

KHJS Curriculum Overview: 2025 - 2026

Year 6 - 2025 – 2026

| Autumn 2025 | | Spring 2026 | | Summer 2026 | |
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| Maths – White Rose <ul style="list-style-type: none"> Place Value Addition, Subtraction, Multiplication and Division Fractions A Fractions B Converting Units Weekly Afternoon Arithmetic lessons | | <ul style="list-style-type: none"> Ration Algebra Decimals Fractions Decimals and Percentages Area, Perimeter and Volume Statistics Weekly Afternoon Arithmetic lessons | | <ul style="list-style-type: none"> Shape Position and Direction Consolidation and Problem Solving Weekly Afternoon Arithmetic Lessons Secondary School Preparation Lessons | |
| CUSP Science <ul style="list-style-type: none"> Electricity Animals including humans | | <ul style="list-style-type: none"> Animals including humans (+ water transport) Light | | <ul style="list-style-type: none"> Living things and their habitats Evolution and inheritance | |
| CUSP Art and Design <ul style="list-style-type: none"> Drawing Block A Painting and collage Block B | | <ul style="list-style-type: none"> Creative Response Block 2026 Printmaking and textiles Block C | | <ul style="list-style-type: none"> 3D Block D Painting Block E | |
| Computing <ul style="list-style-type: none"> Systems and Network - Communication and Collaboration Variables in Games | | <ul style="list-style-type: none"> Web Page Creation | | <ul style="list-style-type: none"> Creating Media 3D Modelling Spreadsheets Microbits | |
| CUSP Design and Technology <ul style="list-style-type: none"> Autumn 1 - Food and Nutrition Block C Autumn 2 - Electrical systems Block E <i>Science – Electricity</i> | | <ul style="list-style-type: none"> Spring 1 - Structures Block D No DT Spring 2 (SATs prep/short ½ term) | | <ul style="list-style-type: none"> No DT Summer 1(SATs/writing moderation) Summer 2 - Textiles Block F (fit around rehearsals) | |
| CUSP Geography <ul style="list-style-type: none"> Physical processes | | <ul style="list-style-type: none"> Human and Physical Geography: Economic, settlement and trade links UK, Europe and N America comparison study | | <ul style="list-style-type: none"> UK, Europe and N America comparison study OS Maps and fieldwork (orienteering) | |
| CUSP History <ul style="list-style-type: none"> Beyond 1066 <ul style="list-style-type: none"> Local History Study - how did conflict change our locality in World War 2? | | <ul style="list-style-type: none"> Windrush generation | | <ul style="list-style-type: none"> 5 significant monarchs or Battle of Britain | |
| CUSP Music - mastering the keyboard <p>Singing</p> <ul style="list-style-type: none"> Singing focus: Musical stories 2 Block A Cultural and social – lyrics Block A <p>Untuned percussion</p> <ul style="list-style-type: none"> Untuned focus: Music technology 2 Block B Alter tempo and rhythm to create effects Block B | | <p>Music</p> <p>Singing</p> <ul style="list-style-type: none"> Singing focus: Introducing structure 2 Block C Identify cyclic patterns inc. verse/chorus, coda Block C <p>Keyboard</p> <ul style="list-style-type: none"> Tuned focus: Musical notation 4 Block D Create simple notation Block D | | <p>Music</p> <p>Keyboard</p> <ul style="list-style-type: none"> Tuned focus: Composition 4 Block E Improvise using melodic phrases Block E <p>Range of instruments studied</p> <ul style="list-style-type: none"> Performance focus: Improvisation 2 Block F Perform including an element of improvisation Block F | |
| CUSP French <ul style="list-style-type: none"> Where I live (Homes) Emotions and numbers – beyond 100 | | CUSP French <ul style="list-style-type: none"> Items from daily life (Money and personal effects) Learning together | | CUSP French <ul style="list-style-type: none"> The natural world (The environment) Visiting France (Directions and transport) | |
| PE – Get Set PE Football Hockey Tag Rugby | Gymnastics Netball Dodgeball | Fitness Basketball OAA | Cricket Tennis Football | Athletics Rounders Handball | Badminton Cricket Dodgeball |
| Jigsaw PSHE Being Me In My World Identifying goals for the year. Global citizenship. Children’s universal rights. Feeling welcome and valued. | | Dreams and Goals Personal learning goals, in and out of school. Success criteria. Emotions in success. Making a | | Relationships Mental health. Identifying mental health worries | |

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| <p>Choices, consequences and rewards. Group dynamics. Democracy, having a voice. Anti-social behaviour. Role-modelling.</p> <p>Changing Me</p> <p>Self-image. Body image. Puberty and feelings. Conception to birth. Reflections about change. Physical attraction. Respect and consent. Boyfriends/girlfriends. Sexting. Transition. -</p> | <p>difference in the world. Motivation. Recognising achievements. Compliments.</p> <p>Healthy Me</p> <p>Taking personal responsibility. How substances affect the body. Exploitation, including 'county lines' and gang culture. Emotional and mental health. Managing stress.</p> | <p>and sources of support. Love and loss Managing feelings. Power and control. Assertiveness. Technology safety. Take responsibility with technology use.</p> <p>Celebrating Difference</p> <p>Perceptions of normality. Understanding disability. Power struggles. Understanding bullying. Inclusion/exclusion. Differences as conflict, difference as celebration. Empathy.</p> |
| <p>Jigsaw RE</p> <p>Autumn 1 - Theology/Philosophy</p> <p>What is the best way for a Buddhist to show commitment to their beliefs?</p> <p><u>Buddhism 9-12 Enquiry 1</u></p> <p>Autumn 2 - Theology/Philosophy</p> <p>How are Buddhist teachings interpreted by believers?</p> <p><u>Buddhism 9-12 Enquiry 3</u></p> | <p>Spring 1 - Theology/Human & Social Science</p> <p>What is the best way for a Sikh to show commitment to God?</p> <p><u>Sikhi 9-12 Enquiry 3</u></p> <p>Spring 2 - Theology/Philosophy</p> <p>How do the events of Easter and Pentecost impact on Christians today?</p> <p><u>Christianity 9-12 Spring 2 (Alt)</u></p> | <p>Summer 1 - Theology/Philosophy</p> <p>How are sacred teachings and stories interpreted by Jews today?</p> <p><u>Judaism 9-12 Enquiry 3</u></p> <p>Summer 2 - Theology/Human & Social Science</p> <p>Is anything ever eternal?</p> <p><u>Christianity 10-11, Spring 1</u></p> |