>Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over-.</li> <li>Recognise and spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency.</li> <li>Year 5 word list</li> <li>Recognise and spell endings which sound like /ʃ, s/, spelt -cious or -tious.</li> <li>Year 6 word list</li> <li>Year 6 word list</li> <li>Consolidate and review</li> </ol>	<ol style="list-style-type: none"> <li>Recognise and spell words ending in -able and -ible.</li> <li>Recognise and spell words ending in -ably and -ibly.</li> <li>Year 6 word list</li> <li>Recognise and spell endings which sound like /ʃ, l/, e.g. official, partial.</li> <li>Recognise and spell endings which sound like /ʃ, l/, e.g. official, partial.</li> <li>Investigate adding suffixes beginning with vowel letters to words ending in -fer, e.g. referring, reference.</li> <li>Year 6 word list</li> <li>Consolidate and review</li> </ol>	<ol style="list-style-type: none"> <li>Recognise and spell words with the /i:/ sound spelt ei after c, e.g. deceive, receive.</li> <li>Recognise and spell words containing the letter-string ough.</li> <li>Investigate use of the hyphen.</li> <li>Investigate use of the hyphen.</li> <li>Year 6 word list</li> <li>Consolidate and review</li> </ol>	<ol style="list-style-type: none"> <li>To recognise and spell the suffixes -al, -ary, -ic.</li> <li>Investigate and use further prefixes, e.g. bi- trans-</li> <li>Investigate and use further prefixes, e.g. tele- circum-</li> <li>Year 6 word list</li> <li>Investigate adding suffixes beginning with vowel letters to words ending in -fer, e.g. referring, reference.</li> <li>Consolidate and review.</li> </ol>	<ol style="list-style-type: none"> <li>To spell further suffixes, e.g. ll in full becoming l.</li> <li>Distinguish between homophones and other words that are often confused.</li> <li>Recognise and spell endings which sound like /ʃ, s/, spelt -cious or -tious.</li> <li>Year 6 word list</li> <li>Consolidate and review</li> </ol>	<ol style="list-style-type: none"> <li>To spell unstressed vowels in polysyllabic words.</li> <li>Spell some words with 'silent' letters, e.g. knight, psalm, solemn.</li> <li>Spell some words with 'silent' letters, e.g. knight, psalm, solemn.</li> <li>Year 6 word list</li> <li>Identify root words, derivations and spelling patterns</li> <li>Consolidate and review</li> </ol>

<b>Mathematics</b>	Number – place value 2 weeks		Number – algebra 1 week		Geometry – position & direction 1 week	
	Number – addition, subtraction, multiplication & division 5 weeks		Number – decimals 2 weeks		<i>Consolidation &amp; Problem Solving</i>	
	Number – Fractions A 2 weeks		Number – fractions, decimals & percentages 2 weeks			
	Number – Fractions B 2 weeks		Measurement – area, perimeter & volume 2 weeks			
	Measurement – converting units 1 week		Statistics 2 weeks			
	Number – ratio 2 weeks		Geometry – shape 3 weeks			
	Number – algebra 1 week					
<b>Science</b>	<b>Working Scientifically / Enquiry</b>					
	Living things and their habitats (6 lessons)	Animals including humans (6 lessons)	Evolution and Inheritance (6 lessons)	Looking after our environment (6 lessons) <b>(Sustainability focus)</b>	Light (6 lessons)	Electricity (6 lessons) <b>(Additional sustainability focus - saving energy)</b>
<b>RE</b>	6.1 Life as a Journey (5 + 4 Pilgrimage - <b>Islam/Judaism</b> ) <b>6.2 Advent (5)</b>		S7 Change the World (3 + 1 <i>Perspectives</i> ) <b>6.3 Eucharist (3)</b> 6.7 People of Faith (3 + 3 World Faiths - <b>Buddhism/Hinduism</b> )		6.5 Ascension and Pentecost (4) 6.6 God (5 + 3 World Faiths - <b>Islam/Hinduism</b> )	

