Year 6 Spring Term 2026 – Curriculum Overview

Theme – Marvellous Mayans

Golden Thread – What contributed to the rise and fall of Maya?

Spectacular starter Mayan artefacts box	**Marvellous Middle** **VR workshop**	**Fantastic Finale** Mayan food making (DT)

Curriculum area	**Focus**	**Further information**
English **Ongoing main skills**	**Reading- word reading** Apply growing knowledge of prefixes to read aloud and understand the meaning of new words met **Reading- Comprehension** Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve understanding Drawing inferences, such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied **Writing – Transcription** Use further prefixes and understand the guidance for adding them 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 **Writing – handwriting and presentation** Write legibly, fluently and with increasing speed Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters Choose writing implement that is best suited for a task **Writing – Composition** Plan writing Note and develop initial ideas, drawing on reading and research where necessary Draft and write Précising longer passages Use a wide range of devices to build cohesion across paragraphs Evaluate and edit	**Book study -** Phillip Pullman – Clockwork: all wound up **Book study 2:** Nen the Lonely Fisherman PGL writing **Drama –** role on the wall, **Suspense building –** use model from The Iron Man & Boo! Repetition, sentence lengths, figurative language, show not tell, punctuation for effect, passive form **Letter –** format, tone (informal language), emotive language, writing from the character's perspective **Instructions –** format, imperative verbs, rhetorical questions, time adverbials, subject specific language **Newsflash** – formal tone, speech to move the action on and show character, cohesion (use of fronted adverbials), punctuation for effect (colon) **Non-chronological report** – subject specific language, dictogloss, formal language, format, informative word choices **Narrative writing –** dialogue to move action on, scene setting, character description. **Persuasive Writing -** Imperative verbs , subjunctive form, rhetorical questions, technical and emotive language, paragraphs , cohesion between sentences, subheadings See English National Curriculum Appendix for specific

	Ensure the consistent and correct use of tense throughout a piece of writing Proof read for spelling and punctuation errors **Writing – Vocabulary, grammar and punctuation** Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility Use brackets, dashes or commas to indicate parenthesis Use semi-colons or dashes to mark boundaries between independent clauses Learn the grammar for year 6 in National Curriculum Use and understand the grammatical terminology in National Curriculum accurately and appropriately in discussing their writing and reading	spelling, vocabulary, grammar and punctuation
Maths **Ongoing main skills**	**Number – number and place value** Use negative numbers in context Solve number and practical problems **Number – addition, subtraction, multiplication and division** Divide numbers up to 4 digits by a two digit number using the formal methods of short division where appropriate, interpreting remainders according to the context Perform mental calculations, including with mixed operations and large numbers Solve problems involving addition, subtraction, multiplication and division **Number – fractions (including decimals and percentages)** Multiply simple pairs of proper fractions, writing the answer in its simplest form Divide proper fractions by whole numbers Associate a fraction with a division and calculate decimal fraction equivalents Use written division methods where an answer has up to two decimal places Solve problems which require answers to be rounded to specified degrees of accuracy **Ration and proportion** Solve problems using similar shapes where the scale factor is known or can be found **Algebra** Express missing number problems algebraically Find pairs of numbers that satisfy an equation with two unknowns **Measurement** 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 **Geometry - properties of shape** 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 **Geometry – position and direction** Draw and translate simple shapes on the coordinate plane and reflect them in the axes **Statistics**	**Geometry (2D and angles)** Properties, names and drawing 2D shapes Angles – drawing and measuring Interior angles of a polygon (including quadrilaterals) Area and perimeter Drawing 2D shapes with given dimensions Missing angle problems **Geometry (3D)** Describe and identify 3D shapes (outdoor learning) Visualise and create nets Calculating volume of a 3D shape using all three dimensions Volume **Fractions, Decimals and percentages** Decimals as fractions Fractions to decimals Fractions to percentages Equivalent FDP Order FDP Percentage of an amount **Conversion of units** Metric measures Convert metric measures Calculate with metric measures Miles to kilometres **Algebra** Simplifying by joining like terms Finding missing values by balancing each side Finding missing values by using trail and error for harder calculations n^{th} term – generating and describing number sequences

	Calculate and interpret the mean as an average	**Statistics** Read and interpret line graphs Draw line graphs The mean
Computing	**e-safety** Know how to be a discerning consumer of information including understanding ranking, selection and targets. **Creating Media** Create a web for a specific purpose. Identify what makes an effective web page. Evaluate the success of their web page. **Data and information** Organising data into columns and rows to create their own data set. Use formulas to calculate data. Apply formulas to multiple cells.	3D scheme Year 6 Unit 5 **Web Page Creation** Evaluate own website using Google Sites. Specific attention paid to copyright and fair use of media, the aesthetics of the site, and navigation paths. **Spreadsheets** Use spreadsheets to plan an event and answer questions. Create graphs and charts, and evaluate results in comparison to questions asked.
Science	**Evolution and Inheritance/ Living things** Recognise that living things have changed over time and that fossils provide information about living things on earth millions of years ago Recognise that offspring vary and are not identical to their parents Identify how animals and plants are adapted to their environment and that this may lead to evolution Describe how living things are classified into groups according to observable characteristics based on similarities and differences Give reasons for classifying plants and animals Fossil research and identification Empathise with Mary Anning and write a diary entry from her perspective when she finds the ichthyosaurus Cross-breeding of dogs. Design own cross breed with desirable features from two breeds. Explore theory of evolution and Charles Darwin's contributions Play natural selection game on computers Test reliability of resources used by sharing Wallace's contributions to the theory Write a biography about Darwin Research plant adaptions and create a fact file Apply knowledge of evolution to design a future world whereby plants, animals and the environment have adapted to change	**Identifying** Use secondary sources to identify and classify things Make own keys and branching data bases with 4 or more items Use more than one piece of scientific evidence to identify and classify things **Pattern Finding** Record data appropriately **Research** Draw valid conclusions from research Evaluate how well research has answered questions **Observation** Recognise the significance of things changing over time **Fair testing** Talk about and explain casual relationships using scientific knowledge and understanding

