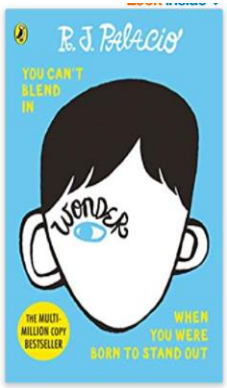
NMJS Year 6 Curriculum Overview 2026-27

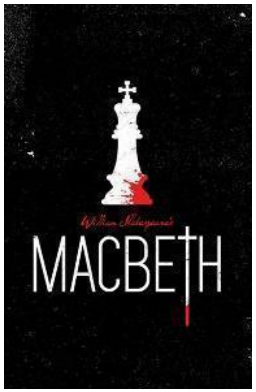
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**A World of Wonders**	**Courage**	**Loyalty**		**Discovery**	**Decisions**

Throughout the year, promotion of individual liberty – rights and respect, understanding of responsibility of others and ourselves. Promotion of tolerance for those of different faiths and beliefs.

Book Study











English

Acceptance

Diary:
Can I write an emotive diary entry from a character's point of view?
-informal language techniques and sentence constructions, rhetorical devices, punctuation that leads the reader, layout for effect, question tags, contractions, parenthesis

Formal letter / report
Can I inform Mrs Albans of an incident that has taken place on the school site?
-formal vocabulary, passive voice, impartiality, time conjunctions and adverbials, subordinate clauses

Formal Letter
Can I write a letter of complaint to the chair of governors?
-formal language, sentence length and complexity, passive voice, subordinate clauses

Courage

Persuasive Arguments:
Can I write persuasive arguments about issues that affect children?

Should all children have access to electronic devices?

Should all children attend school?

-persuasive vocabulary. powerful verbs, impact of sentence openers, conjunctions, modal verbs, subjunctive voice

Character description.
Can I describe a character who is both pitiful and unnerving?

-descriptive language, expanded noun phrases, relative clauses, dashes, colon, dialogue to show character

Power

Storm Description
Can I write a narrative about a storm that encourages the reader to feel anxious as it draws closer?
-figurative language, adverbs, fronted adverbials, use of structure to build tension, commas

Letter: Macbeth
Can I write a letter to Lady Macbeth conveying Macbeth's mixed emotions?
-First person, formal voice, emotive language, modals, conjunctions, subjunctive voice

Narrative: Macbeth
Can I build suspense in the events leading up to King Duncan's death?
-figurative language, adverbs, fronted adverbials, use of structure to build tension, dialogue, commas

Journalistic: Macbeth
Can I write a newspaper report detailing the murder of King Duncan?
-formal tone, passive voice, direct and reported speech, parenthesis, relative clauses

Discursive
Can I write a balanced argument to discuss who is to blame for King Duncan's murder?
-technical language, discursive vocabulary, balanced structure, conjunctions, adverbials, pronouns

Discovery

Report
Can I write an informative report about an imagined creature?

-voice of the expert, engaging tone, descriptive and technical language, factual information, sentence structure variety, punctuation to lead the reader

Decisions

Discursive
Can I write a balanced argument about an issue that affects children?

Do schools have the right to intervene with primary school children's social media?

-technical language, discursive vocabulary, balanced structure, conjunctions, adverbials, pronouns

Fiction
Can I write about the tension between two characters during a journey?

-descriptive vocabulary, building tension, sentence length, dialogue for character and moving events forward, punctuation to lead the reader

Maths	**Number and Place Value:** • Place value to 10 million • Reading, writing, ordering and comparing numbers • Rounding • Negative numbers • Roman numerals **Addition and Subtraction:** • Addition and subtraction **Properties of number:** • Factors, multiples, primes, squares and cubes **Multiplication and Division:** • Short and long multiplication • Short and long division • BODMAS	**Fractions:** • Simplifying fractions • Equivalent fractions • Comparing and ordering • Addition and subtraction • Multiplication and division • Fractions and mixed numbers • Fractions of amounts **Decimals:** • Place value • Rounding • Four operations	**Fractions, decimals and percentages:** • Percentages of amounts • Equivalence • Ordering FDP **Measurement:** • Converting measurements of length, mass, capacity and time and solve problems • Imperial measure: convert metric and imperial units; use conversion graphs and charts measures **Measurement:** • Area - Calculate area of shapes, including parallelograms triangles, and use formulae • Perimeter – calculate perimeter of shapes and compare with area • Volume - Calculate, estimate and compare volumes, use formulae	**Geometry - Shape and angles:** • Angles – types of angle and missing angles • Measure and draw angles • Properties of 2-d shapes, including triangles, quadrilaterals and regular polygons • Circles • 3-d shapes and nets **Ratio and proportion:** • Find missing values using multiplication and division • Ratio and fractions • Scale drawing & factors **Algebra:** • Use formulae • Number sequences • Missing number problems • Unknown numbers and possible variations	**Geometry - Position and Direction:** • Coordinates in all 4 quadrants • Reflection • Translation **Statistics:** • Tables, bar charts • Line graphs and pie charts • Calculate the mean	**Topic investigations and consolidation**
Science	**LIGHT (Physics)** • Identify sources of light & recognise that light travels in straight lines • Understand that to see, light needs to enter or reflect into the eye from a light source. • Investigate light reflection and use of mirrors.	**ELECTRICITY (Physics)** • Associate the brightness of a lamp or the volume of a buzzer with the number and **voltage** of cells used in the circuit • 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 • Use recognised symbols when representing a simple circuit in a diagram	**ANIMALS (Biology)** • Identify and name the main parts of the human **circulatory system** • Describe the ways in which nutrients and water are transported within animals, including humans • Recognise the impact of **diet, exercise, drugs** and lifestyle	**LIVING THINGS AND HABITATS** • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • Give reasons for classifying plants and animals based on specific characteristics	**EVOLUTION & INHERITANCE (Biology)** • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution **ANIMALS (Biology)**	