PSHE	<b>Me and My Relationships</b> Includes feelings, emotions, conflict, resolution and friendship	<b>Valuing Difference</b> Includes British Values focus	<b>Keeping Myself Safe</b> Includes aspects of relationships education	<b>Rights and Respect</b> Includes money / living in the wider world / environment	<b>Being My Best</b> Includes keeping healthy, growth mindset, goal setting and achievement	<b>Growing and Changing</b> Includes RSE related issues
	1. <u>Working together</u> 2. <u>Solve the friendship problem</u> 3. <u>Behave yourself</u> 4. <u>Assertiveness skills</u> 5. <u>Don't force me</u> 6. <u>Acting appropriately</u> 7. KAPOW: Discover – Goal Setting 8. KAPOW: Connect - Community	1. <u>OK to be different</u> 2. <u>We have more in common than not</u> 3. <u>Respecting differences</u> 4. <u>Tolerance and respect for others</u> 5. <u>Advertising friendships!</u> 6. <u>Boys will be boys? - challenging gender stereotypes</u> 7. KAPOW: Give - Apologising	1. <u>Think before you click!</u> 2. <u>To share or not to share?</u> 3. <u>Rat Park</u> 4. <u>What sort of drug is...?</u> 5. <u>Drugs: it's the law!</u> 6. <u>Alcohol: what is normal?</u>	1. <u>Two sides to every story</u> 2. <u>Fakebook friends</u> 3. <u>What's it worth?</u> 4. <u>Happy shoppers - caring for the environment</u> 5. <u>Democracy in Britain 1 - Elections</u> 6. <u>Democracy in Britain 2 - How (most) laws are made</u>	1. <u>This will be your life!</u> 2. <u>Our recommendations</u> 3. <u>What's the risk? (1)</u> 4. <u>What's the risk? (2)</u> 5. <u>Basic first aid, including Sepsis Awareness</u> 6. <u>Five Ways to Wellbeing project</u>	1. <u>I look great!</u> 2. <u>Media manipulation</u> 3. <u>Pressure online</u> 4. <u>Helpful or unhelpful? Managing change</u> 5. <u>Is this normal?</u> 6. <u>Making babies</u>
Art and Design	Craft & Design: Photo Opportunity		Drawing: Making my Voice Heard		Sculpture & 3D: Making Memories	
Computing	<b>Networks</b> (4 weeks) (Computer Science)	<b>Graphing</b> (4 weeks) (Information Technology)	<b>Blogging</b> (4 weeks) (Information Technology)	<b>Data Detectives</b> (4 weeks) (Information Technology)	<b>Coding</b> (6 weeks) (Computer Science)	<b>Spreadsheets</b> (6 weeks) (Information Technology)  <b>3D Modelling</b> (4 weeks) (Information Technology)
	<i>Online Safety – Delivered throughout the year using 2BeSafe – Being Safe in a Digital World</i>					
Design and Technology		Textiles: Waistcoats		Structure: Playgrounds		Digital world: Navigating the World

**Geography**

**Where does our energy come from?**  
**(Autumn 2)**

Why is energy important?  
What is renewable energy?  
How does the United States generate energy?  
How does the United Kingdom generate energy?  
What is the best way to generate energy?  
Where is the best place for a solar panel on the school grounds?  
What actions can we take to make the world more sustainable?  
**(Sustainability focus lesson)**

**Why does population change?**  
**(Spring 2)**

How is the global population changing?  
What are birth and death rates?  
Why do people migrate?  
How is climate change impacting the population?  
How is population impacting our environment?: Data collection  
How is population impacting our environment?: Findings

**Can I carry out an independent fieldwork enquiry?**  
**(Summer 2)**

Developing an enquiry question  
Creating data collection methods  
Mapping a route  
Collecting the data  
Analysing the data  
Presenting the data  
**Fieldwork: Use fieldwork to observe, measure, record and present the human and physical features in the local area using plans, graphs, and digital technologies.**

<b>History</b>	<b><u>What can the census tell us about the local area? (Autumn 1)</u></b>		<b><u>What was the impact of World War 2 on Britain? (Spring 1)</u></b>		<b><u>What was the Sikh empire? (Summer 1)</u></b>	
	<p>What is the census?</p> <p>What can we learn about Victorian children from the census?</p> <p>What does the census suggest about the jobs available in the 1800s?</p> <p>Why did some women refuse to fill out the census in 1911?</p> <p>What changed in the 1921 Census?</p> <p>Who lived in our local area in the past?</p>		<p>Why did Britain go to war in 1939?</p> <p>How did the Battle of Britain affect the Royal Air Force?</p> <p>What do sources tell us about the Blitz?</p> <p>What was evacuation like?</p> <p>Did World War 2 change women's roles?</p> <p>Why did some people migrate to Britain after World War 2?</p>		<p>How did the Sikh Empire begin?</p> <p>How do Sikh beliefs impact society?</p> <p>What made Lahore important to the Sikh Empire?</p> <p>Why is Ranjit Singh historically significant?</p> <p>How do different interpretations shape our understanding of the Sikh Empire?</p> <p>How do the achievements of Sophia Duleep Singh compare to Ranjit Singh?</p>	
<b>Music</b>	Dynamics, pitch & tempo (Theme: Fingal's Cave)		Theme & Variations (Theme: Pop art)	Baroque	Composing & Performing a Leavers' Song	
<b>MFL (French)</b>	Speaking World	Monster Pets	Space Exploration	Shopping in France	Verbs in a French week	Meet my French family
<b>PE</b>	Fitness	Dodgeball	Dance	Tennis	Netball	Rounders
	Football	Hockey	OAA	Cricket	Yoga	Athletics & Swimming (Catch Up)