

# New Valley Primary Curriculum Outline

## Upper Key Stage Two: Year 6



2025-26	Autumn (15 weeks)	Spring (11 weeks)	Summer (12 weeks)
<p><b>Science</b></p>	<p><b>Light</b></p> <ul style="list-style-type: none"> <li>• Recognise that light appears to travel in straight lines</li> <li>• Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect into the eye</li> <li>• Explain that we see things because light travels from light sources into our eyes or from light sources to objects and then to our eyes</li> <li>• Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul> <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>• 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</li> </ul> <p>Use recognised symbols when representing a simple circuit in a diagram</p>	<ul style="list-style-type: none"> <li>• <b>Living things and their habitats</b></li> <li>• 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</li> <li>• Give reasons for classifying plants and animals based on specific characteristics</li> </ul> <p><b>Evolution and inheritance:</b></p> <ul style="list-style-type: none"> <li>• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>	<p><b>Animals incl. humans</b></p> <ul style="list-style-type: none"> <li>• Identify and name the main parts of the circulatory and describe the functions of the heart, blood vessels and blood</li> <li>• Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>• Describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>
<p><b>Design Technology</b></p>	<p><b>Electrical systems It and control Monitoring and Control/ More complex switches</b></p> <p><b>Alarms, security lighting, display</b></p> <ul style="list-style-type: none"> <li>- Use and draw circuit diagrams using multiple components</li> </ul>	<p><b>Food and Nutrition: Celebrating Culture and Seasonality: soup, stews, hot celebration dishes</b></p> <ul style="list-style-type: none"> <li>- understand that seasons and climate may affect the food available.</li> <li>- Understand how food is processed into ingredients that can be eaten or used in cooking.</li> </ul>	<p><b>Textiles</b></p> <p><b>Combining different fabric shapes/ Using computer-aided design in textiles</b></p> <p><b>Mobile case, tool belt, slippers, hats, bags</b></p> <ul style="list-style-type: none"> <li>- A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.</li> </ul>

	<ul style="list-style-type: none"> <li>- Understand and use electrical systems in their products</li> <li>- Motorise models</li> <li>- Make and use different types of switches</li> <li>- Program a computer to control products they have designed and made.</li> <li>- Physically control 'output' devices, such as bulbs, buzzers, electric motors and light emitting diodes (LEDs).</li> </ul>	<ul style="list-style-type: none"> <li>- Know how to prepare and cook and alter a recipe in a variety of predominantly savoury dishes</li> <li>- understand that different food and drink contain different substances- nutrients, water and fibre- that are needed for health</li> </ul>	<ul style="list-style-type: none"> <li>- Fabrics can be strengthened, stiffened and reinforced where appropriate.</li> <li>- Demonstrate an awareness of seam allowance</li> <li>- Pin and tack pieces together</li> <li>- Join and decorate fabrics by over sewing, back stitch, whip stitch, cross stitch, blanket stitch</li> </ul>
<b>IT Computing</b>	<p><b>Communication and Collaboration</b></p> <p>To explain the importance of internet addresses To recognise how data is transferred across the internet</p> <ul style="list-style-type: none"> <li>• To explain how sharing information online can help people to work together</li> <li>• To evaluate different ways of working together online</li> <li>• To recognise how we communicate using technology</li> <li>• To evaluate different methods of online communication</li> </ul> <p><b>Webpage Creation</b></p> <ul style="list-style-type: none"> <li>• To review an existing website and consider its structure</li> <li>• To plan the features of a web page</li> <li>• To consider the ownership and use of images (copyright)</li> <li>• To recognise the need to preview pages</li> <li>• To outline the need for a navigation path</li> <li>• To recognise the implications of linking to content owned by other people</li> </ul>	<p><b>Variables in Games</b></p> <ul style="list-style-type: none"> <li>• To define a 'variable' as something that is changeable</li> <li>• To explain why a variable is used in a program</li> <li>• To choose how to improve a game by using variables</li> <li>• To design a project that builds on a given example To use own design to create a project</li> <li>• To evaluate own project</li> </ul> <p><b>Introduction to Spreadsheets</b></p> <ul style="list-style-type: none"> <li>• To create a data set in a spreadsheet</li> <li>• To build a data set in a spreadsheet</li> <li>• To explain that formulas can be used to produce calculated data</li> <li>• To apply formulas to data</li> <li>• To create a spreadsheet to plan an event</li> <li>• To choose suitable ways to present data</li> </ul>	<p><b>3D Modelling</b></p> <ul style="list-style-type: none"> <li>• To recognise that you can work in three dimensions on a computer</li> <li>• To identify that digital 3D objects can be modified To recognise that objects can be combined in a 3D model</li> <li>• To create a 3D model for a given purpose</li> <li>• To plan own 3D model</li> <li>• To create own digital 3D model</li> </ul> <p><b>Sensing Movement</b></p> <ul style="list-style-type: none"> <li>• To create a program to run on a controllable device</li> <li>• To explain that selection can control the flow of a program</li> <li>• To update a variable with a user input</li> <li>• To use a conditional statement to compare a variable to a value-</li> <li>• To design a project that uses inputs and outputs on a controllable device</li> <li>• To develop a program to use inputs and outputs on a controllable device</li> </ul>
<b>Geography</b>	<p><b>Settlement and migration:</b></p> <ul style="list-style-type: none"> <li>• to describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>• to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	<p><b>Natural resources:</b></p> <ul style="list-style-type: none"> <li>• to describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>• to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods,</li> </ul>	<p><b>Trade and economic activity:</b></p> <ul style="list-style-type: none"> <li>• to describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>• to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>

