Year 6 Curriculum Overview 2025-2026

| Subject | Michaelmas Term | Lent Term | Trinity term |
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| English | Information text | Persuasive writing: | Informal letter |
| (5 lessons per week) | • Recount writing: Diary | • Formal letter: | Farewell message |
| Mr Abiodun | entry | • Report writing | • Poetry |
| | • Report writing: | Narrative: Alternative | Narrative |
| | Newspaper report | ending | Non chronological report |
| | Narrative: Descriptive | | |
| | writing | | Homophones, Commonly |
| | II don | Words with 'silent' letters | confused words; common |
| | Hyphens | Handwriting/Spelling: | exception words |
| | Handwriting/Spelling: use | legibility of handwriting | |
| | of diagonal and horizontal | Composition: selecting | Handwriting/Spelling: |
| | strokes to join letters | appropriate grammar and | legibility, consistency, and |
| | Composition: identifying | vocabulary, using | quality of handwriting |
| | the audience for and | organisational and | Composition: Using |
| | purpose of writing; noting | presentational devices; | appropriate intonation |
| | and developing initial | ensuring the consistent | and controlling the tone and volume so that the |
| | ideas | and correct use of tense | meaning is clear |
| | | throughout a piece of | ineaning is clear |
| | Grammar: Modal verbs; | writing | Grammar: Subject and |
| | Active and passive voice | Grammar: Phrases and | verb agreement; |
| | | clauses; relative clauses | punctuation marks |
| | Comprehension: | and pronouns | |
| | fiction, poetry, plays, non- | | Comprehension: |
| | fiction and reference books or textbooks | Comprehension: | fiction, poetry, plays, non- |
| | (identifying themes and | fiction, poetry, plays, non- | fiction and reference |
| | conventions, poems and | fiction and reference books or textbooks | books or textbooks: |
| | play scripts) | (different forms of poetry) | (drawing inferences, |
| | piay scripts; | (unierent forms of poetry) | identifying language, form |
| | | | and structure; distinguish |
| | | | between statements of |
| | | | fact and opinion) |
| Maths | Fractions, Decimals, and | Algebra and Equations | Data Handling and |
| (5 lessons per week) | Percentages. | Ratio and proportion. | Statistics. |
| Mr Bassey | Place Value | | Collecting, organizing, and |
| | Understanding and | Understanding algebraic | interpreting data; |
| | Understanding and comparing fractions. | expressions and equations, introduction to | constructing and |
| | companing fractions. | algebraic patterns and | interpreting various types |
| | Adding, subtracting, | sequences. | of graphs (bar graphs, line |
| | multiplying, and dividing | | graphs); measures of |
| | fractions. | Converting between | central tendency (mean, |
| | Solving problems involving | fractions, decimals, and | median, mode); and |
| | fractions, decimals, and | percentages. | handling data and making |
| | percentages. | Area, perimeter, and | predictions. |
| | , 5 | volume. | Shapes |
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| Science | Plant & Animal Cells. | Evolution & Adaptation | Photosynthesis & |
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| (4 lessons per week) Mr Brad | Cells, tissues, organs and Human body systems. | Healthy living. | Respiration Separation Techniques |
| Focus on finding out through practical work and testing ideas and theories. | States of Matter & Particle Theory. | Pure substances. Mixtures & Solutions | Separation Techniques. Pressure. |
| | Atoms, Elements & Compounds. Energy resources and | Speed & Movement | Mass & Density |
| | Energy transfer. | | |
| French (3 lessons per week) | Numbers from 1000-5000 Clothing and accessories | Numbers from 5000- 10000 | Numbers from 10000- 50000 |
| Ms Ebiem | Conjugating the verb | Ordinal numbers | 24 hours' time |
| | PORTER and METTRE Parts of the body | Weather and seasons in Europe and Nigeria Les preposition Fruits, vegetables, drinks and food Mastering of verb to eat and to drink Comprehension orale on food and drink | Emotions |
| | | | Sports |
| | Possessive adjectives | | Informal letter writing |
| | Parts of a building Reading and comprehending dialogue on house Le verb vouloir | | Places in the town |
| | | | Directions Reflexive verbs |
| | | | Verb Aller |
| | Le vers voulen | | vers / wer |
| | | | French DELF preparation. |
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| History (2 lessons per week) Ms Linda | Nigerian Democracy: Explore Nigeria's transition from military rule to democracy. The Tudors: Learn about the Tudor dynasty, including King Henry VIII and Queen Elizabeth I. Explore the Reformation and its impact. | The British Empire: Introduction to the British Empire, its expansion, and its influence on the world. The Industrial Revolution: Study the Industrial Revolution, its causes, and the social and economic changes it brought about. | Victorian Era: Explore the Victorian era, including Queen Victoria's reign, social reforms, and innovations. The Roman army. |
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| Geography (2 lessons per week) Ms Linda | World Continents: Indepth study of the continents and their unique features. Comparing and contrasting continents. Natural disasters. | Ecosystems and Biomes: Introduction to ecosystems and biomes. Exploring local and global ecosystems. Environmental issues. | Population and Settlement: Understanding population distribution. Urban vs. rural areas and their characteristics. |
| ICT (2 lessons per week) Miss Tega | Introduction to Advanced Word Processing. Presentation Skills. Data Handling with Spreadsheets. Coding and Programming Basics. Advanced Website Development. Advanced Programming Concepts. Robotics and Automation. | Digital Media Creation. Internet Safety and Cybersecurity. Research and Information Literacy. Coding and Programming. Data Analysis and Visualization. Advanced Multimedia Projects. | Digital Citizenship and Ethics. Advanced Digital Projects. Introduction to Website Development. Cybersecurity and Digital Privacy. Independent ICT Projects. |
| Art (2 lessons per week) C. Disu | Famous Artists: Study a famous artist (Vincent van Gogh or Frida Kahlo) and create art inspired by their style. Cubism: Introduce the concept of Cubism and | Portraits: Study portraiture and create self-portraits or portraits of classmates. Creative portraits. Maths and Art: Geometric math art projects. | Art and Science: Combine art and science by creating art related to a scientific concept or theme. (Create animal habitat dioramas) Sculpture: Explore more advanced sculpture |

