

# Menston Primary School Long-Term Overview 2025-26

## Year 6 Autumn Term

	Key English texts	Maths	Geography /History	Science	Art/DT	Computing	PSHE	RE	PE	Music	MFL
Autumn 1	<p><b>You Are A Champion</b> by Marcus Rashford</p> <p><b>Street Child</b> by Berlie Doherty</p> <p>Writing to entertain: setting descriptions</p> <p>Writing to entertain: historical fiction</p>	<p>Place Value</p> <p>Calculating with all four operations</p> <p>Fractions</p> <p>Measurement – converting units</p>	<p><b>What was the effect of the Industrial Revolution on Bradford?</b></p> <ul style="list-style-type: none"> <li>Why did people move from the countryside into Bradford?</li> <li>What changes happened in Bradford during the industrial revolution?</li> <li>Why was Titus Salt significant at this time?</li> <li>How did Saltaire Village change workers' lives?</li> <li>Was Titus Salt good for business or good for society?</li> </ul>	<p><b>Living things and their habitats:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	<p><b>Painting &amp; Mixed Media</b></p> <p><b>Artist Study</b></p> <ul style="list-style-type: none"> <li>Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences.</li> <li>Work in a sustained way over several sessions to complete a piece.</li> <li>Analyse and describe how colour is use in other artists' work.</li> <li>Consider materials, scale and techniques when creating collage and other mixed media pieces.</li> <li>Create collage in response to a stimulus and work collaboratively on a larger scale.</li> </ul>	<p><b>Computing Systems and Networks</b></p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Internet addresses</li> <li>Data packets</li> <li>Working together</li> <li>Shared working</li> <li>How we communicate</li> <li>Communicating responsibly</li> </ul> <p><b>E-Safety:</b></p> <ol style="list-style-type: none"> <li>Health Well-being and Lifestyle</li> </ol>	<p><b>Ready, Respectful and Safe</b></p> <p><b>Growth Mindset</b></p> <p><b>Back to school with SCARF</b></p> <p><b>Safety</b></p> <p><b>Caring</b></p> <p><b>Achievement</b></p> <p><b>Resilience</b></p> <p><b>Friendship</b></p>	<p><b>How and why are Jewish festivals celebrated today?</b></p>	<p><b>Football</b></p> <ul style="list-style-type: none"> <li>Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</li> <li>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</li> <li>Keep and win back possession of the ball effectively and in a variety of ways in a team game.</li> <li>Demonstrate a good awareness of space.</li> <li>Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending.</li> <li>Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.</li> </ul>	<p><b>Looping and remixing</b></p> <p>In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops.</p>	<p><b>À l'école (At school)</b></p> <ul style="list-style-type: none"> <li>Repeat and recognise the vocabulary for school subjects.</li> <li>Say what subjects they like and dislike at school.</li> <li>Say why they like/dislike certain school subjects.</li> <li>Tell the time (on the hour) in French.</li> <li>Say what time they study certain subjects at school.</li> </ul>
Autumn 2	<p><b>Dracula</b></p> <p><b>Dragonology and Jabberwocky</b></p> <p>Word classification</p> <p>Writing to inform: Non-chronological report</p> <p><b>Remembrance Poetry</b></p> <p>Inference</p>		<p><b>What is the impact of climate on biomes?</b></p> <ul style="list-style-type: none"> <li>What is a biome and how many are there?</li> <li>How are climate zones formed?</li> <li>Are there any patterns/anomalies to the distribution of biomes within the world?</li> <li>How do humans adapt to live in different biomes?</li> </ul>	<p><b>Evolution and inheritance:</b></p> <ul style="list-style-type: none"> <li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>recognise that living things produce offspring of the same kind, but normally</li> </ul>	<p><b>Mechanisms: Automata toys</b></p> <ul style="list-style-type: none"> <li>Use woodworking skills, pupils construct an automata; measuring and cutting their materials, assembling the frame, choosing cams and designing the characters that sit on the followers to form an interactive shop display.</li> </ul>	<p><b>Creating Media</b></p> <p><b>Web Page Creation</b></p> <ul style="list-style-type: none"> <li>What makes a good website?</li> <li>How would you layout your web page?</li> <li>Copyright or copyWRONG?</li> <li>How does it look?</li> <li>Follow the breadcrumbs</li> <li>Think before you link!</li> </ul> <p><b>E-Safety:</b></p>	<p><b>Health and Wellbeing (Drug and alcohol awareness)</b></p>	<p><b>What do Christians believe about the old and new covenants?</b></p> <p>Visit to Bradford Cathedral</p>	<p><b>Hockey – Quick Sticks</b></p> <ul style="list-style-type: none"> <li>Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</li> <li>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</li> </ul>	<p><b>Theme and variations (Theme: Pop Art)</b></p> <p>Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.</p>	<p><b>Manger et Bouger (Healthy Lifestyles)</b></p> <ul style="list-style-type: none"> <li>Name and recognise 10 foods and drinks that are considered good for your health.</li> <li>Name and recognise 10 foods and drinks that are considered bad for your health.</li> <li>Say what activities they do to keep in shape during the week.</li> </ul>

