



At St Thomas More we provide a broad and balanced curriculum that helps children reach their full potential, creating confident, caring and respectful citizens of the future, all rooted in our Catholic faith. Our School Values are: Determination, Respect, Unity, Humility and Fairness

**St. Thomas More Primary School, Kidlington**

**Year 6 Curriculum Map 2026-2027**

| Subject                                     | Autumn                                                                                                  |                                                                                               | Spring                                                                                                 |                                                                                         | Summer                                                                   |                                                                                              |
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| <b>Catholic Social Teaching Focus (CST)</b> | <b>Stewardship of God's Creation</b><br><br><b>The Dignity of the Human Person</b>                      | <b>Solidarity and the Common Good</b><br><br><b>The Dignity of the Human Person</b>           | <b>Family and Community</b><br><br><b>The Dignity of the Human Person</b>                              | <b>Option for the Poor and Vulnerable</b><br><br><b>The Dignity of the Human Person</b> | <b>The Dignity of Work</b><br><br><b>The Dignity of the Human Person</b> | <b>Rights and Responsibilities</b><br><br><b>The Dignity of the Human Person</b>             |
| <b>Maths</b>                                | Calculating using knowledge of structures (1)<br><br>Multiples of 1,000<br><br>Numbers up to 10,000,000 | Multiplication and division<br><br>Order of operations                                        | Fractions and percentages<br><br>Ratio and proportion<br><br>STATISTICS                                | Mean average<br><br>Area, perimeter, position and direction                             | Draw, compose and decompose shapes<br><br>SATS                           | Calculating using knowledge of structures (2)<br><br>Solving problems with two unknowns      |
| <b>English Writing</b>                      | <i>Shackleton's Journey</i><br>Survival Guide<br>Diaries<br>Poetry                                      | <i>The Land of Never Believe</i><br>Descriptions<br>Travelogues and non-chronological reports | <i>Where the Poppies Now Grow</i><br>Diaries and letters<br>Poetry<br>Biography<br>Descriptive writing | <i>The Lion and the Unicorn</i><br>Narrative<br>GPS SATS revision                       | <i>The Door in the Wall</i><br>Portal story<br>SATS                      | <i>The Hound of the Baskervilles</i><br>Descriptions<br>Consolidate, edit, re-draft, improve |
| <b>Class Story</b>                          | The Polar Bear Explorers' Club                                                                          | Holes                                                                                         | The Midnight Guardians                                                                                 | Tom's Midnight Garden                                                                   | Kick                                                                     | Short                                                                                        |
| <b>Religious Education</b>                  | Creation and Covenant                                                                                   | Prophecy and Promise                                                                          | Galilee to Jerusalem                                                                                   | Desert to Garden                                                                        | To the Ends of the Earth                                                 | Dialogue and Encounter                                                                       |

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| <b>Science</b>   | Living Things and their Habitats                                                                                    | Electricity                                                                                                         | Light                                                                                                                                                                                                  | Circulatory system<br>Diets, Drugs and Life-styles                                                                                                                                                             | Variation and Adaptation                                                                                                          | Fossils<br>Themed Projects                                                                                                           |
| <b>History</b>   |                                                                                                                     |                                                                                                                     | Twentieth Century Conflict<br>WW1<br><i>'We are all made in the image and likeness of God.'</i><br><i>How does this link to the events of the first and second world wars?</i><br><b>Human Dignity</b> | Twentieth Century Conflict<br>World War 2<br><i>'We are all made in the image and likeness of God.'</i><br><i>How does this link to the events of the first and second world wars?</i><br><b>Human Dignity</b> |                                                                                                                                   | History of Trade and Technology<br><i>How can family and community succeed in a globalised world?</i><br><b>Family and Community</b> |
| <b>Geography</b> | Polar Biomes<br><i>Why is it important to campaign for climate justice?</i><br><b>Stewardship of God's creation</b> | Polar Biomes<br><i>Why is it important to campaign for climate justice?</i><br><b>Stewardship of God's creation</b> |                                                                                                                                                                                                        |                                                                                                                                                                                                                | Population<br><i>How can we show solidarity towards those that have food insecurity?</i><br><b>Solidarity and the Common Good</b> | Globalisation<br><i>How can family and community succeed in a globalised world?</i><br><b>Family and Community</b>                   |
| <b>Computing</b> | Programming A – Variables in games                                                                                  | Creating Media – 3D modelling                                                                                       | Introduction to spreadsheets                                                                                                                                                                           | Programming – Sensing                                                                                                                                                                                          | Creating Media – web page creation                                                                                                | Communication and collaboration                                                                                                      |
| <b>Music</b>     | Sing, play, perform:<br>Accompanying songs with polyrhythms                                                         | Singing together: music that comments on social change<br>Christmas performance                                     | Compose and rehearse: improvising with the minor pentatonic scale                                                                                                                                      | Playing together: arranging and rehearsing a fusion performance                                                                                                                                                | Compose and create: creating melodic variations based on a theme                                                                  | Compose and create: nature documentary inspired film scores                                                                          |

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| <b>Art and Design</b>        | Painting<br>Frida Kahlo                                                               |                                                | Drawing<br>Banksy                                                     |                                                                          | 3D Sculpture<br>Yayoi Kusama |                                                                                       |
| <b>Design and Technology</b> |                                                                                       | Textiles<br>Embroidery gift                    |                                                                       | Ration Cooking                                                           |                              | Structures:<br>Let's go fly a kite                                                    |
| <b>PE</b>                    | Sports Leader<br>Training<br>Hockey                                                   | Rugby<br>Sports hall<br>Athletics              | Fitness<br>Handball                                                   | Netball<br>Dance                                                         | Cricket<br>Volleyball        | Rounders<br>Tennis                                                                    |
| <b>MFL – French</b>          | Phonics<br>The Date                                                                   | Do you have a pet?                             | Clothes                                                               | SATS                                                                     | SATS                         | At School<br>At the weekend                                                           |
| <b>RHE</b>                   | Mental Well-being<br>Ten Ten:<br>Gifts and Talents<br>Body Image<br>Peculiar Feelings | Anti-bullying<br>Ten Ten:<br>Emotional Changes | Internet Safety<br>Ten Ten: Spots and<br>Sleep<br>Seeing stuff online | Healthy Me<br>The Trinity<br>Catholic Social<br>Teaching<br>Reaching Out | Girls Bodies<br>Boys Bodies  | Drugs Education<br>Making Babies<br>Menstruation<br>Transition to<br>Secondary School |
| <b>British Values</b>        | Rule of Law                                                                           | Individual Liberty                             | Mutual Respect                                                        | Tolerance                                                                | Democracy                    | Recap of all Values                                                                   |
| <b>Virtues</b>               | <b>Compassionate &amp;<br/>Loving</b>                                                 | <b>Faith-filled &amp;<br/>Hopeful</b>          | <b>Eloquent &amp;<br/>Truthful</b>                                    | <b>Learned &amp; Wise</b>                                                | <b>Curious &amp; Active</b>  | <b>Intentional &amp;<br/>Prophetic</b>                                                |