	<p><b>North America:</b></p> <ul style="list-style-type: none"> <li>to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</li> <li>to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	<p>including sketch maps, plans and graphs, and digital technologies.</p> <p><b>Sustainable living:</b></p> <ul style="list-style-type: none"> <li>to deepen understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</li> <li>begin to explain how the Earth's features at different scales are shaped, interconnected and change over time.</li> <li>understand what sustainability means</li> <li>calculate their carbon footprint</li> <li>consider global futures</li> </ul>	
<b>History</b>	<p><b>What were the achievements of the Early Islamic Civilisation?</b></p> <ul style="list-style-type: none"> <li>Knowing when and where Islamic civilization developed and including the importance of Baghdad.</li> <li>Explaining the importance of learning to the life of Baghdad and its influence on the world (including literature, medicine, Silk Road)</li> <li>Comparing life in 900AD to life today.</li> <li>Understanding the modern world has its roots in many different and diverse societies in the past, including that of the Islamic Empire.</li> </ul>	<p><b>Who are the British? Immigration and migration to other parts of the UK</b></p> <ul style="list-style-type: none"> <li>Exploring changes in British national life and culture through the arrivals of many groups of people – including school community.</li> <li>Applying chronological understanding, linking knowledge of settlement to present day.</li> <li>Focusing recent patterns of migration since WW2 to present day</li> <li>Using a range of evidence to evaluate, support and critique historical narratives.</li> </ul>	<p><b>Who gets remembered and why?</b></p> <ul style="list-style-type: none"> <li>Investigating significant local people through blue plaques, cemetery study, monuments and other sources</li> <li>Evaluate reasons and motivations for why some people are remembered</li> <li>Exploring concept of subjective historical narratives.</li> <li>Using historical evidence to evaluate the lives and achievements of local individuals.</li> </ul>
<b>Religious Education</b>	<p><b>Harvest and Christmas</b> <b>How do we change through life's journey?</b></p> <ul style="list-style-type: none"> <li>That there are many rituals practised to mark the changes in a person's lifetime</li> <li>Understand the term Rites of Passage</li> <li>Talk about the different rituals that mark progress through life</li> <li>Understand that the different religious and nonreligious groups have different ceremonies</li> </ul>	<p><b>Easter</b></p> <ul style="list-style-type: none"> <li>How does a community work?</li> <li>That people usually live together in groups and there are various customs, laws and activities that keep society working together</li> <li>Understand what makes a society</li> <li>Understand that customs and laws help society to work together</li> <li>Understand the concept of community cohesion</li> </ul>	<p><b>Why do people go on Pilgrimages?</b></p> <ul style="list-style-type: none"> <li>Children consider what is important to them, what do they believe in?</li> <li>Learn about what each of the four featured religions believes about a deity.</li> <li>Reflect on why people believe in God</li> <li>Pupils can discuss similarities and differences from the different religious and nonreligious point of view</li> </ul>