Please note: This is a working document and is subject to change.

			<ul style="list-style-type: none"><li>How has plant and animal life adapted to live in different biomes?</li></ul>	<p>offspring vary and are not identical to their parents</p> <ul style="list-style-type: none"><li>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li></ul>		<p>1. Copyright and Ownership</p>			<ul style="list-style-type: none"><li>Keep and win back possession of the ball effectively and in a variety of ways in a team game.</li><li>Demonstrate a good awareness of space.</li><li>Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending.</li><li>Follow and create complicated rules to play a game successfully.</li><li>Communicate plans to others during a game. Lead others during a game.</li></ul>		<ul style="list-style-type: none"><li>Say in general what they do to keep a healthy lifestyle.</li><li>Learn to make a healthy recipe in French.</li></ul>
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Curriculum enrichment:

- Visits to Menston Library
- Visit to Bradford Cathedral
- Educational Visit: Saltaire Mill and Village
- Wild Passport Day
- Christmas Production

# Menston Primary School Long-Term Overview 2025-26

## Year 6 Spring Term

	Key English texts	Maths	Geography /History	Science	Art/DT	Computing	PSHE	RE	PE	Music	MFL
Spring 1	<b>Anthology of Greek myths</b> Writing to entertain: myth  <b>Ancient Greece by DK</b> Discussion: Balanced argument – Parthenon Marbles	Ratio  Algebra  Decimals  Fractions, decimals percentages  Area, perimeter and volume  Statistics  Shape  Geometry (position and direction)	<b>How did ancient Greek achievements influence the western world?</b> <ul style="list-style-type: none"> <li>What did the ancient Greeks believe?</li> <li>What do we know about the achievements of Alexander the Great?</li> <li>What was life like in Ancient Greece?</li> <li>What were the key achievements of the Ancient Greeks?</li> <li>How did the Ancient Greeks influence the western world?</li> </ul>	<b>Animals including humans:</b> <ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<b>Drawing: Make my Voice Heard</b> <ul style="list-style-type: none"> <li>Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.</li> <li>Apply new drawing techniques to improve their mastery of materials and techniques.</li> <li>Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.</li> </ul>	<b>Creating Media 3D Modelling</b> <ul style="list-style-type: none"> <li>Introduction to 3D modelling</li> <li>Modifying 3D objects</li> <li>Make your own name badge</li> <li>Making a desk tidy</li> <li>Planning a 3D model</li> <li>Make your own 3D model</li> </ul> <b>E-Safety:</b> <ol style="list-style-type: none"> <li>Privacy and Security</li> </ol>	<b>Mental health and emotional wellbeing: Healthy minds</b>	<b>How do Buddhists live a meaningful life?</b>	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</li> <li>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</li> <li>Confidently use equipment to vault and incorporate this into sequences.</li> <li>Apply skills and techniques consistently, showing precision and control.</li> <li>Develop strength, technique and flexibility throughout performances.</li> </ul>	<b>Dynamics, pitch and tempo (Theme: Fingal's Cave)</b> Appraising the work of Mendelssohn and further developing improvisation and composition skills.	<b>Le week-end (The weekend)</b> <ul style="list-style-type: none"> <li>Ask what the time is in French.</li> <li>Tell the time accurately in French.</li> <li>Learn how to say what they do at the weekend in French.</li> <li>Learn to integrate connectives into their work.</li> <li>Present an account of what they do and at what time at the weekend.</li> </ul>

