



Heatherlands Primary School KS2 Curriculum Overview 2025- 2026 Year 6

Curriculum drivers: The curriculum is underpinned by the school's Curriculum Drivers: **Community**, **Communication** and **Consolidation**. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are also woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect. The curriculum also consolidates the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We have identified the key concepts or overarching ideas within each subject. To enable the children to access them, we call these the 'Big Ideas'.

Autumn Term		Spring Term		Summer term	
RESPECT RESILIENCE		ASPIRATION MOTIVATION		INDEPENDENCE THE HEATHERLANDS WAY	
Fantastic Jurassic (7) Review Geography	Please Sir! (7) Review Art 	Dig for victory (11) Review History Review DT		Voyage of discovery (6) Review Science 	What a performance! (8)
Hook: Quiz Community Outcome: Tourist guide/sales pitch	Hook: Mantle of the expert – art investigation (black and white image of boy sweep) Outcome: Victorian school day - cheese seftons	HOOK: air raid siren/WC radio announcement Outcome: VE day Community/Consolidation		Community Hook: Hide various colour 'worms' outside, chn to hunt for them as a predator Outcome: Biome Communication	TRIP – Etches Museum Dorchester? Hook: sharing script/auditions Outcome: School performance Community/Communication/Consolidation Leavers assembly
Spoken language Communication/Consolidation Use 'academic' vocabulary (i.e. 'Tier 2' words e.g. co-operate, analyse) but the meaning might not be accurate <i>e.g. 'I had to co-operate really hard to get my work done</i> Able to say words of any length with accuracy Secure phonological awareness skills Use inference, reasoning and prediction skills <i>e.g. 'I know you don't mean that because I have seen the other class lining up.'</i>	Spoken language Communication/Consolidation Understand and use different types of questions: open, closed, rhetorical Tell elaborate entertaining stories which are full of detailed descriptions Able to present a point of view by presenting evidence and using persuasive language with academic topics <i>e.g. 'If we all recycled more, we wouldn't need to use as much energy to make new things, so it would be better for the planet.'</i>	Spoken language Communication/Consolidation Understand the key points made by a number of speakers and to compare different points of view Identify clearly when they haven't understood and be specific about what additional information they need <i>e.g. 'So what is the difference between transparent and translucent?'</i> Able to use language to negotiate with others, to explain options available and to predict possible outcomes <i>e.g. 'I will put these maths books away if you will collect the pencils. This will be quicker.'</i> Able to re-phrase what they want to say according to the audience <i>e.g. in more formal situations use 'discover' for 'find out', 'request' for 'ask for' etc.</i> Able to re-phrase what they want to say according to the audience <i>e.g. in more formal situations use 'discover' for 'find out', 'request' for 'ask for' etc.</i>		Spoken language Communication/Consolidation Use long and complex sentence structures in class and other situations <i>e.g. 'I will come with you only because it means that you will stop hassling me.'</i> Sophisticated use of questions to help conversation flow Able to negotiate an agreement explaining other options and possible outcomes <i>e.g. 'Ok, let's try the carpet first, as most of us think that will cause most friction; but the rubber mat is quite sticky and if we are wrong then the other team will win.'</i>	Spoken language Communication/Consolidation Appreciate sarcasm when it is obvious <i>e.g. 'My best vase, broken. Now that was really clever.'</i> Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others <i>e.g. 'I think the boy was being mean to the girl but you are right when you said that she was being mean to him first'</i> Able to reflect on several people's opinions or suggestions and summarise or suggest a compromise <i>e.g. 'I think we should all go swimming first but make sure you have enough money for the bus fare home.'</i> Produce speech that is consistently clear and easy to understand
English, reading – see progression map Handwriting – Teach Handwriting Spelling – No Nonsense					
Maths: See Maths planning Y5 Consolidation	Maths: See Maths planning Y5 Consolidation	Maths: See Maths planning Consolidation		Maths: See Maths planning Consolidation	Maths: See Maths planning Consolidation
Science: Living Things and their Habitats – classification Y4 Consolidation	Science: (Birth of) Electricity Y4 Consolidation Renewable energy- Tesla	Science: Animals including Humans - circulatory system, diet & nutrition Y4 Consolidation Light Consolidation Light pollution		Science: Evolution & inheritance – adaptation Y3 Consolidation (rocks and soils) Charles Darwin/ Alfred Wallace How fossils are formed (Y3 consolidation) Eminent scientists- Mary Anning Carl Linnaeus	
Forest Schools Friday: Autumn 2		Forest Schools Friday: Spring 2		Forest Schools Friday: Summer 2	
Computing: ONLINE SAFETY (2) Networks (4) Consolidation/Communication	Computing: Blogging (4) Consolidation/Communication/Community	Excel (3) Consolidation/Communication/Community	Coding (6) Consolidation/Communication	Computing: Data detectives (4) Communication/Community	Computing: Microbits Communication
Geography: Geology- formation of rocks Latitude & longitude Grid references Study of human land use and settlement / fieldwork	History: Life in Victorian times	History: Key events of WWII Local history – Beaulieu, Twynam, local airfields, Bovington etc Evacuees Geography: Locational knowledge of Europe Locational knowledge of Dorset/Dorchester (evacuees) Geography: Local geography/history study (Google maps airfields Ibsley & Holmsley) Community/Consolidation		History: Darwin's voyage on HMS Beagle Alfred Russel Wallace Geography: Understand climate zones, biomes and vegetation belts	