<p>Art</p>	<p><b>Line and tone: Portraiture</b></p> <ul style="list-style-type: none"> <li>• Experiment with monochromatic images</li> <li>- Know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</li> <li>- Show greater confidence in using a wider variety of mediums including ink and pen</li> <li>- Use a variety of techniques to add interesting effects, shadows, direction of sunlight and reflections</li> <li>- Use brushes to create line</li> <li>- Use tonal contrasts to enhance compositions and show an awareness of tonal balance in compositions</li> <li>- Develop the use of line to lead viewer's eye</li> <li>- Show increasing accuracy when drawing figures and portraits with correct body measurements and proportions</li> </ul> <p>Leonardo Da Vinci Elizabeth Catlett</p> <p><b>Colour: Portraiture</b></p> <ul style="list-style-type: none"> <li>• Know that colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration.</li> <li>• Develop confidence in applying colour in a composition to balance, contrast or compliment</li> <li>• Understand the terms concord and discord, relating to colour</li> <li>• Increase use of sketch book, to store information on colour mixing, consistency and colour theory (e.g. referring back to mixing ratios)</li> <li>• Be able to mix light and dark colours without the use of black and white</li> <li>• Use the language of colour when discussing their work and the work of others (deep, hue, pale, pigment, intense, tint, shade, palette, warm, cold)</li> <li>• Introduce term tertiary colours</li> <li>• Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences.</li> </ul>	<p><b>Presenting an artist:</b></p> <ul style="list-style-type: none"> <li>• To understand how to analyse a famous painting</li> <li>• To analyse the work of several painters</li> <li>• To draw similarities and comparisons between their compositions</li> <li>• To use the work of a chosen artist to inspire sketch book work and a final piece</li> <li>• To present the work of a chosen artist</li> <li>• To visit a gallery</li> </ul> <p>Artist of choice</p> <p><b>Islamic art and geometric pattern:</b></p> <ul style="list-style-type: none"> <li>• Understand the principles underpinning Islamic art</li> <li>• Create and generate geometric patterns</li> <li>• Be aware of the art of Islamic architecture</li> <li>•</li> </ul>	<p><b>Creating Pattern and Texture on fabric including wax-resist and tie-dye,</b></p> <ul style="list-style-type: none"> <li>• Show an awareness that patterns can be used create textures</li> <li>• Create patterns using tessellation, rotating and reflected images</li> <li>• Discuss and understand the cultural and historical importance of pattern</li> <li>• Create patterns for purpose, e.g. decorations, textures and wallpapers</li> </ul> <p>Know how an understanding of shape and space can support creating effective composition.</p> <ul style="list-style-type: none"> <li>- Know that the surface textures created by different materials can help suggest form in two-dimensional art work.</li> <li>- Consider the properties of media being used and combine materials and techniques appropriately to fit with ideas.</li> <li>- Shape, form, model and join with confidence</li> <li>- Adapt work as necessary through the process, explaining reasoning</li> <li>- Use positive and negative spaces, to create illusions and change perspectives.</li> <li>- Represent tactile textures through drawing and painting.</li> <li>- Develop skills in overlapping and layering mediums to create interesting and vibrant textures.</li> <li>- Recreate natural textures using man made techniques and materials.</li> <li>- Use wax resists</li> </ul> <p>Eduardo Saidi Tingatinga Ringgold Grayson Perry</p>
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	<ul style="list-style-type: none"> <li>• Know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</li> <li>• Work collaboratively on a larger scale</li> </ul> <p>Picasso Khalo <u>The Beautiful Ones Series 2 - Njideka Akunyili Crosby</u> Lynette Yiadom-Boakye</p>		
<b>Music</b>	<b>Sound Progress-trumpet/trombone (Specialist teacher CSMA)</b>	<b>Sound Progress-trumpet/trombone (Specialist teacher CSMA)</b>	<b>Sound Progress-trumpet/trombone (Specialist teacher CSMA)</b>
PHSCE  Will change to include new safeguarding objectives	<p><b>Respecting ourselves and others:</b></p> <ul style="list-style-type: none"> <li>• about the link between values and behaviour and how to be a positive role model</li> <li>• how to discuss issues respectfully</li> <li>• how to listen to and respect other points of view</li> <li>• how to constructively challenge points of view they disagree with</li> <li>• ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul> <p><b>Media literacy and Digital resilience -</b> about the benefits of safe internet use e.g. learning, connecting and communicating</p> <ul style="list-style-type: none"> <li>• how and why images online might be manipulated, altered, or faked</li> <li>• how to recognise when images might have been altered</li> <li>• why people choose to communicate through social media and some of the risks and challenges of doing so</li> <li>• that social media sites have age restrictions and regulations for use</li> <li>• the reasons why some media and online content is not appropriate for children</li> <li>• how online content can be designed to manipulate people's emotions and encourage them to read or share things</li> <li>• about sharing things online, including rules and laws relating to this</li> </ul>	<p><b>Physical Health and Mental Wellbeing:</b></p> <ul style="list-style-type: none"> <li>• that mental health is just as important as physical health and that both need looking after</li> <li>• to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>• how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>• positive strategies for managing feelings</li> <li>• that there are situations when someone may experience mixed or conflicting feelings</li> <li>• how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>• to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available identify where they and others can ask for help and support with mental wellbeing in and outside school</li> <li>• the importance of asking for support from a trusted adult</li> <li>• about the changes that may occur in life including death, and how these can cause conflicting feelings</li> <li>• that changes can mean people experience feelings of loss or grief</li> <li>• about the process of grieving and how grief can be expressed</li> </ul>	<p><b>Growing and changing:</b></p> <ul style="list-style-type: none"> <li>• to recognise some of the changes as they grow up e.g. increasing independence</li> <li>• about what being more independent might be like, including how it may feel</li> <li>• about the transition to secondary school and how this may affect their feelings</li> <li>• about how relationships may change as they grow up or move to secondary school</li> <li>• practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</li> <li>• identify the links between love, committed relationships and conception</li> <li>• about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul> <p><b>Belonging to a community:</b></p> <ul style="list-style-type: none"> <li>• what prejudice means</li> <li>• to differentiate between prejudice and discrimination</li> <li>• how to recognise acts of discrimination</li> <li>• strategies to safely respond to and challenge discrimination</li> <li>• how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>• how stereotypes are perpetuated and how to challenge this</li> <li>• the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>• about the way that money is spent and how it affects the environment</li> </ul>

