Five Spires Academy - Long Term Planning 2026-2027

Year 6	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Greek Legacy! Gods, Power & Influence	**Population Puzzle**	**Britain at War! WW2, the Blitz & Beyond**	**Powering the Planet**	**Voices From the Past – Who Should be Remembered?**	**Fieldwork Detectives**
ENGLISH	**Thematic Text:** • *Greek Myths* – Marcia Williams • *So You Think You've Got It Bad?* – Chae Strathie **Guided Reading:** • The Nowhere Emporium – Ross McKenzie **Writing Genre & Focus:** **Place Value of Punctuation & Grammar (2 weeks Consolidation)** • Narrative: myth writing • Non-chronological report: Ancient Greece	**Thematic Text:** • *The Arrival* – Shaun Tan • Non-fiction texts on migration and population change **Guided Reading:** • *Journey to Jo'Burg* – Beverley Naidoo **Writing Genre & Focus:** • Recount: refugee's journal • Narrative: migration journey • Explanation: *Why does population change?*	**Thematic Text:** • WW2 diaries and letters (extracts) • Non-fiction texts on the Blitz **Guided Reading:** • *Goodnight Mister Tom* – Michelle Magorian **Writing Genre & Focus:** • Narrative: The Night of the Blitz • Recount: evacuee diary • Explanation: How did WWII change Britain?	**Thematic Text:** • *See Inside Energy* – Usborne (non-fiction) • Case studies (solar, wind, sustainability) **Guided Reading:** • *The Viewer* – Shaun Tan **Writing Genre & Focus:** • Explanation: *Where does our energy come from?* • Persuasive: Why Britain Should Invest in Renewable Energy • Balanced Argument: Should Fossil Fuels Be Replaced Completely by Renewable Energy?	**Thematic Text:** • *Hidden Figures* – Margot Lee Shetterly • Short biographies (Johnson / Darwin / others) • Historical speeches and persuasive texts **Guided Reading:** • *Kamizen: Fortress of Lost Memories* – Sawa Oikawa **Writing Genre & Focus:** • Persuasive speech: who should be on the £10 note • Biography: significant individual • Balanced argument: importance of legacy	**Thematic Text:** • *Where on Earth? Atlas / Investigation-style texts* • Fieldwork data (maps, graphs, surveys) • Case studies of environmental investigations **Guided Reading:** • The Lost Whale – *Hannah Gold* **Writing Genre & Focus:** • Report: fieldwork findings • Explanation: *What did our enquiry show?* • Persuasive: improving the local area
MATHS	**Place Value, Addition, Subtraction, Multiplication and Division, Fractions A & B**		**Fractions Consolidation, Position & Direction, Converting units, Decimals, Fractions, Decimals and Percentages, Measurements: Area, Perimeter and Volume**		**Properties of Shape, Ratio/Algebra, Themed Projects, Consolidation and Problem Solving, Statistics**	
SCIENCE	**Living things:** Classifying big and small	**Energy:** Light and reflection	**Living things:** Evolution and inheritance	**Energy:** Circuits, batteries and switches	**Animals, including humans:** Circulation and health	**Making connections:** Are some sunglasses safer than others?
HISTORY	What is the legacy of the Ancient Greek civilisation?		What was the impact of World War 2 on the people of Britain?		Unheard histories: Who should go on the £10 banknote?	
GEOGRAPHY	Y6 Sustainability/Climate Project: **Why do oceans matter? (Marine Biome)** Pupils explore oceans as global environments, using fieldwork in local water environments in Lichfield to investigate pollution and understand sustainability	**Why does population change?** Pupils explore population change globally, using fieldwork in Lichfield to investigate how population impacts local environments and sustainability	Y6 Sustainability/Climate Project: **Why do oceans matter? (Marine Biome)** Pupils explore oceans as global environments, using fieldwork in local water environments in Lichfield to investigate pollution and understand sustainability	**Where does our energy come from?** Pupils explore energy use globally, using fieldwork on the school grounds and in Lichfield to investigate energy and sustainability.	Y6 Sustainability/Climate Project: **Why do oceans matter? (Marine Biome)** Pupils explore oceans as global environments, using fieldwork in local water environments in Lichfield to investigate pollution and understand sustainability	**Can I carry out an independent fieldwork enquiry?** Pupils carry out an independent geographical enquiry, using fieldwork in Lichfield to investigate a local issue and suggest sustainable improvements.
ART	**Craft & Design: Photography & Digital Media - How can we create an effective photomontage advertising poster?** Pupils explore photography and digital design inspired by Hannah Höch (German), Chris Plowman (British), Graham Holland (British), Edward Weston (American) and Derrick O. Boateng (Ghanaian).		**Drawing: Street Art & Expression - What is street art?** Pupils explore drawing to communicate messages inspired by Keith Haring (American), Louis Masai (British), Victor Ash (French), Edgar Müller (German), Diego Rivera (Mexican), Sian Storey (British) and Noura bin Saidan (Saudi Arabian).		**Sculpture & 3D: Making Memories - How can art explore the concept of self?** Pupils explore sculpture to represent memory and identity inspired by Yinka Shonibare (British-Nigerian), Judith Scott (American), Nicola Anthony (British), Louise Nevelson (American) and Joseph Cornell (American).	
DT		Textiles: Bags		Cooking & Nutrition: Come Dine With Me		Digital World: Navigating the World
MUSIC	**Glockenspiel, Ensemble Performance and Singing**		**Ukulele Performance and Composition**		**Keyboard Performance and Composition**	
PE	Coach: Handball Teacher: Gymnastics 1	Coach: Rounders Teacher: Dance 1	Coach: Basketball Teacher: Gymnastics 2	Coach: Tennis Teacher: Dance 2	Coach: Athletics Teacher: Gymnastics 3	Coach: Outdoor and Adventure Teacher: Dance 3
RSE & PSHE	My healthy self: How do my choices today shape my future health?	Connecting with others: What does it mean to stand up for myself and others?	Coming 30 June 2026 Online world: How do I feel about the things I see online?	Coming 1 November 2026 Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	Option 1: First aid (coming 21 September) Option 2: Sex education (see 2026/27 preview)
RELIGION & WORLDVIEWS	**Why does religion look different around the world? (Part 1).** Comparing global differences in Christianity, Islam and Judaism (Abrahamic religions).	**Why does religion look different around the world? (Part 2)** Exploring diversity within Buddhism and other Dharmic religions (e.g. Hinduism).	**Why is it better to be there in person?** Investigating pilgrimage in Islam (Hajj), Christianity and Hinduism.	**Why is there suffering? (Part 1)** Exploring suffering through Christianity and philosophical worldviews.	**Why is there suffering? (Part 2)** Comparing responses to suffering in multiple religions and worldviews.	**What place does religion have in our world today?** Investigating religion in modern society across all major world religions and non-religious worldviews.
COMPUTING	Networks Graphing	Logging Data Detectives	Coding	Introduction to Python	Spreadsheets – MS Apple & Google	3D Modelling
FRENCH	Unit 1: French sport and the Olympics	Unit 2: French football champions	Unit 3: In my French house	Unit 4: Planning a French holiday	Unit 5: Visiting a town in France	