	• Explain why shadows have the same shape as the objects that cast them.					• Relationship and Sex Education			
	Relationships			**Living in the Wider World**			**Health and Wellbeing**		
	Families and Relationships	**Safe Relationships**	**Respecting Ourselves & Others**	**Belonging to a Community**	**Media Literacy & Digital Resilience**	**Money and Work**	**Physical and Mental Wellbeing**	**Growing and Changing**	**Keeping Safe**
CPSHE	New beginnings Getting along/managing friendships	Online safety	School Values Zones of Regulation Expressing opinions and respecting other points of view Antibullying Week	Valuing diversity: challenging discrimination and stereotypes	Positive self-esteem Social media	Financial responsibility **(The Apprentice Project)**	Express Yourself Good 2B Me Coping with pressure	RSE	Yr 7 Transition Fire safety and emergency situations
Computing	**Word Processing** • Apply and practise their word processing skills (text, images, alignment, font changes, etc.) • Discuss comparisons between using Pages, Word or Publisher. • Choose software giving justifications. **Research:** • Research: Geography linked • Use a more complex search engine (e.g. Google) to find information on the Internet. Discuss Swiggle vs. Google. • Understand the need to check the accuracy of information. • Begin to be aware of privacy and other issues related to using the Internet, e.g. copyright, illegal downloads, plagiarism, use of AI.	**Online and Email** • Explore the concept of digital citizenship (linked to NMJS values) • Recap what cyberbullying is, how it feels and strategies for handling situations if they arise. • Explore the positives and negatives of sharing personal information, images, videos • online. • Be aware of computer viruses and how they can infect our devices in different ways – email, texts, across unsecured connections.	**Social Media** **Linked with CPSHE – online safety focus on social media. Skills and knowledge taught are ongoing and adapted to the needs of the cohort and any arising issues.** • Understand what is meant by social media. • Be aware of the need for privacy. • Know how to interact on social media sites safely. • Have an awareness of how information and images can be manipulated. • Understand what to do when mistakes are made or if we see something that is uncomfortable or upsetting.	**Multimedia** • Select and use software to produce a presentation or digital film for a specific audience. • Choose software giving justifications based on purpose and audience. • Apply and practice presentation skills and tools (use of notes section, font changes, alignment, importing images, adding sound effects, transitions, etc.)			**Coding: project and programming** • design, write and debug programs that accomplish specific goals • solve problems by decomposing them into smaller parts • use sequence (ordering of code), selection (if/when blocks), and repetition (loops) in programs • work with variables (score) and various forms of input (keyboard/mouse) and output (movement, sound, start level again) • detect and correct errors in algorithms and programs • show an awareness that coding language can change in different software, e.g. Logo, Code It, Python, etc.
Out	**Rugby Handball** • Play competitive games, modified	**Gymnastics** • Develop flexibility, strength, technique, control and balance	**Basketball Hockey** • Play competitive games, modified	**Dance** • Perform dance steps and sequence these considering actions,			**Athletics** • Use running, jumping, throwing and		**Tennis**