- how to recognise what is appropriate to share online
- how to report inappropriate online content or contact

### Keeping safe:

- how to protect personal information online
- to identify potential risks of personal information being misused strategies for dealing with requests for personal information or images of themselves
- to identify types of images that are appropriate to share with others and those which might not be appropriate
- that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be
- what to do if they take, share or come across an image which may upset, hurt or embarrass them or others
- how to report the misuse of personal information or sharing of upsetting content/ images online
- about the different age rating systems for social media, T.V, films, games and online gaming
- why age restrictions are important and how they help people make safe decisions about what to watch, use or play
- about the risks and effects of different drugs
- about the laws relating to drugs common to everyday life and illegal drugs
- to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs about the organisations where people can get help and support concerning drug use
- how to ask for help if they have concerns about drug use
- about mixed messages in the media relating to drug use and how they might influence opinions and decisions

- about strategies that can help someone cope with the feelings associated with change or loss
- to identify how to ask for help and support with loss, grief or other aspects of change
- how balancing time online with other activities helps to maintain their health and wellbeing
- strategies to manage time spent online and foster positive habits e.g. switching phone off at night
- what to do and whom to tell if they are frightened or worried about something they have seen online
- how people make choices about what to eat and drink, including who or what influences these
- how to be active on a daily and weekly basis - how to balance time online with other activities
- how lack of sleep can affect the body and mood and simple routines that support good quality sleep
- how they can prevent the spread of bacteria and viruses with everyday hygiene routines
- to recognise the shared responsibility of keeping a clean environment
- about the benefits of being outdoors and in the sun for physical and mental health

### Families and friendships:

- what it means to be attracted to someone and different kinds of loving relationships
- that people who love each other can be of any gender, ethnicity or faith
- the difference between gender identity and sexual orientation and everyone's right to be loved
- about the qualities of healthy relationships that help individuals flourish
- ways in which couples show their love and commitment to one another, including those who are not married or who live apart
- what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults

- to express their own opinions about their responsibility towards the environment
- how they can take small steps to protect the environment around them
- how to show compassion for the environment, animals and other living things
- about how resources are allocated and the effect this has on individuals, communities and the environment

