Cubitt Town Primary School

Curriculum Intent and Overview

Year 6

Updated 2026

The Cubitt Town Primary School Curriculum:

- Places value in every core and foundation subject
- Is engaging and broad
- Reflects the diverse lived experience of our community
- Is progressive - each year group builds on learning from those preceding it

Our Curriculum directly addresses the needs of our children:

- Reading is prioritised at every opportunity
- Oracy is the golden thread that weaves through our subjects because we recognise the importance of spoken communication skills
- Core British values of Democracy, The Rule of Law, Individual Liberty and Mutual Respect are present across our curriculum content
- Linking key knowledge with disciplinary skills
- Encouraging wide-ranging and subject specific vocabulary
- Being reflecting of our communities diverse make-up and the experiences of our different families

Key:


Content related to families


Content related to war/conflict


Content related to Migration


Content related to discrimination



Content related to illness or death

Reading	**Shared Reading:** Daily Guided Reading sessions draw upon a range of high quality fiction and non-fiction texts, including some with direct links to the wider curriculum being studied (e.g. historical narratives, scientific texts etc). Children work on a range of comprehension and fluency skills as outlined in our school's Progression in Reading Skills document. **Reading for Pleasure** Teachers also read to the class daily from the following suggested class reads: **Skellig,** David Almond **Holes**, Louis Sachar **Princess Sophia Duleep Singh**, Sufiya Ahmed **Poems Aloud,** Joseph Coelho **Boy at the Back of the Class,** Onjali Q Raúf **Windrush Boy, Benjamin Zephaniah**					
Writing	**Core text:** The Lady of Shalott (Alfred Tennyson) **Writing outcome:** Description	**Core text:** Macbeth (William Shakespeare) **Writing outcomes:** Newspaper report Balanced argument	**Core text:** Rose Blanche (Christpher Gallaz) **Writing outcome:** Narrative **Core text:**	**Core text:** Alma (short film) **Writing outcome:** Narrative **Core Text:** Aviary Wonders **Writing Outcome:** Non-chronological	**Core text:** The Arrival (Shaun Tan) **Writing outcome:** Informal Letter	**Core text:** Windrush texts **Writing outcome:** Biography **Core text:** Step into Power **Writing outcome:** Persuasive Guide

	Core text: Arthurian Legends  **Writing outcome:** Narrative		Anne Frank  **Writing outcome:** Diary Persuasive letter	report (fictional mythical bird)		
Maths	Maths is taught in a cyclical fashion, with topics revisited through the year in different contexts. The following core areas of maths are introduced as follows:					
	Autumn 1 Place value Four operations	**Autumn 2** Fractions and decimals Geometry Converting measures	**Spring 1** Percentages Perimeter and area	**Spring 2** Ratio Algebra Statistics Properties of shapes	**Summer 1** Properties of shape Revision of curriculum	**Summer 2** Investigative maths
Science	**In Autumn Term 1, Y6 will study the topic:** Evolution and Inheritance This will include: recognise that living things have changed over time and that fossils provide info about living things living millions of years ago recognise that living things produce offspring of the same kind 	**In Autumn Term 2, Y6 will study the topic:** The Heart This will include: identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Dissect and label parts of the heart	**In SpringTerm 1, Y6 will study the topic:** Electricity This will include: identify and name basic parts of a simple electric series circuit compare and give reasons for variations in how components function, including brightness, loudness of buzzers, position of switches use recognized symbols when representing a simple circuit in a diagram	**In SpringTerm 2, Y6 will study the topic:** Living Things and habitats This will include: 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 give reasons for classifying plants and animals based on specific characteristics	**In SummerTerm 1, Y6 will study the topic:** Light This will include: 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 use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast	**In Summer Term 2, Y6 will study the topic:** Healthy Living This will include: 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 identify ways to uphold a healthy lifestyle

	explain the process of evolution identify how animals and plants adapt to suit				them	

Thinking Scientifically

In Year 6, children will be encouraged to think like scientists in a number of ways including:

- explore different ways to test an idea, choose the best way, and give reasons
- vary one factor whilst keeping the others the same in an experiment
- plan and carry out an investigation by controlling variables fairly and accurately
- make a prediction which links with other scientific knowledge
- record their measurements and observations systematically
- find a pattern from their data and explain what it shows
- use a graph to answer scientific questions
- record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models
- draw conclusions from their work
- explain how they could improve their way of working

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<tr>
<td>History

History Progression in Skills</td>
<td>In Autumn Term, Y6 will study:
The Kingdom of Benin

Key enquiry question:
How did the Kingdom of Benin become so powerful?