Humanities	**Geography** Map using geographical resources Analyse climate zones Compare and contrast physical geographical features of a region Evaluate and present on economic activity **History** Critique a range of sources and construct well informed responses in written form Analyse historical findings Evaluate and hypothesise the influences on societies Sift arguments and make informed responses	Ancient Maya Map skills – Where were the Mayans? Climate Zones Compare different regions in central America Slaves, nobles and famers – civilization Number system – Calendars Legacy – what impact did Mayans have on our lives ?
Music	**Rhythm** Recognise aurally a compound rhythm being read **Instrumental work** Ukulele Compose a piece of music with a clear structure **Listening and appraising** Identify improvements in own music	Charanga scheme: Ukulele course Ukulele course/Instruments – Kingston Music Service (charanga.com) Learning the chords C, F, G7 and G. Playing songs which are built around three chords Reading notation with an increased confidence. Creating own compositions using music software.
DT	**Celebrating culture and seasonality** **Prior learning** Able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients. **Designing** Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. **Making** Write a step-by-step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose. **Evaluating** Carry out sensory evaluations of a range of relevant products and ingredients. Record evaluations using e.g. tables/graphs/charts such as star diagrams. Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. Understand how key chefs have influenced eating habits to promote varied and healthy diets. **Technical knowledge and understanding** Know how to use utensils and equipment including heat sources to prepare and cook food.	Mayan food – corn bread

	Understand about seasonality in relation to food products and the source of different food products. Know and use relevant technical and sensory vocabulary.	
Art	**Foam Sculpture** **Artist study: The Mayans / Frida Kahlo** Recognise the impact of the use of colour in history (how were they created?) Use a wide range of artistic language. Interpret and explain how artists produce work that reflects historical periods, culture, religion and attitudes. Record meaningful and insightful observations about their own work and the work of others. Show mastery of joining and manipulating materials. Work with creativity, experimentation and an increased awareness of art and design.	Foam Sculpture – design and create a Mayan themed sculpture using foam.
Religious Education (RE)	**Religion in our Community** Discuss and debate the meaning of worship Research places of worship Compare different places of worship Explore the importance of worship in a community Evaluate the way in which a church works on a community Generate questions to ask a key religious figure in the community Research a key figure from the community Justify a religious celebration in the community Compare how religious celebrations have changed over time	Humanism Discuss what is important to Humanists and how non-religious groups can know right from wrong. Compare with Christianity and other religions. Look at common ideas as well as differences. Buddhism Learn about the founder of Buddhism - Siddhartha Gautama Investigate the key beliefs of Buddhism including the Dharma wheel and eight fold path.
RHE	**Health and well being** Illness and immunisation Healthy body and healthy mind **Relationships** Healthy relationships Mental well being Care and support **Internet Safety**	3D scheme
Physical Education	**Net wall games** Describe a scoring system Know and understand that the ball should only bounce once on the court Play as part of a pair Know and understand that the aim is to hit the ball so it lands in the opponent's half of the court. Continue to implement and develop a broader range of skills, learning how to use them in different ways Enjoy communicating, collaborating and competing with each other Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise own success	Using 'Fit for Sport' scheme Dance units 7 and 8 Net wall games units 10 and 11 Gymnastics units 14 and 15 Striking and fielding unit 7

	Understand what makes a performance effective and apply these principles to own and others' work Become more competent, confident and expect in techniques, and apply them across different sports and activities. Develop the confidence and interest to get involved in exercise, sport and activities outside school. **Gymnastics** Create a sequence, planning for pathways, relationships and timing Know and understand the terms 'parallel', 'linked' and 'unison' Combine actions carrying weight on the hands into an apparatus sequence Know and understand the term 'synchronised' Continue to implement and develop a broader range of skills, learning how use them in different ways and link them to make actions and sequences of movement Enjoy communicating and collaborating Build on and embed the physical development and skills learnt in Key Stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different **Striking and fielding** Score points by hitting a ball and running safely to the target Know and understand that is advantageous to attempt to field a batter 'out' Continue to implement and develop a broader range of skills, learning how to use them in different ways Enjoy communicating, collaborating and competing with each other Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise own success. Understand what makes a performance effective and apply these principles to own and other' work Become more competent, confident and expect in techniques, and apply them across different sports and activities. Develop the confidence and interest to get involved in exercise, sport and activities outside school.	
Modern Language (Spanish)	The weather- Que tiempo hace? Weather vocabulary Weather report in Spanish	Language angels scheme Speaking, listening, reading and writing Role Plays Creating maps and a weather report Collaborative work