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Spring 2	<b>Noughts and Crosses</b> <b>Malorie Blackman</b>		<b>What is special about North America?</b> <ul style="list-style-type: none"><li>Can I identify the countries of North America?</li><li>What are the human geography characteristics of New York, New York?</li><li>Why do tourists visit Florida?</li><li>Compare and contrast two or more national parks within North America (e.g Banff National Park in Canada and Sipacate-Naranjo National Park in Guatemala</li><li>Compare and contrast the human and physical geography of Mexico City and Nuuk, including the different time zones.</li><li>Why is Costa Rica replanting its rainforest?</li></ul>	<b>Light:</b> <ul style="list-style-type: none"><li>recognise that light appears to travel in straight lines</li><li>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</li><li>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</li><li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li></ul>	<b>Textiles: Stuffed toys</b> <ul style="list-style-type: none"><li>Create a stuffed toy by applying skills learnt in previous units. Introduce blanket stitch.</li></ul>	<b>Programming A Variables in Games</b> <ul style="list-style-type: none"><li>Introducing variables</li><li>Variables in programming</li><li>Improving a game</li><li>Designing a game</li><li>Design to code</li><li>Improving and sharing</li></ul> <b>E-Safety:</b>  Managing online information	<b>Living in the Wider World: Rules, Rights and Responsibilities</b>	<b>Why are rites of passage important?</b>	<b>Badminton</b> <ul style="list-style-type: none"><li>Use good hand-eye coordination to be able to direct a shuttlecock when striking or hitting.</li><li>Understand how to serve in order to start a game.</li><li>Demonstrate a good awareness of space.</li><li>Think ahead and create a plan of attack or defence.</li><li>Apply knowledge of skills for attacking and defending.</li><li>Follow and create complicated rules to play a game successfully.</li><li>Communicate plans to others during a game.</li><li>Lead others during a game.</li><li></li></ul>	<b>Film Music</b> Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.	<b>Les planètes (Planets)</b> <ul style="list-style-type: none"><li>Name and recognise the planets in French on a solar system map.</li><li>Spell at least 5 planets in French.</li><li>Say an interesting fact about at least 4 of the planets.</li><li>Explain the rules of adjectival agreement clearly in French and apply when using colours to describe objects.</li></ul>
	<b>Walter De La Mare poetry:</b> The Listeners Someone Silver										
	<b>Broken: Rock Paper Scissors</b> Digital stimulus										

Curriculum enrichment:

- Visits to Menston Library
- Wild Passport Day

# Menston Primary School Long-Term Overview 2025-26

## Year 6 Summer Term

	Key English texts	Maths	Geography /History	Science	Art/DT	Computing	PSHE	RE	PE	Music	MFL
Summer 1	<b>Boy 87</b> <b>Ele Fountain</b>  Character description Diary  <b>Macbeth: Retold by Anthony Masters</b> Writing to entertain: Writing to persuade:	Revision and consolidating maths curriculum.	<b>How has equality changed over time?</b> <ul style="list-style-type: none"> <li>Have men and women always been treated equally? [roles of men and women through societies studied]</li> <li>How did women get the right to vote in this country?</li> <li>Do women across the world have equal rights now? [Malala]</li> <li>How were Martin Luther King and Nelson Mandela similar different?</li> <li>Have we reached racial equality? [BLM movement]</li> <li>Have we reached equality for the LGBT community?</li> </ul>	<b>Electricity:</b> <ul style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>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</li> <li>use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<b>Sculpture &amp; 3D Interactive Installation</b> Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece. <ul style="list-style-type: none"> <li>Investigate scale when creating forms in 3D.</li> <li>Explore a greater range of materials to create 3D forms, e.g. wire and other found materials.</li> <li>Plan a sculpture, developing an idea in 2D into a 3D piece.</li> <li>Persevere when constructions are challenging and work to problem solve more independently.</li> </ul>	<b>Data and Information Spreadsheets</b> <ul style="list-style-type: none"> <li>What is a spreadsheet?</li> <li>Modifying spreadsheets</li> <li>What's the formula?</li> <li>Calculate and duplicate</li> <li>Event planning</li> <li>Presenting data</li> </ul> <b>E-Safety:</b> Self-image and identity	<b>Healthy Relationships: Managing change/ Managing risk/ Peer pressure</b>	<b>What is the significance of Easter, Ascension and Pentecost?</b>	<b>Rounders</b> <ul style="list-style-type: none"> <li>Hit a bowled ball over longer distances.</li> <li>Use good hand-eye coordination to be able to direct a ball when striking or hitting.</li> <li>Throw and catch accurately and successfully under pressure in a game.</li> <li>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</li> <li>Demonstrate a good awareness of space.</li> <li>Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.</li> <li>Follow and create complicated rules to play a game successfully.</li> <li>Communicate plans to others during a game. Lead others during a game.</li> </ul>	<b>Baroque</b> Exploring music of the Baroque Period (from 1600-1750). Looking at the great Baroque composers and musicians and at the structural and stylistic features of the music that they wrote and performed.	<b>Les Vikings (Vikings)</b> <ul style="list-style-type: none"> <li>Name the key periods in Ancient Britain, chronologically in French.</li> <li>Describe themselves physically by pretending to be a member of a fictitious Viking family.</li> <li>Use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement.</li> <li>Use two irregular high frequency verbs 'être' (to be) and 'avoir' (to have) more fluently.</li> <li>Describe their typical daily routine as either/both a Viking man and/or Viking woman using 1st person singular (I...), with an opportunity to move to third person singular.</li> <li>Recognise and start to understand commonly used reflexive verbs and pronouns.</li> </ul>