This area of study will revolve around the following concepts:
• Power and Empire
• Invasion and settlement
• Government and democracy</td>
<td>In Spring Term, Y6 will study:
The Changing Role of Women

Key enquiry question:
Have changes to women's rights and roles resulted in gender equality today?

This area of study will revolve around the following concepts:
• Societal change
• Exploration and invention</td>
<td>In Summer Term 1, Y6 will study:
WW2 and the East End (Local area study)

Key enquiry question:
How did WW2 change life and community in the UK?

This area of study will revolve around the following concepts:
• Societal change
• Technological advance
• Cause and Consequence</td>
<td>In Summer Term 2, Y6 will study:
The Windrush Generation

Key enquiry question:
How has migration changed Britain between WW2 and today?

This area of study will revolve around the following concepts:
• Societal change
• Technological advance</td>
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<td>Geography

Geography progression in Skills</td>
<td>In Autumn Term, Y6 will study:
North America

Key enquiry question:
How does the climate and physical landscape influence human activity?

This area of study will revolve around the following concepts:
- Geographical location
- Environment and sustainability</td>
<td>In Spring Term, Y6 will study:
Coastal Formations

Key enquiry question:
How do coastal processes shape our coastlines?

This area of study will revolve around the following concepts:
- Earth systems
- Environment and sustainability</td>
<td colspan="2">In Summerc Term, Y6 will study:
Migration

Key enquiry question:
What is a refugee and why do they leave their home?

This area of study will revolve around the following concepts:
- Environment and sustainability
- Interconnectedness
- Human Processes</td>
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<td>Music</td>
<td colspan="4">Throughout Year 6, children will learn to play the ukulele with a professional ukulele teacher including performing in live concerts.

Within these sessions or in additional music lessons, children will learn the following:</td>
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	Singing and listening: • Sing a broad range of songs, including those that involve syncopated rhythms • observe rhythm, phrasing, accurate pitching and appropriate style. • sing three- and four part rounds or partner songs	**Listening:** • Compare and discuss two songs in the same style, • Listen carefully and respectfully to other people's thoughts about the music • Use musical vocabulary, when describing and discussing songs/compositions. • Talk about the music and how it makes you feel referencing the key elements of music (eg. dynamics, pulse, timbre, tone, etc) . • Understand that music comes in different forms (from different cultures) and has changed over time.	**Composing:** • Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. • Play this melody on available tuned percussion and/or orchestral instruments. • Notate a melody and compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. • Use available music software/apps to create and record music	**Improvising:** • Create music with multiple sections that include repetition and contrast • Use chord changes as part of an improvised sequence • Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.
DT	**In Autumn Term, Y6 will study:** Mechanical construction and hydraulics Year 6 work with professionals from the architecture industry to create a sustainable city to enter into a local competitions	**In Spring Term, Y6 will study:** Electrical Circuits Year 6 will utilise their learning from circuits in science to create and program traffic light systems	**In Summer Term, Y6 will study:** Cooking and nutrition Through a project involving cooking and food preparation such as making shepherds pie based on seasonal local vegetables children will: • Understand the importance of correct storage and handling of ingredients • Begin to measure accurately and calculate	

