



St. Michael's RC Primary School and Nursery
Yearly Overview
Year group: Year 6
Year: 2026-2027



English					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Marvellous Medway PoR: A Christmas Carol – Charles Dickens Writing Opportunities, purpose and genre coverage: Writing to inform: A biography of Charles Dickens Writing to persuade: BLM speech to coincide with Black History Month Writing to Entertain: A flashback narrative – Scrooge is visited by the Ghost of Christmas Past Writing to inform: Diary entry from the perspective of Scrooge about his visitations Writing to persuade: Persuade Scrooge to change his ways. Writing to discuss:		God's Endangered World PoR: Journey to the River Sea – Eva Ibbotson Writing Opportunities, purpose and genre coverage: Writing to inform: Information text – The Amazon Rainforest Writing to entertain: Narrative – Maia's journey down the Amazon Writing to persuade: One sided argument - Should Clovis return to Westwood in Fin's place? Writing to inform: Formal letter – Letter of apology to the crows Writing to discuss: Newspaper Article The fire in the Carters' home		Events that Shaped our World PoR: Street Child Writing Opportunities, purpose and genre coverage: Writing to inform: Biography – Dr Barnardo Writing to discuss: Balanced argument – Should Jim escape the workhouse or remain? Writing to entertain: Escape Narrative – Jim's escape from the workhouse. Writing to inform: Diary entry – Jim's life on the boat with Grimy Nick Writing to entertain: character description – Grimy Nick Writing to inform: Informal letter – Jim to his sisters	



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Interview with Marie Curie on her discovery and contributions to Cancer treatment (link to Science topic)					
Spelling					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Homophones and other words that are often confused Words ending in –able and –ible Common exception words	Words ending in –ably and –ibly Adding suffixes beginning with vowel letters to words ending in –fer Words containing the letter-string ough Common exception words including those with double consonants	Homophones and other words that are often confused Endings which sound like /jəs/ spelt –cious or –tious Endings which sound like /jəl Common exception words	Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Words ending in –ant, –ance/–ancy, –ent, –ence/–ency Common exception words including those double consonants	Use of the hyphen Abstract nouns Common exception words including those with double consonants	Words with the /i:/ sound spelt ei after c Words ending in –ly Words ending in –ant Common exception words
Writing (Transcription/Handwriting and Presentation/Composition/Vocabulary, Grammar and Punctuation)					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Vocabulary, grammar and punctuation: use passive verbs to affect the presentation of information in a sentence	Vocabulary, grammar and punctuation: recognise vocabulary and structures that are appropriate for formal speech and writing,	Vocabulary, grammar and punctuation use relative clauses beginning with who, which, where, when, whose, that or with an	Vocabulary, grammar and punctuation: use the perfect form of verbs to mark relationships of time and cause	Vocabulary, grammar and punctuation: use relative clauses beginning with who, which, where, when, whose, that or with an	Vocabulary, grammar and punctuation: recognise vocabulary and structures that are appropriate for formal speech and writing,



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use the perfect form of verbs to mark relationships of time and cause	including subjunctive forms use passive verbs to affect the presentation of information in a sentence	implied (i.e. omitted) relative pronoun	use expanded noun phrases to convey complicated information concisely	implied (i.e. omitted) relative pronoun	including subjunctive forms
use expanded noun phrases to convey complicated information concisely	use the perfect form of verbs to mark relationships of time and cause	use hyphens to avoid ambiguity	use modal verbs or adverbs to indicate degrees of possibility	use commas to clarify meaning or avoid ambiguity in writing	use passive verbs to affect the presentation of information in a sentence
use modal verbs or adverbs to indicate degrees of possibility	use modal verbs or adverbs to indicate degrees of possibility	use brackets, dashes or commas to indicate parenthesis use semi-colons, colons or dashes to mark boundaries between independent clauses		use brackets, dashes or commas to indicate parenthesis use a colon to introduce a list punctuate bullet points consistently	use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun		use a colon to introduce a list			use commas to clarify meaning or avoid ambiguity in writing use hyphens to avoid ambiguity
Use brackets, dashes and commas to indicate parenthesis.					
Reading					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Inference 2d: make inferences from the	Prediction 2e: predict what might happen	Explain 2f: identify / explain how	Retrieval 2b: retrieve and record information	Vocabulary



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Vocabulary 2a: give / explain the meaning of words in context Inference 2d: make inferences from the text / explain and justify inferences with evidence from the text	text / explain and justify inferences with evidence from the text Multiple mark answers Prediction 2e: predict what might happen from details stated and implied	from details stated and implied Explain 2f: identify / explain how information / narrative content is related and contributes to meaning as a whole 2g: identify / explain how meaning is enhanced through choice of words and phrases 2h: make comparisons within the text	information / narrative content is related and contributes to meaning as a whole 2g: identify / explain how meaning is enhanced through choice of words and phrases 2h: make comparisons within the text	/ identify key details from fiction and non-fiction Summarise 2c: summarise main ideas from more than one paragraph	Inference Prediction Explain Retrieval Summarise
Maths					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Number and place value</u> - Recognise, read and write numbers within 10,000,000	<u>Fractions</u> - Find and explore equivalent fractions including simplifying	<u>Ratio and proportion</u> - Add or multiply to find the proportion and ratio	<u>Fractions, Decimals and Percentages</u> - Decimal and fraction equivalents	<u>Geometry</u> - measure and classify angles - calculate angles	<u>Themed projects, consolidation and problem solving</u> - Distance conversion - Budget