<p>Sustainable development goals: Goals 13, 14, 15 – Climate action, life below water, life on land (impact of tourism, pollution, rubbish) Consolidation/Communication/Community 'Leave only footprints'/ 'Litter free Dorset'/ 'Dorset Devils' – litter picking groups/beach clean (talk in school)</p>	<p>Sustainable development goals: Goal 1 – No poverty (socio economic, schooling, workforce)</p>	<p>Sustainable development goals:</p>	<p>Sustainable development goals:</p>	<p>Sustainable development goals: link to geography and a locality or threatened biome</p>	<p>Sustainable development goals: Being global citizens – what do you know, what do you feel, what can you do? (Head, heart & hands I, we, planet) Community Communication Consolidation</p>
<p>Art: Communication Sketching and watercolour skills Perspective, scale, colour & sculpture Artists study: Hamish Mackie – fossil sculptures Consolidation</p>	<p>Art & DT: Communication Artist study – William Morris Printing/Textiles Design & technology: Communication Victorian cheese seftons 4 STEP DESIGN BOOKLET</p>	<p>Art: WW2 propaganda posters Poppy art Design & technology: Communication WW2 experience day Bomb shelter</p>			<p>Art: Communication Arts week Design & technology Microbits 4 STEP DESIGN BOOKLET Communication</p>
<p>MFL: Communication/Consolidation PPA Questions linked to traditional songs. • Agreement of verb. • Replacing nouns with pronouns. • Verbs- faire and entendre. • Stories linked to term. • Sounds up to page 29 in pas à pas. • Qu Healthy eating. • Expressing opinion. • Sounds up to page 30. • Asking and responding to questions. • Use of moi and toi. • Revision of 2 and 3 time tables. Telling the time and introducing half past. • Dictation work and consolidation of reading skills. • Determiners- les, mes, des, ses, tes. Plural verb- aller. • Plural pronouns- ils, elles. • Revision of 3 and 5 time tables. • Future tense. • Songs from Mon Ane DVD.</p>					
	<p>Music Musician of the month Listening & appraising Victorian music & composers to the Romantic periods Early music recording/phonographs, musical halls Victorian Christmas songs</p>		<p>Music Musician of the month Listening & appraising Music in WW2 Music in films Show tunes</p>		<p>Music Musician of the month Listening & appraising Show focus</p>
<p>PE: Creating sequences GYM PE: CASA – Health related exercise Consolidation</p>	<p>PE: Leadership PE: CASA - Game sense invasion Consolidation</p>	<p>PE: Matching & mirroring GYM PE: CASA – Quidditch Consolidation</p>	<p>PE: World War 2 DANCE PE: CASA N- et Wall</p>	<p>PE: - Athletics Consolidation PE: CASA – Badminton Consolidation</p>	<p>PE: Rounders - Consolidation PE: CASA – Competitions</p>
<p>RE – see progression map</p>					
<p>JIGSAW: Communication/Community Being me in my world</p>	<p>JIGSAW: Communication/Community Celebrating Difference</p>	<p>JIGSAW: Communication/Community Dreams and Goals</p>	<p>JIGSAW: Consolidation/Communication/Community Healthy Me</p>	<p>JIGSAW: Communication/Community My Relationships</p>	<p>JIGSAW: Communication/Community The Changing Me</p>