| | create Cubist-style artwork. | | techniques, working on larger projects. |
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| PSHE (1 lesson per week) Ms Linda | Personal Well-being and Relationships. Emotional and Mental Health. | Health Education and Online Safety. Relationship Education. | Citizenship and Community. Economic and Financial Education. |
| RE (1 lesson per week) Ms Linda | Exploring World Religions: Their beliefs and practices and comparisons. Religious Stories and Teachings: Similarities and differences, Ethical dilemmas and decision making. | Religion in Society: Role of religion in shaping societies. Nigerian Religions and Culture: Indigenous Nigerian religions, oral traditions and cultural significance of these religions. | Religious texts and stories from major world religions. Religion and Modern Nigeria: Contemporary religious issues in Nigeria. |
| Music (1 lesson per week) C Disu | Instruments of the Orchestra: Timbre and range. Introduction to playing guitar: Tunes on string 1 and 2. Exploring performance directions: Dynamics and Tempo. Introduction to western musical periods: Medieval and Renaissance. | Time signatures and bar lines: Compound time. History of western musical period with a focus on Baroque and Classical music. World music: Nigerian musical genres. | Transcribing rhythms and the solfa notations. History of western musical period with a focus on Romantic period. Elements of music: What to listen for when analysing music excerpts. Performance aspect of music: Guitar skills. |
| PE (1 lesson per week) Coach | Basic skills: Running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, coordination, control and balance. Athletics and ball games (ongoing skills) | Improve on the broader range of skills with a focus on athletics. Apply the acquired skills in team and individual games. Introduce team games and apply basic principles suitable for attacking, defending and team goals. Athletics and ball games (ongoing skills) | Play competitive games and apply the principles learnt for attacking, defending and team goals. Improve on flexibility, strength, technique, control and balance. Athletics and ball games (ongoing skills) |

| Swimming | Water Confidence and | Learning different | Improving on the |
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| (1 lesson per week) | body positioning in the | swimming strokes: | different swimming |
| Coach | swimming pool. | Freestyle/crawl, | strokes: Freestyle/crawl, |
| | Proper leg and arm | breaststroke, backstroke | breaststroke, backstroke |
| | action to facilitate | and butterfly. | and butterfly. |
| | movement in the water. | | |
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