



Curriculum Overview for Year 6

English (approx. 4 hours per week plus 1 hour guided reading)

- Read and write with fluency, confidence and understanding
- Use a full range of reading cues (phonics, graphics, context) to monitor and correct
- Use spelling strategies and rules to read and spell accurately
- Write fluently and legibly
- Have an interest in words and their meanings and a growing vocabulary
- Recognise and write in a range of genres in fiction and poetry and be aware of the impact of literary features
 - Understand, use and write a range of non-fiction texts
 - Plan, draft, revise and edit own writing
 - Articulate and justify answers, arguments and opinions
 - Select and use appropriate registers for effective communication
 - Be able to use:
 - passive verbs; expanded noun phrases; modal verbs or adverbs; relative clauses; commas to clarify meaning; brackets, dashes or commas to indicate parenthesis; semi-colons, colons or dashes to mark boundaries between independent clauses; a colon to introduce a list and bullet points.

Mathematics (approx. 4 hours per week)

Number

- Use and calculate with negative numbers
- Carry out calculations with order of operations
- Use the formal written methods of long multiplication and division
- Identify common factors, multiples and prime numbers
- Add and subtract fractions
- Multiply and divide fractions

Measurement

- Calculate area of parallelograms and triangles
- Calculate volume of cubes and cuboids

Geometry

- Name and calculate parts of a circle
- Draw, translate and reflect simple shapes on the coordinate plane.

Statistics

- Interpret pie charts and line graphs
- Calculate averages

Ratio and proportion

- Solve problems using ratio and percentages

Algebra

- Express missing numbers algebraically
- Find numbers that satisfy an equation

DaM (approx. 3 hours per week)

- **Texte:** Detail- und Globalverständnis verschiedener Textarten, auch nicht-linear, entwickeln und dabei verschiedene Lesestrategien nutzen, Gehörtes und Gelesenes zusammenfassen
- **Texte:** in literarischen Texten Figuren und Figurenbeziehungen sowie grundlegende Dimensionen der Handlung untersuchen und kreativ dazu arbeiten
- **Texte:** eigene Texte unterschiedlicher Art (erzählend und informierend) selbstständig planen, verfassen und kriteriengeleitet überarbeiten
- **Kommunikation:** adressatengerecht und unter Einhaltung vereinbarter Gesprächsregeln sprechen und sich aufeinander beziehen, dabei gelingende und misslingende Kommunikation untersuchen
- **Medien:** digital und analog recherchieren, Lernergebnisse mit Hilfe geeigneter Medien präsentieren, Fachbegriffe nutzen
- **Sprache:** Rechtschreibstrategien sicher anwenden und zur Überarbeitung von Texten nutzen, sprachliche Strukturen untersuchen
- **Sprache:** Texte adressatengerecht, betont und sinngehend vortragen

DaF (approx. 3 hours per week)

- Greater range of comprehension of spoken German
- Initiate spontaneous conversations in German with peers
- Give a short presentation on everyday topics in the past tense, present or future
- Speak confidently with a good range of vocabulary
- Comprehend the general gist of longer passages of comprehension with complex structure
- Use vocabulary appropriate to topic
- Write with correct spellings

Science (2 hours per week)

Living things and their habitats

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals

- give reasons for classifying plants and animals based on specific characteristics

Animals including humans

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function
- describe the ways in which nutrients and water are transported within animals, including humans

Evolution and inheritance

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Light

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Electricity

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram

Physical Education (approx. 2 hours per week)

- Dance:
- Gymnastics:
- Games:
- Athletics:

Social Studies (Geography / History) and Music (approx. 1 hour per week)

This is a 2 year rolling program, spread out over Year 6 and 7

Year A (2025–2026)

Term	Social Studies	Music Focus	Project/Outcome
Autumn 1	Continent Study (Migration, Australia)	Migration Songs, Folk Music	Compose a class journey/migration song
Autumn 2	Christmas prep.	Christmas prep.	Christmas concert
Spring 1	Slavery and Black Lives Matter	Spirituals and Protest Songs, Songwriting	Write and perform autobiographical message songs
Spring 2	Weather Processes (Harry Potter)	Programmatic Music, Film Music	Play soundtracks
Summer	History of Medicine and Revolution (1700s)	Beethoven, Classical Music	Study Beethoven, perform simple classical pieces

Year B (2026–2027)

Term	Social Studies	Music Focus	Project/Outcome
Autumn 1	Sports Tournaments and History of Art	Rhythm, Movement, Music and Visual Art	Create chants or sports team anthems
Autumn 2	History of Crime and Punishment	Dramatic Storytelling through Music	Compose musical scenes for crime stories
Spring 1	History of Women's Rights	Protest Songs, Songwriting	Write and perform campaign/empowerment anthems
Spring 2	Charles Darwin, Galapagos, Dinosaurs	Nature Themes in Music	Compose animal/dinosaur musical portraits
Summer	Maps and Mapping (Bonn vs Heiderhof)	Musical Journeys, Local Traditions	Create musical "maps" representing journeys

- **Art and Design (approx. 1 hour per week)**
- **Art & Design**
- Pop Art
- Abstract Art

- Study of a famous artists: World artists:
- Evaluating and analysing creative works using
- the language of art, craft, and design.
- Sketching and painting. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space

Computing (approx. 1 hour per week)

- Advanced online safety and digital literacy
- Digital content creation and online communication
- Interactive storytelling and programming
- Complex programming concepts and functions
- Understanding computer networks and the internet
- Assessment creation and knowledge sharing
- Binary number systems and computer architecture
- Advanced spreadsheet functions and data analysis

French and Spanish (approx. 2 hours per week)

The programme focuses on the four key skills: listening, speaking, reading, and writing, while also fostering intercultural understanding.

- **Speaking and Listening:** Pupils practise everyday conversations, asking and answering simple questions, expressing likes and dislikes, and using key vocabulary linked to familiar topics (e.g. school, family, food, hobbies). Pronunciation and intonation are given increasing importance.
- **Reading:** Children begin to understand short written texts, stories, and songs in French/Spanish. They learn to identify cognates and use context to infer meaning.
- **Writing:** Pupils write simple sentences and short paragraphs, making use of model structures. They start to apply basic grammar rules such as gender, singular/plural forms, and verb conjugations in the present tense.
- **Grammar and Vocabulary:** The programme extends knowledge of high-frequency words, classroom language, numbers, days, months, and common verbs. Pupils begin to manipulate language creatively to form their own sentences.
- **Cultural Awareness:** Learners are introduced to aspects of French/Spanish culture, helping them appreciate the diversity of the French/Spanish-speaking world.

By the end of Year 6, pupils should be able to hold short exchanges in French/Spanish, understand the gist of simple spoken and written texts, and produce basic written work with increasing accuracy.