door/ Indoor PE	where appropriate and apply basic principles suitable for attacking and defending.	[for example, through athletics and gymnastics] Develop gymnastic floor shapes and floor movement. • Develop apparatus skills, movement and balance on the bench and table. Compare their performances with previous ones and demonstrate improvement to achieve their personal best	where appropriate and apply basic principles suitable for attacking and defending.	dynamics, space and relationships; • Create their own dance motif to represent a theme or tell part of a story; • Perform dances using a range of movement patterns	catching in isolation and in combination	• Play competitive games, modified where appropriate. **Rounders** • Play competitive games.
Music	**Short Ride in a Fast Machine** **Skills Focus** Demonstrate precise and confident instrumental skills and use them to perform with musical awareness. **Dimensions** Duration: Understand more complex rhythmic patterns and metres.	**Calypso Sparkle** **Skills Focus** Demonstrate precise and confident instrumental skills and use them to perform with musical awareness **Dimensions** Pitch: Explore, recognise and identify a C major scale pattern and how it influences music (*mood & in relation to chords)*	**God Save the King** **Skills Focus** Demonstrate precise and confident tuned percussion skills and use them to perform with musical awareness **Dimensions** Pitch: Explore, recognise and identify a major scale – G major Duration: Identify and understand 3 metre	**Baghdad** **Skills Focus** Understand and use notation. Demonstrate precise and confident instrumental skills and use them to perform with musical awareness **Dimensions** Dynamics: Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect Tempo: Understand how a wide range of tempi can be precisely used and manipulated for expressive effect		**Leavers Assembly - Singing** **Skills Focus** Sing part songs with confidence **Dimensions** Texture: begin to understand types of harmony and how they can be used for expressive effect.
D & T		**Burglar Alarms (Electricity)** • How more complex electrical circuits and components can be used to create functional products. • Understand how key individuals and events in technology shape the world.			**Food** **Savoury Scones** • Investigate a range of existing products. • Understand healthier and varied food choices. • Learn about seasonal foods and combinations. • Make savoury scones with own ingredients combinations.	**You're Hired! The Apprentice Project** • Designing and making a range of products using different media. • Setting up a business • Carry out research, using surveys, interviews, questionnaires and web-based resources. • Identify the needs, wants, preferences/values of particular individuals and groups. • How much will products cost to make?

						• Profit and how to calculate – use of Excel
Art	**Natural Sculptures** • Art in the natural world • Observational drawing • Watercolours • 3D Willow sculptures • Artist: Richard Shilling	**Light and Dark** • Adding tone and shadow • Mark making • Oil pastel painting • Artist: Chris Van Allsberg	**Printmaking** • Designing and printing for a specific purpose. • Combine and overlay different types of prints. • Backgrounds / washes • Artist: German Expressionists	**Drawing** • Repeat patterns with geometric shapes • Using complementary colours • Artist: Illustrator M. C. Escher	**Drawing** • Single point perspective • Studying local buildings • Creating class collage • Architects' drawings, Laura Carlin-illustrator, Stephen Wilstshire-artist.	**Portraits** **Sketching and Painting** **Collage** • Create mood and atmosphere. • Revise skin tones. • Mix/blend work from general washes to detail, layering paint. • collage • Artist: Painter Peter Blake / Frida Kahlo
RE	**Stewardship:** • Beliefs about creation and the impact on caring for the world	**Christmas: the two birth narratives** • Interpretations of the story of the birth of Jesus	**Peace:** • The importance of peace and how this affects ourselves and others	**Incarnation:** • The concept of incarnation and its significance to people	**Umma:** • Exploring the significance of community, helping and supporting others	
History			**A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066** • Turning Point in British History: Monarchs through the ages – John, James, Anne and Victoria • The power of the monarch versus the power of parliament • Key historical events that caused a shift in power: Magna Carta, Act of Union		**Local History** *Significant in Locality; The Titanic* • Opportunity to ask perceptive questions, think critically, weigh evidence, sift arguments, develop perspective and judgement. Curiosity to know more. • Use and compare a range of sources.	
Geogra	**Our Changing World** **Is New Milton changing for the better?** Revision of mapping skills: develop understanding of	**Sustainability: Renewable and non-renewable energy** **Human/Physical Geography** Human geography: describe and understand settlement			**Our Wonderful World: Protecting our environment** **Place knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom	

p h y	scales, lines of latitude / longitude and symbols. Explore the geographical changes occurring in our school environment and local coastal region Discover local coastal features and investigate the changes occurring due to erosion and weathering. **National Curriculum coverage:** **Locational Knowledge** use maps to focus on geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time **Geography Skills and Fieldwork:** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries. **Fieldwork:** What evidence is there of erosion in our	and land use and the distribution of natural resources such as energy and sustainability		**Human/Physical Geography** Physical geography: describe and understand key aspects of climate zones and biomes Human geography: describe and understand settlement and land use **Visitor:** New Forest Ranger

	environment? Should humans intervene?					
French	**Les couleurs (Colours)**	**Traditions et Célébrations (Traditions & Celebrations)**	**Joyeuses Pâques (Happy Easter)**	**Les jours de la semaine (Days of the Week)**	**Quel temps fait-il ? (What's the Weather Like?)**	**Les mois (Months of the Year)**
British Values	**DEMOCRACY** an understanding of how citizens can influence decision-making through the democratic process; *- Team Captain voting* *- English – Arguments and debates* *- Wonder* *- SMSC*	**MUTUAL RESPECT** an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; *- Balanced argument* *- RE – SMSC* *Social media / CPHSE -Mutual Respect and tolerance* *Debates - Democracy*	**THE RULE OF LAW** an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety; *- SMSC* *- e-safety* *- History: Parliament, democracy and liberty* *- Macbth: democracy and liberty* *- CPSHE and computing: Mutual Respect*	**LIBERTY** an understanding that the freedom to choose and hold other faiths and beliefs is protected in law; *- RE* *- SMSC*	**THE RULE OF LAW** an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police/army can be held to account through Parliament, others such as the courts maintain independence; *- SMSC*	**LIBERTY & RESPECT** an understanding of the importance of identifying and combatting discrimination. *- RE* *- SMSC*