



Year 6 Curriculum Information (Autumn Term 2026)

Subject	Learning at School	Learning at Home/Homework
English	In writing this term, we will be developing the following skills: • Use a variety of sentence structures, such as: single clause sentences and multi-clause sentences using coordinating and subordinating conjunctions; • Use a range of punctuation taught across KS1 and KS2 to demarcate sentences; • Use expanded noun phrases; • Identify the audience for and the purpose of their writing and select the appropriate form when planning; • Rehearse orally, alternative word choices and sentence constructions to best suit the purpose and effect of a text; • Use expressive and figurative language to create mood and atmosphere; • Structure main ideas across the text by using paragraphs purposefully; • Link ideas within and across paragraphs using adverbials of time, place, number or tense choice; Proof read for spelling, grammar and punctuation errors; • Re-read to check that their writing makes sense, that tenses are consistent, pronouns are used accurately, and that there is correct subject and verb agreement when using singular and plural; • Evaluate and edit, assessing the effectiveness of their own writing; • Maintain the use of the present and past tenses correctly and consistently; • Use knowledge of phonics and morphology to support accuracy with spelling; • Spell further exception words; • Develop fluency in a legible handwriting style.	• Weekly spellings; • Please ensure your child reads for at least twenty minutes each night. Below are some ways to support your child as you listen to them read: ➤ Encourage children to use the phonic knowledge they have learnt in class when reading; ➤ Encourage your child to use expression; ➤ Focus on the punctuation on each page, for example, exclamation marks. Ask: what are these for? What should you do when you see an exclamation mark when reading? ➤ Discuss and ask questions about the different aspects of the story such as the plot, setting or how a character is feeling and why.

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English (continued)	In Reading this term, we will be developing the following skills: • Give/explain the meaning of words in context; • Retrieve and record information; • Identify key details from Fiction and non-fiction; • Summarise main ideas from more than one paragraph; • Make inferences from the text / explain and justify inferences with evidence from the text; • Predict what might happen from details stated and implied; • Identify / explain how information / narrative content is related and contributes to meaning as a whole; • Identify / explain how meaning is enhanced through choice of words and phrases; • Make comparisons within the text. Books we will be studying: • 'The Arrival' by Shaun Tan; • 'Can we save the Tiger?' By Martin Jenkins; • 'The Tale of the Three Brothers' by Alexandre Desplat; • 'Macbeth' by William Shakespeare.	
Maths	In Maths, we will be developing the following key skills: • Initial assessment and reactivation of prior learning; • Number and Place Value: Rounding numbers, multiplying and dividing by 10,100 and 1000; • Mental Calculations and Problem-Solving including Time; • Fractions: Comparing and ordering fractions. Addition and subtraction of fractions; • Multiplication and Division: Formal methods of calculating Statistics; • Interpreting line-graphs and pie charts.	• Regular practise of times table facts using TT Rock stars; • Maths games to reinforce skills. https://mathsframe.co.uk/en/resources/category/22/most-popular

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RE	Our RE units for this term will be: • The Kingdom of God; Creation and Covenant, Prophecy and Promise; • Other faiths week – Judaism; • Justice.	• Please see attached sheet for further curriculum information to find out what your child will be learning about in RE; • We will be planning a Christmas Fair to raise money for a charity chosen by the children as part of our topic on Justice – please help your child think of their skills and what stall they might like to have for this (cake stall, jewellery making, etc.)
Science	Our topics in Science this term are: • <i>Living things: Classifying big and small</i> In this unit we will be learning how to: • 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; • Give reasons for classifying plants and animals based on specific characteristics; • Understand the significance of the work of scientists, such as Carl Linnaeus, a pioneer of classification. • <i>Energy: Light and reflection</i> In this unit, we will be learning how to: • Describe how light travels and how we see luminous and non-luminous objects; • Use ray diagrams to explain why shadows change size and why the shape of a shadow matches the object that was cast; • Use mirrors to make a working periscope and explain how a periscope works using ray diagrams.	• Through direct observations classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals); • They should discuss reasons why living things are placed in one group and not another; • Consider how to maintain a healthy lifestyle.

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History	Our topic in History is <i>What can the census tell us about local areas?</i> In this unit, we will be learning how to: • Identify the type of information the census gives about people; • Use the census to make inferences about people from the past; • Create questions about Victorian working conditions and the thoughts and feelings of a Victorian working child; • Identify and describe the changes between periods of time using the census; • Use other primary and secondary sources to verify the data in a census; • Use a range of sources, including the census, to build an understanding of a period; • Describe the changes in the 1921 census; • Plan a local history enquiry using the census.	• Research facts about the census; • Research life about the Victorian period; • Think about how working conditions have changed; Work to celebrate Black History will take place throughout the month of October, culminating in a special presentation assembly on 23rd October.
Geography	Our topic in Geography is <i>Why does Population change?</i> In this unit, we will be learning how to: • Identify the most densely and sparsely populated areas; • Describe the increase in global population over time; • Describe what influences the environments people live in. • Define birth and death rates, suggesting what may influence them; • Define migration, discussing push and pull factors; • Explain why some people have no choice but to leave their homes; • Describe the causes of climate change, explaining its impact on the global population; • Suggest an action they can take to fight climate change; • Calculate the length of a route to scale; • Follow a selected route on an OS map; • Use a variety of data collection methods; • Collect information from a member of the public; • Create a digital map to plot and compare data collected from two locations; • Suggest an idea to improve the environment.	• Research population; • Research where our local dense and sparse areas are – can you offer reasons why? • Visit our local area.

