Somerdale Educate Together

Medium Term Overview 2026-2027 Year 6

Through an enquiry approach, our curriculum is responsive. We nurture, develop and build on children's interests and passions; make links to their local environment so that learning is relevant, lifelong and builds the broad skills and knowledge for the world ahead. With an ethical focus in which children learn about rights, through rights and for rights, our children have the confidence to question the world around them, allowing them to be active participants to shape their community. Our children are stewards of the environment, developing strong core moral values which celebrates openness, diversity, and equity.

This document provides an overview of the planned sequence of learning for a term. Actual teaching and timings may differ as teachers adapt teaching and learning opportunities as they teach to ensure teaching is responsive to children's needs.

Subject/Area/Focus	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 and 7
Key Events/ Assessments	Poppy Appeal Collecting Road Safety Week - PC Ben Shadbold visit (3.11.26) Folk Music Visitors (6.11.26)	Remembrance Day (11.11.26) Statutory Assessment Meeting – Year 6 SATs (10.11.26)	World Children's Day (20.11.26) Anti-Bullying Week Odd Socks Day (17.11.26) UNICEF Children's Day (20.11.26) Children In Need (20.11.26)		Pace/International Day of persons with disabilities (3.12.26) Internal Assessment Week PANTO (supported by FOSET) (03.11.26) Parent/Carer Forum (01.12.26)	Value of the Month: Peace Reception 27/28 Tour (08.12.26) Christmas Dinner Day (09.12.26) Key Stage 2 Songs by Candlelight (10.12.26) Key Stage 1 Christmas Performance (11.12.26) Half Day – INSET Friday (18.11.26)
School Values	Kindness and perseverance					
Unicef Rights Respecting Schools – Main Focus Click here for more information	This term we will focus in particular at these three rights: Article 12: You have the right to give your opinion, and for adults to listen and take it seriously. Article 14: You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you. Article 28: You have the right to learn.					
Main Enquiry Questions	*Mayan Civilisation*					
	To understand the timeline of the Maya civilisation.	To explore the political structure of Maya city-states.	To investigate Maya religion and the role of kings.	To learn about Maya architecture and urban planning.	To understand Maya technology, focusing on the calendar.	To analyse Maya writing, numbers, and communication. / To compare daily life in Maya civilisation and Anglo-Saxon Britain.
Learn Together, including RE	**Road Safety Week Visit**	**Environmental issues 1** **Research questions:** What are food miles/fast fashion? Why does it exist? How does it impact the environment? Does it impact anything else in the world? E.g. how people live in other countries? Why and how could we reduce this environmental issue?	**Environmental issues 2** Engage in research in one of the following: fast fashion. food miles. a contemporary environmental issue.	**Environmental activism 1** Engage in environmental activism by addressing an issue researched in previous elements. Select one from: fast fashion food miles	**Environmental activism 2** Engage in environmental activism by addressing an issue researched in previous elements. Select one from: fast fashion food miles	**Interdependence of life** Demonstrate an understanding of how human consumption has impacted on biodiversity i.e. plants and animals. Crossword and ppt. Chn research on laptops
Focus Text	Locomotion by Jacqueline Woodson					
Phase and key objectives	Phase 1: Opening experience Teaching key vocabulary Reading and immersion in text Speaking and listening Book talk Grammar skill 1	Phase 2: Writer talk Analysing author's style Identifying organisational features Identifying language features	Phase 3: Planning (mapping/boxing up) Oral rehearsal Modelled and shared writing Drafting Feedback and target setting		Phase 1: Opening experience Teaching key vocabulary Reading and immersion in text Speaking and listening Book talk Grammar skill 1	Phase 2: Writer talk Analysing author's style Identifying organisational features Phase 3: Planning (mapping/boxing up) Oral rehearsal Modelled and shared writing Drafting

