

### Science - Evolution and inheritance

Pupils should be taught to:

- Define and identify variation in organisms and recall that it is caused by inherited and environmental factors.
- Recall that living things produce offspring of the same kind but are not normally identical to their parents.
- Describe patterns of inheritance from parent to offspring in a given example or family tree.
- Describe what an adaptation is; it cannot be chosen and is usually inherited.
- Describe key characteristics that would help an organism to survive and explain how an adaptation helps the organism to survive.
- Explain how variation may affect survival within a population and recall what natural selection means.
- Recall what evolution is, identify differences between a living thing and its ancestor and describe key steps in the evolution of a species.
- Recall different types of evidence that can be used to explain evolution and describe methods that make scientists' results or conclusions more trustworthy.
- Use a classification key to group and identify organisms.
- Make a simple classification key.

### Science - Circuits, batteries and switches

- Define and identify variation in organisms and recall that it is caused by inherited and environmental factors.
- Recall that living things produce offspring of the same kind but are not normally identical to their parents.
- Describe patterns of inheritance from parent to offspring in a given example or family tree.
- Describe what an adaptation is; it cannot be chosen and is usually inherited.
- Describe key characteristics that would help an organism to survive and explain how an adaptation helps the organism to survive.
- Explain how variation may affect survival within a population and recall what natural selection means.
- Recall what evolution is, identify differences between a living thing and its ancestor and describe key steps in the evolution of a species.
- Recall different types of evidence that can be used to explain evolution and describe methods that make scientists' results or conclusions more trustworthy.

### Working Scientifically

- Sort variation as environmental, inherited or a mixture of both.
- Evaluate a method by recalling variables that were effectively kept the same and those that were harder to control.
- Comment on the reliability of the results and the degree of trust.
- Consider how evidence is used to form theories and the degree of trust the evidence offers.
- Recall various jobs or inventions that use mirrors and reflection.

### Literacy:

- Me my dad and the end of the rainbow by Benjamin Dean
- Persuasive Letter
- Diary
- Persuasive leaflet Evaluating/Justifying/Grammar
- Use of hyphens to join a prefix to a root word
- Brackets, dashes or commas to indicate parenthesis
- Use of the semi-colon, colon and dash to mark the boundary between independent clauses
- Planning/Drafting/Editing/ Presentation/
- Indicating degrees of possibility using adverbs or modal verbs
- Repetition of a word or phrase

### Music-KAPOW

#### Songs of World War 2

- Use musical and comparative language in discussion.
- Follow the melody line.
- Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing.
- Sing the correct words at the correct time.
- Recall the counter-melody line.

### History Tudors

*A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066*

- To chronologically sequence events on a timeline
- To identify the line of succession from Edward IV to James I
- To understand who the Plantagenets were and how they lost power
- To understand who Henry VII was and how the Tudor dynasty began
- To research the six wives of Henry VIII and his children
- To understand Henry VIII's relationship with the Church
- To compare the reigns of Edward IV and Mary I
- To consider whether Elizabeth I's reign was Britain's 'Golden Age'
- To understand why the Spanish Armada failed
- To understand who Mary Queen of Scots was and why the Tudor dynasty ended
- To consider whether the Tudors were a significant dynasty
- To decide which Tudor monarch was the most significant

# Year 6 Curriculum Map Spring 2026

### Spanish- Language Angels

#### Cycle A: Presenting Myself

#### RE- Jigsaw RE

- Religion: Sikhism
- Enquiry: (Does joining the Khalsa make someone a better Sikh?) children feel closer to God? Theme: Shavuot/Festivals.
- Religion: Judaism

### PSHCE-

#### Dreams and goals

- Stay motivated when doing something challenging
- Keep trying even when it is difficult
- Have a positive attitude
- Help others to achieve their goals Are working hard to achieve their own dreams and goals

### Geography - Land use

- Name and locate land-use patterns; and understand how some of these aspects have changed over time
- Describe and understand key aspects of physical geography
- Describe and understand key aspects of human geography
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

### PE

#### Gymnastics

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should develop an understanding of how to improve in different physical activities. Develop flexibility, strength, technique, control and balance. Perform routines using a range of movement patterns

#### Health and Fitness

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

### Computing-KAPOW- Online safety

- Discuss various issues online that can leave pupils feeling sad, frightened, worried or uncomfortable and can describe numerous ways to get help.
- Explain how sharing online can have both positive and negative impacts.
- Be aware of how to seek consent from others before sharing material online and describe how content can still be shared online even if it is set to private.
- Explain what a digital reputation is and what it can consist of.
- Understand the importance of capturing evidence of online bullying and demonstrate some of these methods on the devices used at school.
- Describe ways to manage passwords and strategies to add extra security, such as two-factor authentication.
- Explain what to do if passwords are shared, lost or stolen.
- Describe strategies to identify scams.
- Explain ways to increase their privacy settings and understand why it is important to keep their software updated.