### Money and Work:

- about the role that money plays in people's lives, attitudes towards it and what influences decisions about money
- about value for money and how to judge if something is value for money
- how companies encourage customers to buy things and why it is important to be a critical consumer
- how having or not having money can impact on a person's emotions, health and wellbeing
- about common risks associated with money, including debt, fraud and gambling
- how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk
- how to get help if they are concerned about gambling or other financial risks

		<ul style="list-style-type: none"> <li>that people have the right to choose whom they marry or whether to get married</li> <li>that to force anyone into marriage is illegal</li> <li>how and where to report forced marriage or ask for help if they are worried</li> </ul> <p><b>Safe relationships:</b></p> <ul style="list-style-type: none"> <li>to compare the features of a healthy and unhealthy friendship</li> <li>about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong strategies to respond to pressure from friends including online how to assess the risk of different online ‘challenges’ and ‘dares’</li> <li>how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>how to get advice and report concerns about personal safety, including online</li> <li>what consent means and how to seek and give/not give permission in different situations</li> </ul>	
<b>PE</b>	Striking and Fielding -A1-Cricket Invasion games-A1-Netball Carrot Wood- OAA Dance-A2-Line Dancing Net and Wall-A2-Badminton	Gymnastics-S1 Invasion games-S1-Hockey Invasion games-S2-Tag Rugby Net and Wall-S2-Tennis	Athletics-Su1&2 Striking and Fielding -Su1-Rounders Swimming-Su2-Instructor (Whitgift)
<b>Outdoor Learning</b>	Weekly attention to developing the skills from the Outdoor Learning Curriculum		
<b>Mfl- Spanish</b>	<p><b>En Barcelona:</b></p> <ul style="list-style-type: none"> <li>Revise how to greet people and introduce yourself.</li> <li>Learn about cities in Spanish and how to use the alphabet to spell them.</li> <li>Revise and pronounce the sounds D and Z</li> <li>Recognise places in a town.</li> <li>Revise places in a town and give their location.</li> <li>To be able to identify the important landmarks in Barcelona</li> <li>Be able to give directions</li> </ul>	<p><b>Music and Television:</b></p> <ul style="list-style-type: none"> <li>Describe what instruments people play.</li> <li>Revise types of instruments and say which instrument people play</li> <li>Learn how to pronounce the sounds D and B</li> <li>Understand the term ‘genre’ and learn how to say different types of music.</li> <li>Be able to give an opinion about different types of music.</li> <li>Learn how to say different TV programmes in Spanish</li> <li>Revise how to say different TV programmes in Spanish and give a simple opinion</li> </ul>	<p><b>School:</b></p> <ul style="list-style-type: none"> <li>Learn how to say what you study at school.</li> <li>Revise pronunciation in Spanish.</li> <li>Learn how to say which subject you like and don’t like</li> <li>Say what subjects you like and don’t like and say why.</li> <li>Using connectives to join sentences.</li> <li>Say when you learn a subject</li> <li>Be able to describe your timetable</li> <li>Say what activities you do and where you go after school</li> <li>Make sentences about the subjects you study.</li> <li>Give opinions</li> <li>Learn about a Spanish/Catalonian tradition</li> </ul>

	<ul style="list-style-type: none"> <li>• To revise and consolidate how to give and understand directions to a place or landmark.</li> <li>• Revise and pronounce the sounds G and J</li> <li>• Make sentences about a city.</li> <li>• Ask for directions in Spanish</li> <li>• To say what you can buy at a Spanish Christmas market</li> </ul>	<ul style="list-style-type: none"> <li>• Revise pronunciation in Spanish</li> <li>• How to say when you do an activity</li> <li>• Make sentences about music and television.</li> <li>• Give opinions</li> <li>• Learn about the Spanish tradition of flamenco</li> </ul>	
<b>Whole School Themed weeks/days</b>	First of the Month Carrot Wood Art days Good to be Me week /Diversity Week Anti bullying Week) BHM Christmas Production KS1 Choir/ concert KS2	First of the Month Safer Me Week / road safety/Safer Internet Day Children’s Mental Health week World Book Day- Book Week World Maths Day First Maths Challenge Stem Weeks Art Days	First of the Month Health Weeks incl. Money Week and Sports Day/Croydon Sports (Refugee week) Art Days Junior Maths Challenge Production UKS2 Concert KS2