Somerdale Educate Together

Medium Term Overview 2026-2027 Year 6

	Writing opportunities	Exploring key events, themes, characters Grammar skill 2 Writing opportunities	Editing and revising		Writing opportunities	Identifying language features Exploring key events, themes, characters Grammar skill 2 Writing opportunities	Feedback and target setting Editing and revising	
Main Grammatical Focus	<u>Narrative</u> Week 1: Semi colons Week 2: Dialogue to convey character Week 3: ISPACE and perfect form Week 4: Expanded noun phrases- concise meaning <u>Non-fiction</u> Week 5: Modal verbs and adverbs Week 6: active and passive voice Week 7: various verb forms Progressive							
Spelling	blown known mould poultry shallow shoulder smoulder soul thrown, window	celebrate cemetery certificate deceased December hindrance necessary nuisance prejudice sacrifice	apparent committee curiosity especially guarantee lightning parliament recommend soldier vegetable	alphabet elephant dolphin graph pamphlet pheasant phone photo physical sphere	according awkward conscious dictionary familiar individual neighbour profession sacrifice system	adorably believably changeably comfortably considerably dependably noticeably reasonably tolerably valuably	forcible horrible incredible legible possible responsible reversible sensible terrible visible	
Home Learning Support	For more information on the focus of the steps, please click here. Spelling Shed Home Use (For weekly spellings including interactive games)							
Main handwriting Focus	Letter formation assessment.	Recap on horizontal joins	Recap on horizontal joins	Recap on horizontal joins	Recap on diagonal joins.	Recap on diagonal joins.	Recap on diagonal joins.	Practise joining neatly and legibly.
Home Support	Access Letter Join at home to practice letter formation and spelling. Available on desktop, laptop and tablet.							
Main reading focus	Vocabulary Prediction	Vocabulary Inference	Vocabulary Retrieval	Vocabulary Summarising	Vocabulary Inference	Vocabulary Summarising		Mixed skills
Mathematics *For more information on the focus of the steps, please click here.*	Fractions pre-assessment A Equivalent fractions and simplifying Equivalent fractions on a number line Compare and order (denominator)	Compare and order (numerator) Add and subtract simple fractions Add and subtract any two fractions Add mixed numbers Subtract mixed numbers	Equivalent fractions on a number line Compare and order (denominator) Compare and order (numerator) Add and subtract simple fractions	Add and subtract any two fractions Add mixed numbers Subtract mixed numbers	Multistep problems Fractions end of unit assessment B Multiply fraction by integers Multiply fractions by fraction Divide a fraction by an integer	Divide any fraction by an integer Mixed questions with fractions Fraction of an amount Fraction of an amount – find the whole Fractions end of unit assessment B		Metric measures Convert metric measures Calculate with metric measures Miles and kilometres Imperial measure

Somerdale Educate Together

Medium Term Overview 2026-2027 Year 6

Home Learning Support	Home Support: Use the link below to access videos which explain each step. These can help you to see the methods that are being taught, or can be used as additional practice. Early Years Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 Free Downloadable Workbooks for Year 1 – 6 TTRS for Key Stage 2 1 Minute Maths App for all year groups Numbersense Home Learning Overviews (Year 1, Year 2 & Year 3 Autumn Term)							
Science – Art of being human	What is blood composed of?	What is the structure of the heart? Dissection	What nutrients do we need?	.How does the circulatory system work?	What is a healthy lifestyle? Diet, exercise and lifestyle	What is a healthy lifestyle? Drugs and alcohol		
Art & Design Activism in art	I have seen how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities.	I have explored how I can find out what I care about, and find ways I might share my ideas with us.	I have seen how my classmates may have different things they care about, or share things we care about, but they are all valid.	I can create visuals and text which communicate my message.	I can use line, shape and colour to make my artwork.	I can use typography to make my messages stand out.	I can combine different techniques such as print, collage and drawing.	I can reflect and articulate about my own artwork and artwork made by my classmates.
Computing	What makes a good website?	Becoming a web designer	Copyright or copywrong?	How does it look?	Follow the breadcrumbs	Think before you link		
Music	Singing in class							
Physical Education	Thursday – Hockey Fridays- Handball For a breakdown of objectives, see our website							
Languages (KS2)	At school Click here for the mapping of objectives for each unit.							