Summer 2	<p>You Are Awesome by Matthew Syed and Go Big by Matthew Burton</p> <p>Boy 87 by Ele Fountain</p> <p>Writing to inform: Recount Biography</p>	<ul style="list-style-type: none"><li></li></ul>	<p>Why does population change?</p> <ul style="list-style-type: none"><li>How is the global population changing?</li><li>What are birth and death rates?</li><li>Why do people migrate?</li><li>How is climate change impacting the population?</li><li>How is population impacting our environment?</li></ul>	<p>Consolidation and application of key knowledge and skills</p>	<p>Digital World- Navigating the World</p> <ul style="list-style-type: none"><li>Program a navigation tool to produce a multifunctional device for trekkers. Combine 3D virtual objects to form a complete product concept in 3D computer-aided design modelling software.</li></ul>	<p>Programming B <i>Sensing</i></p> <ul style="list-style-type: none"><li>The micro:bit</li><li>Go with the flow</li><li>Sensing inputs</li><li>Finding your way</li><li>Designing a step counter</li><li>Making a step counter</li></ul> <p><u>E-Safety:</u></p> <ol style="list-style-type: none"><li>Online reputation</li></ol>	<p>Growing and Changing (RSE)</p> <p>Provision in conjunction with CORAM to include parent workshop and pupil workshop.</p>	<p>What is the significance of Easter, Ascension and Pentecost?</p>	<p>Athletics</p> <ul style="list-style-type: none"><li>Recap, practise and refine an effective sprinting technique, including reaction time.</li><li>Build up speed quickly for a sprint finish.</li><li>Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</li><li>Accelerate to pass other competitors.</li><li>Work as a team to competitively perform a relay.</li><li>Confidently and independently select the most appropriate pace for different distances and different parts of the run.</li><li>Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</li><li>Develop the technique for the standing vertical jump.</li><li>Maintain control at each of the different stages of the triple jump.</li><li>Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</li><li>Perform a fling throw.</li><li>Measure and record the distance of their throws.</li><li>Continue to develop techniques to throw for increased distance and support others in improving their personal best.</li></ul>	<p>Composing and performing a Leavers’ song</p> <p>Children spend the topic creating their very own leavers’ song personal to their experiences as a class.</p>	<p>Moi dans le Monde (Me in the world)</p> <ul style="list-style-type: none"><li>Learn about the many countries in the Francophone world.</li><li>About different festivals (religious and non-religious) around the world.</li><li>That we are different and yet all the same.</li><li>That we can all help to protect our planet.</li><li>How to use “à” (when talking about living in a city) and “en/au/aux” (when talking about living in a country).</li></ul>
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Curriculum enrichment:

- Visits to Menston Library
- Windermere residential
- End of Year Production
- Harewood House visit