			ratios of ingredients to scale up or down from a recipe
Art	**Across our school we utilise the Access Art scheme, and children will take part in three distinct art projects each year** **Art Overview 23-24 KEY STAGE 1 & 2**		
	In Autumn Term, Y6 will study: 2D to 3D art • understand and select media and physical mark making techniques that represent ideas expressively conveying mood or emotion • investigate and learn through experimenting and playful making to create personal responses • Express their ideas and observations responding to advice from others to rework and improve design ideas • convey tonal qualities well, showing good understanding of light and dark on form • develop quick studies from observation recording action and movement with fluency, returning to each study to improve accuracy/detail • draw in line and shape to represent 3D forms Artist focus: Lubaina Himid, Claire Harrup	In Spring Term, Y6 will study: Self portraiture • select from different methods to apply colour using a variety of tools and techniques to express mood or emotion • apply perspective rules to help make a painting to represent a real or imagined place showing depth, space and distance • improve a design for a painting using study of other artworks and advice, making some changes • explore colours, composition and content in the art of other times and cultures • show evidence of selecting techniques and materials to use independently, exploring using sketchbooks Artist focus: Njideka Akunyili Crosby, Thandiwe Muriu, Mike Barrett	In Summer Term, Y6 will study: Sculpture • apply knowledge of different techniques to expressive scale, weight or a concept • use study of 3D work from a variety of genres and cultures to develop their own response through models, experimentation and design stages • Recreate 2D images in 3D, looking at one area of experience, e.g. recreate a landscape or figure focusing on form/ surface • make imaginative use of the knowledge they have acquired of tools, techniques and materials to express their own ideas and feelings • use artists' work as a stimulus for making sculptures using varied materials Artist Focus: Yinka Ilori
RE	**Over the course of Year 6, children will study Christianity, Hinduism Islam,, Judaism and Humanism. In weekly lessons, their learning will follow the Tower Hamlets Agreed Syllabus, and address the following enquiry questions:** What would Jesus do? Can people live by his values today? Can you be religious and evil? What matters most to Christians and to Humanists? What can be done to reduce racism? Can religion help?		

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<tr><td></td><td colspan="5">What do religions say to us when life gets hard?
What difference does it make to believe in ahimsa, grace, and Ummah?

