

**PULLMAN CLASS 2025 TO 2026 (YEAR 6)**

|   | <b>AUTUMN A</b>   | <b>AUTUMN B</b>   | <b>SPRING A</b>  | <b>SPRING B</b>  | <b>SUMMER A</b>                            | <b>SUMMBER B</b>   |
|---|---|---|--|--|--|--|
|   | <b>7 weeks 3 days</b>   | <b>7 weeks</b>  | <b>5 weeks 4 days</b>  | <b>5 weeks</b>   | <b>5 weeks 4 day</b>                       | <b>6 weeks 4 days</b>  |
| <b>ASSESSMENTS</b>  | Assessment Week w/b<br><br>Writing assessment w/b<br><br>SATs papers<br>Star reading  | Assessment Week inc<br><br>writing assessment w/b<br><br>SATs papers  | Star reading   | Assessment Week inc<br><br>writing assessment w/b<br><br>SATs papers     | Star reading<br>SATs w/b 11.05.26          | Assessment Week w/b<br><br>PSC 8 <sup>th</sup> June (1 week)<br>MTC 1st June (2 weeks) |
| <b>Themed days/weeks</b>                                    | Y5 – IoW 6 – 10 Oct 2025  | Anti-bullying week w/b 10 <sup>th</sup> Nov<br>Y6 Hilltop 8.12.25 - 12.12.25<br>Pantomime 17 <sup>th</sup> Dec      |  | World Book Day 5 <sup>th</sup> March<br>Y4 Grafham Water 9.3.26 -11.3.26 |  | Sports day   |
| <b>ENGLISH (THE WRITE STUFF)</b><br>1 hr (inc. grammar)/day | Sentence level work focused on Y6 - 1 week programme of study<br><br>Explanation – Circulatory system<br><br>Narrative (ghost story) – The Graveyard Book | <b>Narrative (ghost story)</b> (continued) – The Graveyard Book<br><br><b>Persuasive letter</b> - letter to Scrooge | Sentence level work focused on Y6 - 1 week programme of study<br><br><b>Narrative/informal letter</b> - Warhorse | <b>Narrative</b> – The Piano<br><br><b>Newspaper report</b> - Goldilocks | <b>Alma/Ocean Maker</b> - mixed writing    |  |
| <b>GUIDED READING</b><br>30 mins/day                        | <b>Book study: Wonder by RJ Palacio</b>   | <b>Comprehension Crunchers FOCUS</b> – letters, persuasion, poetry  | <b>Book study: Warhorse by Michael Morpurgo</b>  | <b>Comprehension Crunchers FOCUS</b> – newspaper reports, poetry         | <b>Book study: Storm keepers island</b>    | <b>Comprehension Crunchers FOCUS</b> – playscripts, poetry                             |
| <b>MATHS (WHITE ROSE)</b><br>1 hr/day                       | <b>Place Value Addition, Subtraction, Multiplication &amp; Division</b>   | <b>Converting Units Perimeter, Area and Ratio volume</b>  | <b>Decimals Percentages Algebra</b>  | <b>Statistics Properties Of Shape Fractions Position &amp; Direction</b> | <b>Consolidation &amp; Themed Projects</b> |  |

