



Grimsdyke School

Long Term Curriculum Overview (2025-2026)

Year 6

	<i>Autumn Term</i>		<i>Spring Term</i>		<i>Summer Term</i>	
	<i>Autumn Term 1</i>	<i>Autumn Term 2</i>	<i>Spring Term 1</i>	<i>Spring Term 2</i>	<i>Summer Term 1</i>	<i>Summer Term 2</i>
<i>Topic/Theme</i>	<i>20th Century conflicts</i>		<i>'The times, they are a changing'</i>		<i>Only we can save the world!</i>	
<i>English: Whole class reading and text focus</i>	<i>Letters from the Lighthouse</i> <i>Rose Blanche</i> <i>The Piano</i> <i>Dulce et decorum est</i> <i>The Soldier</i>		<i>Windrush child by Benjamin Zephaniah</i> <i>Windrush Child (poem) by John Agard</i> <i>Roald Dahl: Boy (extracts)</i> <i>Refugee Boy</i>		<i>Kensuke's Kingdom</i> <i>Play script</i>	
<i>English: Writing focus and text types</i>	<i>Flashback stories</i> <i>War Poetry</i> <i>Diary entries</i> <i>Non-chronological reports</i> <i>Narratives</i>	<i>Evacuation letters</i> <i>Information leaflets</i> <i>Newspaper articles</i> <i>One-sided arguments</i> <i>Diary entries</i> <i>Instructional writing</i>	<i>Balanced arguments</i> <i>Speeches</i> <i>Persuasive writing</i> <i>Biographies</i>	<i>Narratives</i> <i>Formal letters</i> <i>Poetry</i> <i>Recounts</i>	<i>Newspaper articles</i> <i>reports</i> <i>Dialogue</i> <i>Persuasive writing</i>	<i>Adventure narratives</i> <i>Non-chronological</i> <i>Instructional writing</i>
<i>Maths</i>	<i>Number and place value</i> <i>Addition, subtraction, multiplication and division</i>	<i>Multiplication and division</i> <i>Fractions</i> <i>Geometry: position and direction</i>	<i>Geometry: position and direction</i> <i>Decimals</i> <i>Percentages</i> <i>Algebra</i>	<i>Measurement: conversions</i> <i>Measurement: Perimeter, area and volume</i> <i>Ratio</i>	<i>Statistics</i> <i>Geometry: properties of shape</i> <i>Consolidation</i>	<i>Consolidation</i>
<i>Science</i>	<i>Animals, including humans</i>		<i>Light</i>	<i>Evolution and Inheritance</i>	<i>Evolution and Inheritance</i>	<i>Living Things and their Habitats</i>
<i>Computing</i>	Communication and collaboration Spreadsheets	Data and information - Introduction to Spreadsheets	<i>Creating Media - Web page creating</i>		<i>Programming - Variables in games</i>	<i>Programming - Sensing movement</i>



Grimsdyke School

Long Term Curriculum Overview (2025-2026)

Year 6

<i>History</i>	<i>20th Century conflict Untold War Heroes</i>		<i>Civil Rights</i>	<i>Windrush</i>	<i>Industrial revolution</i>	
<i>Geography</i>	<i>Investigating Coasts</i>		<i>How can we live sustainably?</i>		<i>Biomes</i>	
<i>P.E.</i>	<i>Health related exercise</i>	<i>Gymnastics</i>	<i>Football</i>	<i>Netball</i>	<i>Dance - Samba</i>	<i>Cricket</i>
<i>P.E (PSD)</i>	TAG Rugby	Basketball	Hockey	Tennis	Athletics	Rounders
<i>PSHE (Jigsaw)</i>	<i>Being me in my world</i>	<i>Celebrating difference</i>	<i>Dreams and goals</i>	<i>Healthy me</i>	<i>Changing Me (SRE) - following Grimsdyke's SRE curriculum</i>	<i>Relationships (SRE) - following Grimsdyke's SRE curriculum</i>
<i>Art and Design</i>	<i>Still life art Drawing, painting and sculpture</i>	<i>Lino printing</i>	<i>Political art (Banksy, propaganda, activism)</i>	<i>Landscape and seascapes</i>	<i>Art culture in Japan (Manga and graphic novel illustrations) Kanji lettering</i>	
<i>Design and Technology</i>		<i>Cushion making - Make do and mend</i>	<i>Food around the world and dietary choices</i>			<i>Mechanisms and components: Electrically powered environmentally friendly vehicle</i>
<i>Music</i>	<i>Shadows - Artists and their influences, compare musical genres (Sing Up)</i>	<i>Composing for protest - music inspired by Ethel Smyth and a picture of the suffragettes (Sing Up)</i>	<i>Ain't gonna let nobody - civil rights movement (Sing Up)</i>		<i>Harrow Music Service: Samba Programme Class Awards Music Focus: Awards Show Performance</i>	<i>Harrow Music Service: Samba Programme Moving On Music Focus: Leavers Assembly Performance</i>
<i>R.E</i>	<i>Why do people pray? Islam B/D</i>	<i>How responsible are we for the environment? Christianity & Hinduism A/F</i>	<i>What do Christians believe is the most important event that has ever happened?</i>	<i>What is the truth about the Baisakhi story? Sikhism C/E</i>	<i>Who do we look to for inspiration and why? Buddhism & Humanism B/D</i>	<i>Religious responsibility: What does it mean to grow up?</i>



Grimsdyke School

Long Term Curriculum Overview (2025-2026)

Year 6

			<i>Christianity C/F</i>			<i>Judaism & Zoroastrianism A/F</i>
<i>MFL: French</i>	<i>Traditions et Célébrations (Traditions and celebrations)</i>	<i>La Seconde Guerre mondiale (WW2)</i>	<i>Les vêtements (clothes)</i>	<i>À l'école (At school)</i>	<i>Le week-end (the weekend)</i>	<i>Manger et Bouger (Healthy lifestyles)</i>
<i>Curriculum enrichment</i>	<i>Kingswood residential/Activity week at school</i> <i>Primary maths challenge</i> <i>Running of Year 6 stalls during the Christmas fair</i>	<i>Crew visit - WW2</i> <i>St Anselm's Christmas church service</i> <i>Visit to WW2 bunker</i>	<i>Visit from person associated with Windrush</i>	<i>Word book day</i> <i>Trip to the Wallace Collection</i>	<i>HMS: Samba music</i> <i>Zoroastrian Centre</i>	<i>HMS: Samba music</i> <i>Year 6 production</i> <i>Grimsdyke Summer Carnival</i>