<table>
<tr><td colspan="2">Year Group: 6</td><td colspan="2">Medium Term Overview</td><td>Term – Summer 2026</td></tr>
<tr><td colspan="2" rowspan="2">PSHCE+
Staying safe: We will be following the Protective Behaviours approach to learn about our feelings, how to express them in different ways, to understand that people don't show their feelings for a range of reasons, about safe and unsafe risks and how to handle them, body awareness, how to keep themselves safe and get help when they need it.

Curriculum Driver focus: Global and Local community.</td><td colspan="3">Being a Caring Citizen: We will then begin a new topic, which links to our golden rule 'show respect for ourselves, others and the environment'. We will build on work done earlier in the year about kindness and focus on how to play a positive part in our community. In Year 6 we will consider what the benefits are of living in a society rather than in isolation and reflect on how they might contribute to their community in their future career.</td></tr>
<tr><td colspan="3">Health and Relationships: We will consider puberty and relationships, different types of adult relationships, the process of conception and pregnancy and positive and negative ways of communicating in a relationship.</td></tr>
<tr><td>History Topic</td><td>Key Learning and Theme: World War Two

Continue to explore the topic of World War Two in terms of understanding key events, where the war took place, what life was like in Britain during this period, and how the end of the war was celebrated.</td><td rowspan="2">Art

Key Learning and Theme: Textiles – linked to North and South America

We will look at artists from South America and take inspiration from their work. We will explore a range of different textiles techniques from around the world and try some of these.</td><td rowspan="2">D&T

Key Learning: Celebrating culture and seasonality – Food

• To design, make and evaluate a recipe.

• To design and make a cake (sweet) taking inspiration from recipes from around the world.

• To celebrate culture and seasonality based on the history topic of North and South America.</td></tr>
<tr><td>Geography Topic</td><td>Key Learning and Theme: Regional study - The Amazon
• Identify and locate the Amazon River using maps and compare it to the location of other regions (such as our own region).
• Investigate and describe the human and physical geographical features of the regions in South America, with a focus on the Amazon Rainforest
• Explain how human and physical features and processes have interacted and caused change over time
• Fieldwork focus: we will carry out a local field work study. We will identify a relevant geographical issue within our local area and then create surveys and gather evidence to answer our questions on the issue.</td></tr>
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Discrete Subjects		
English / Guided Reading Writing inspired by a range of texts and extracts including: **Balanced argument**: Writing a balanced argument on a topic linked to our school values or a current social issue in the local area. **Biography:** Using the book Survivors: Extraordinary Tales From the Wild and Beyond written by David Long and illustrated by Kerry Hyndman to write a biography that is written in chronological order and provides details on the key events in a person's life. **Dialogue**: To write a narrative scene including dialogue taking inspiration from extracts such as Wonder, The Hobbit, Harry Potter and The Prisoner of Azkaban and A Christmas Carol. **Class Novels to be selected from**: When the Sky Falls by Phil Earle, and Can you see me? by Libby Scott and Rebecca Westcott. Reading, spelling and grammar skills will be further embedded and practised through tests and working through past papers.	**RE** **Suffering** Under the theme of justice and fairness, the children will consider the question of: *How can we make sense of suffering?* They will do this by investigating and discussing the following issues: • What does suffering mean, and why does it happen? • How do different religions explain suffering? • Why do bad things happen to good people? Is life fair? • How do people respond to suffering and what can we do to help those who suffer?	**Computing** Blogging: What is a blog? Planning, writing and sharing a blog. Networks - Identifying the difference between the World Wide Web and the internet. Understanding how computer networks work. Considering some of the major changes in technology which have happened during our lifetimes.
Maths Recapping formal strategies for addition and subtraction, multiplication and division, coordinates, fractions, percentages, ratio and proportion, 2D and 3D shapes, identifying unknown angles, algebra, and statistics.	**PE** Cricket, Rounders, Athletics and Team building activities.	**MFL (KS2)** Revisiting learning from 'A L'Ecole' (at school) and 'Le weekend' (the weekend)

Science Classification We will describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences and give reasons for classifying plants and animals based on specific characteristics. Evolution and Inheritance We will learn about: ● how living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. ● That living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents ● How animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	**Music** You to Me are Everything This Music unit is based on the song 'You to me are everything' by The Real Thing a British soul group from the 1970s. During this unit we will explore the key musical features of the track and compare it with other versions. We will also learn some 1970s disco moves!	