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| <b>PD</b><br><i>(Cambs)</i><br><b>45 mins lesson</b>         | <b>Rights Rules &amp; Responsibilities (x6)</b>  | <b>Anti-Bullying (x6)</b>   | <b>Drug Education (x4)</b>  | <b>Managing Safety &amp; Risk (x6)</b>  | <b>Financial Capability (x6)</b>  | <b>RSE (x6) Managing Change (x6)</b>   |
| <b>SCIENCE</b><br><i>(PZAZ)</i><br><b>1-2 hr lesson</b>      | <b>Animals Inc. Humans (x4)</b>  |   | <b>Electricity (x1) 6.5</b><br><br><b>(4 lessons)</b>             | <b>Light (x1) 6.6</b><br><br><b>( 5 lessons)</b>                                      | <b>Evolution &amp; Inheritance (x3) 6.9 – 6.11</b>                      | <b>Living things and their habitats (x2)</b><br><br>Micro-organisms <b>6.7</b><br>Classification <b>6.8</b>      |
|  | Heart & Circulatory System <b>6.1</b><br>Diet <b>6.2</b><br><b>(6 lessons)</b>                       | Exercise, drugs & lifestyle <b>6.3</b><br>Transport of water & nutrients <b>6.4</b><br><b>(5 lessons)</b> |   |   |   |  |
| <b>COMPUTING</b><br><i>(KAPOW)</i><br><b>1 hour lesson</b>   | <b>Online Safety (x4)</b><br><i>Lessons 1,2,4,6</i>  | <b>Computer systems &amp; Network: (x3)</b><br>Bletchley Park 1<br><i>Lessons 1,2,3</i>                   | <b>Data Handling (x4)</b><br>BIG DATA 1<br><i>Lessons 1,3,4,5</i> | <b>Creating media (x3)</b><br>history of computers<br><i>lessons 3,4,5</i>            | <b>Programming (x4)</b><br>Intro To Python<br><i>Lessons 1,2,4,6</i>    |  |
| <b>HISTORY</b><br><i>(PEARSON)</i><br><b>1-2 hr lesson</b>   |  | <b>Twentieth Century conflict</b>   | <b>Industrial Revolution</b>                                      |   | <b>Civil Rights</b>   |  |
| <b>GEOGRAPHY</b><br><i>(PEARSON)</i><br><b>1-2 hr lesson</b> | <b>Globalisation</b><br>What is globalization and how does it affect us?                             |   |   | <b>Population</b><br>How is the World's population distributed and what impacts this? |   | <b>Local Fieldwork</b><br>What skills to Geographers need to plan conduct, analyse and present fieldwork?        |
| <b>ART</b><br><i>(KAPOW)</i><br><b>1 hr lesson</b>           | <b>Craft &amp; design (x5)</b><br>Photo opportunity  |   | <b>Drawing (x5)</b> Make my voice heard                           |   |   | <b>Sculpture &amp; 3d (x5)</b><br>Making memories<br><br><b>Painting and Mixed Media - Artist Study L1&amp;4</b> |
| <b>DT</b><br><i>(KAPOW)</i><br><b>1-2 hr lesson</b>          |  | <b>Textiles(x4) - waistcoats</b>  |   | <b>Structures (x5 lessons)</b><br>Playgrounds - Can you redesign out playground?      | <b>Digital World (x5)</b><br>Navigating the World - Where in the World? |  |
| <b>MUSIC</b><br><i>(KAPOW)</i><br><b>45 min lesson</b>       | <b>Dynamics – pitch &amp; tempo (x5)</b> Fingal's Cave<br>How does Mendelssohn's music make us feel? |   |   | <b>Themes and Variations (x5)</b> Pop Art<br>How can I make rhythms sound different?  | <b>Baroque (x5)</b><br>How do I know it's baroque music?                | <b>Composing and performing (x5)</b><br>Leaver's song<br>How can I share my Eynesbury experiences in a song?     |

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| <b>MFL-</b><br><i>(KAPOW)</i>  | <b>French Sport &amp; The Olympics (x6)</b><br>What is sport like in France?                      |   | <b>Life At Home (x5)</b><br>What is life like in a French town?                           | <b>Planning a Holiday in France (x5)</b><br>How would you plan a French holiday?        | <b>Visit a French Town (x5)</b><br>Have you ever visited a French town?       |   |
| <b>45 min lesson</b>   |   |   |   |   |   |   |
| <b>RE-</b><br><i>(KAPOW)</i><br><br><u>At least 1 hr lesson/week</u> | Jewish, Muslim, Christian<br><br><b>Why does religion look different around the World? (Pt 1)</b> | Hindu, Sikh, Buddhist, Jain<br><br><b>Why does religion look different around the World? (Pt 2)</b> | Muslim, Jewish, Christian, Humanist<br><br><b>Why is it better to be there in person?</b> | Jewish, Christian, Zorostrianist, Buddhist<br><br><b>Why is there suffering? (Pt 1)</b> | Shinto, Buddhist, Sikh, Humanist<br><br><b>Why is there suffering? (Pt 2)</b> | Multiple worldviews<br><br><b>What place does religion have in our World today?</b> |
| <b>PE 2 hrs/week</b>   |   |   |   |   |   |   |
| <b>CULTURAL CAPITAL</b>  | PCSO<br>Local Library visits  | Cinema visit<br>Theatre visit<br>Hilltop 1 week<br>Local churches                                   | PCSO  | Local churches  | PCSO  | Swimming  |