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- To understand the term and find powers of 10 - Compare and order numbers using a number line to 10,000,000 - Compare and order any integers - Round any integers - To read and understand negative numbers in context. Calculation - Add and subtract integers - Find common factors and multiples - Understand the rules of division - Recognise, find and recall prime, squared and cubed numbers up to 100.	- Find and place equivalent fractions on a number line. - Compare and order fractions considering the denominator or numerator. - Add and subtract simple and more complex fractions. - Add and subtract mixed numbers - Solve multi-step problems using the above. - Multiply fractions by fractions and integers. - Divide fractions by integers and fractions.	- Use the ratio language and symbol appropriately - Identify and use the link between ratio and fractions - Draw using a scale and use scale factors within calculations - Solve ratio and proportion problems - Use scaling to scale up or down a recipe. <u>Algebra</u> - Form equations and expressions - Substitution - Formulae - Form equations - Solve multi-step problems	- fractions as division - understand percentages - fractions to percentages - equivalent fractions, decimals and percentages - order fractions, decimals and percentages - percentages of amounts - percentages – missing values <u>Measurement – Area, perimeter and volume</u> - shapes with the same area - area and perimeter - area of triangles - area of a parallelogram - volumes – cuboids <u>Statistics</u>	- vertically opposite angles - angles in a triangle - missing angles - angles in quadrilaterals - angles in polygons - circles - drawing shapes accurately - nets of 3-D shapes <u>Position and direction</u> - Read and plot points in four quadrants - Solve problems with coordinates - Translations - Reflections	- Time problems - Money – salary, mortgages, housing, bills
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- Multiply 4-digit by 2-digit numbers and solve problems in context - Calculate division problems using a range of methods (short and long division) including those with remainders, solving problems in contexts. - Solve multi-step problems - Use the order of operations to solve equations. - Use mental techniques to solve and estimate the answers to calculations	- Find fractions of amounts - Use fractions to find the whole <u>Measurement</u> - Using metric measures. - Converting between metric measures. - Calculate with metric measures - Converting between miles and kilometres - Identifying and converting between imperial measures.	- Find pairs of values - Solve problems with two unknowns. <u>Decimals</u> - Identify place value within 1 - Place value involving integers and decimals - Round decimals - Calculate with decimals numbers - Multiply and divide by 10, 100 and 1000 - Multiply decimals by integers - Divide decimals by integers - Calculate and solve problems with decimals in context.	- line graphs - dual bar charts - read and interpret pie charts - pie charts with percentages - the mean		
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- Reason with known facts.					
Science					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Animals including humans LO: To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. LO: To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function LO: To describe the ways in which nutrients and water are transported within animals, including humans.	Evolution and Inheritance LO: To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. LO: To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. LO: To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Light LO: To recognise that light appears to travel in straight lines. LO: To 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. LO: To 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. LO: To use the idea that light travels in straight lines to explain why shadows have the same shape	Living things and their habitats LO: To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals LO: To give reasons for classifying plants and animals based on specific characteristics	Electricity LO: To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. LO: To 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. LO: To use recognised symbols when representing a simple circuit in a diagram	



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		as the objects that cast them.			
RE					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
History and Geography					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Marvellous Medway Our Local Area (Medway) The focus will be on Medway and its River. This term children will: find out about the wider context of Medway Define and identify the physical and human features of Medway and to explore changes in the geography of our area. Gain an understanding of the History of Medway. Gain an understanding of the significant figures in Medway's history Develop an understanding of place location how to read maps using grid references.		God's Endangered World World History: Maya Civilisation This term children will: Study a non-European society that provides contrasts with British history – Mayan civilization c. AD 900 Study physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of		Events that Shaped our World British History: The Victorians Changes in an aspect of social history This term children will: Use an increasing range of common words and phrases relating to the passing of time Place some historical periods in a chronological framework Use historic terms related to the period of study Use dates to order and place events on a timeline	



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Draw an accurate map of an area I am familiar with using grid references	natural resources including energy, food, minerals and water North and South America Rainforest locate the world's countries, focus on North/South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America Link with Sustainability Development Goals climate zones, vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (Focus on Africa)	Use sources of information in ways that go beyond simple observations to answer questions about the past Use a variety of resources to find out about aspects of life in the past Compare sources of information available for the study of different times in the past Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information
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		This term children will: understand their role as a global citizen and how their actions affect the world Use case studies to evaluate the impact of sustainable development around the world. Use case studies to assess the problem of inequality around the world.			
The Arts					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art: Painting Watercolour painting techniques ‘The last chance to paint project Inspired by John Dyer and Nixiwaka Yawanawá Music: Dynamics, pitch and texture Fingal’s Cave	Art: Drawing/Photography Composition, scale, proportion and perspective in architecture. Inspired by Zaha Hadid and Edward Holl DT: Food Technology Music: Singing and Performing	Art: Sculpture Produce intricate patterns and textures in clay inspired by Ancient Mayan Art Music: Composition Film Music	Art: Collage and Mixed Media Use a variety of media to represent things seen or imagined. Inspired by Edward Tingatinga Music: Themes and Variation Pop Art	Art: Textiles/Printing Designing and creating intricate printing patterns inspired by William Morris Music: Structure and Style Baroque	DT: Create a functional design with moving parts inspired by Gutenberg Music: Creating and composing Leaver’s Song
PE					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Hockey	Tag Rugby	Netball	Dodgeball	Cricket	Athletics
Computing					



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Networks and Binary	Data Detectives and Spreadsheets	Spreadsheets and Graphing	Blogging and 3D Modelling	Micro:bits and Coding	Coding and introduction to Python
PSHE/RSHE					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RHSE: Created and Loved by God		RHSE: Created to Love Others		RHSE: Created to Live in Community	
French					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
This is me	Homes and Houses	Playing Sport	My Best Day Ever	Café Culture	Let’s Celebrate