TH Agreed syllabus: https://www.the-partnership.org.uk/religion-resources#2342</td></tr>
<tr><td>PE</td><td colspan="2">In Autumn Term, Y6 will study:
Hockey (Invasion game)
to pass (long and short) accurately keeping possession
receive the ball at pace in space
pass and dribble accurately
produce an attack and create a successful shooting opportunity
demonstrate that they understand when, where and why they pass or dribble
keep possession for sustained periods of time?
Gymnastics (Matching & Mirroring)
create a pair matching sequence on apparatus
flow between the movements
explore a variety of movements, to ascertain the best moves to allow for flow and interesting, gymnastics for the sequence
create a pair mirroring sequence
include a change of speed, unison and canon?
accurately identify strengths and weaknesses in their own and others' performances and suggest ways to improve</td><td colspan="2">In Spring Term, Y6 will study:
Cricket (Striking & Fielding)
hit the ball on both sides of their bodies into space away from fielders
direct the ball away from fielders into space, varying the speed and angles at which they strike the ball
apply pressure to the fielders when batting
vary the speed when bowling underarm?
bowl the ball on the opposite side to which the batter is striking the ball
stop the ball and return the ball to the bowler or wicket keeper
Handball (Invasion game)
apply a refined understanding of passing and moving to score points against another team s
keep possession for sustained periods of time
pass, move and shoot accurately and consistently
switch fluidly between attacking and defending as possession changes
produce an attack and create a successful shooting opportunity
outwit their opponents and keep possession of the ball applying effective decision making in the different scenarios
execute their attacking and defending tactics effectively
create a range of attacking tactics, applying</td><td colspan="2">In Summer Term, Y6 will study:
OAA (Leadership & Orienteering)
locate and find points and orientate the map correctly
identify features on a map to help them navigate
take responsibility for others and lead each other in an effective way
create ideas help them with the activity, adapting them if necessary
create a range of tactics, decide on the most effective and then through effective teamwork and leadership, apply these to their games
explain the tactics they have created demonstrating a clear understanding of the role each member of the team will perform
Athletics (Track & field competitions)
run with a pumping action with their arms, elbows bent and driving leg actions
use the correct technique to throw the discus and javelin and to push (put) the shot
extend as they release
rotate their bodies to create greater power to push (put) the shot and throw the discus and javelin further
transfer their body weight to push (put) the shot put and throw the discus and javelin further
push rather than throw the shot put</td></tr>
<tr><td>PSHE</td><td>In Autumn Term 1, Y6 will study</td><td>In Autumn Term 2, Y6 will study the</td><td>In Spring Term 1 Y6 will study the topic:</td><td>In Spring Term 2 Y6 will study the topic:</td><td>In Summer Term 1 Y6 will study the topic:</td><td>In Summer Term 2 Y6 will study the topic:</td></tr>
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	the topic: Being Me **This will include:** • creating class charters • being a global citizen • how our behaviour affects others.	**topic:** Changing Me **This will include:** • puberty • moving into Y7 • body image • Personal space and consent	Healthy Me **This will include:** • Healthy eating • Being a good friend • Online safety	Celebrating Difference **This will include:** • Respecting others • Understanding difference • Reasons why people bully • Power struggles • Celebrating difference 	Dreams and Goals **This will include:** • Staying motivated • Resilience • Positive outlook • Helping others • Recognising achievements	Relationships **This will include:** • Wellbeing • mental health • Good and Bad relationships • Love and loss 
Computing	**In Autumn Term 1, Y6 will study the topic:** Communication and Collaboration	**In Autumn Term 2, Y6 will study the topic:** Web Page Creation	**In Spring Term 1 Y6 will study the topic:** Variables in Games	**In Spring Term 2 Y6 will study the topic:** Introduction to Spreadsheets	**In Summer Term 1 Y6 will study the topic:** 3D Modelling	**In Summer Term 2 Y6 will study the topic:** Sending Movement
French	**In Autumn Term 1, Y6 will study the topic:** J'habite ici	**In Autumn Term 2, Y6 will study the topic:** Ma routine	**In Spring Term 1 Y6 will study the topic:** La météo	**In Spring Term 2 Y6 will study the topic:** L'école	**In Summer Term 1 Y6 will study the topic:** Au café	**In Summer Term 2 Y6 will study the topic:** On va en France!

	French Skills to be developed in Year 6				
	Listening and Responding • understand a short passage made up of familiar words and basic phrases • understand the main points and simple opinions in spoken sources • understand longer and more complex phrases or sentences • follow a wide range of classroom instructions	Speaking • present a short talking task with correct pronunciation • communicate by asking and answering a wider range of questions and presenting short pieces of information • use spoken language confidently to initiate and sustain conversations • focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning • use high-frequency verb forms, nouns, articles and adjectives to form simple sentences • use subordinating connective 'because'	Reading • use a dictionary or word list to look up unknown nouns and adjectives • check the gender of nouns and the spelling of familiar words. • attempt pronunciation of new and unfamiliar words, using phonic knowledge gained throughout KS2 • identify new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning • understand a short text made up of short sentences with familiar languages on a familiar topic • use accents confidently	Writing • write individual words from his/her oral vocabulary, with understandable spelling, when delivery is slow, clear and repeated • write sentences and construct short texts using a model and knowledge of words, text and structure • use dictionaries to support writing • spell commonly used words correctly • use gender and definite articles (singular and plural), showing knowledge of the patterns learnt (still frequent errors and omissions in independent use)	Intercultural understanding • Identify how language has spread throughout the world • compare similarities and differences between the lived experiences of people from francophone countries • investigate famous people and events from the chosen country to be studied
Oracy	In oracy, children will develop their spoken communication skills in fortnightly assemblies and across the curriculum, around the four strands of oracy as identified by Oracy Cambridge in their **Oracy Framework**				

Oracy Framework	**Physical skills:** what we show through our body language and facial expressions. **Linguistic skills:** what we express through the use of words and language. **Cognitive skills:** applying discussion and learning to develop our thinking further. **Social and emotional skills:** how we work together by considering and respecting our feelings and those of others.