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Computing	Our topics in Computing this term are: 1. The History of Computers In this unit we will be: • Explain the importance of historical figures and their contribution towards computer science; • Develop an idea for a computer of the future and create simple design, 2. Artificial Intelligence In this unit we will be: • Exploring what AI is and how it generates text, images and code. Learning about creating and refining prompts to improve AI responses while also considering the ethical implications of AI and its potential to replace human roles.	• Ensure pupils are able to use a computer mouse and keyboard proficiently – practice typing skills.
PE	Our PE units for this term will be taught by both the class teacher and Chris, our sports coach. The units that will be delivered by the class teacher are as follows: Hand/Eye Co-ordination Games: • Skills: Throwing and catching individually, using stronger and weaker hand and one hand to the other, bouncing using both hands, rolling and throwing in pairs, stopping, aiming games. Basketball: • Skills: Travelling with ball at feet at different speeds, dribbling around cones, short passes, aiming games, shooting, controlling and passing and moving, tackling and intercepting, rondo drills, small 3 a side games The units that will be delivered by Chris are as follows: Invasion Games • Skills: Throwing, Catching, running and jumping - Attacking & defensive principles, creativity. Indoor Athletics • Skills: Jumping, throwing, running.	<u>PE lessons will be on Thursday and Friday.</u> • Please ensure your child wears the correct PE kit to school on PE days; please note that this should include tracksuit bottoms in case of cold weather; • Any form of regular physical exercise whether it be in the garden, the park or at a local club will help children to stay healthy.

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Art/DT	We will be working on a project called <i>Street Art by expression</i>. In this unit we will be: - Identify key features of street art and murals; - Use space effectively to enhance visual impact of their graffiti tag; - Use various shading techniques to show texture, tone, form and depth. We will also be working on mechanical systems in a project called <i>Automa Toys</i>. In this unit we will be: - Using woodworking skills, pupils construct an automata; measuring and cutting their materials, assembling the frame, choosing cams and designing the characters that sit on the followers to form an interactive shop display.	- If possible, visit The British Museum, London where a range of art is displayed. - Research one or all of the following artists/inventors: Yves Béhar, Patricia Moore, Naoto Fukasawa, Eduardo Kobra.
Music	In Music, we will be developing the following skills: - Play any one, or all four, differentiated parts on a tuned instrument one-note, simple or medium part or the melody of the song from standard notation; - To rehearse and perform their part within the context of the song; - To listen to and follow musical instructions from a leader; - Learn to treat instruments carefully and with respect; - Rehearse and learn Year 6 Unit songs from memory and/or with notation; - Sing with and without an accompaniment; - Sing syncopated melodic patterns; - Demonstrate and maintain good posture and breath control whilst singing; - Sing expressively, with attention to breathing and phrasing; - Sing expressively, with attention to dynamics and articulation; - Talk about the different styles of singing used for the different styles of songs sung in this year; - Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.	

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French	Our topic in French is <i>Unit 19: Lets visit a French Town.</i> In this unit we will be learning to: • Build sentences to talk about where people live using correct verb forms; • Build on vocabulary about hometown activities using nouns and verbs.	• Research names of places to go – cinema, restaurant, etc. • Use the vocabulary in conversation; • To practise using the new vocabulary in context for the topic.
RSE/ PSHE – Life to the Full	Our topic in RSE is <i>Created and Loved by God.</i> In this unit will be learning more about the following aspects: Unit topic-Created and Loved by God • Religious Understanding- We will explore the Gospel story of the ‘Calming of the Storm’. Children will consider experiences of change, growth and development and the trust that they can have in the person of Jesus through times of trial and tribulation. Me, My Body, My Health • Children will learn that celebrating differences between people is enriching to a community and know that their self-confidence should arise from being loved by God. They will learn about the physical changes that boys and girls go through during puberty and how they should respect and take care of their bodies as gifts from God. Emotional Well-Being • This unit helps children learn about pressures that they may experience from themselves, others and the media. Children will develop ideas on how to build resilience through thankfulness, use simplified CBT techniques to manage their thoughts, feelings and actions and cope with new or difficult feelings such as romance and rage. Life Cycles • Children will learn about God’s design for creating new life through a more nuanced understanding of menstruation, fertility, conception, foetal development in the womb and childbirth.	• Discuss how we live in a democracy and what that means in the UK; • Talk about the work covered in the two focus weeks and how each of us is unique, created and loved by God; • Discuss how we are made in the image and likeness of God, this will help your child to develop an understanding of the importance of valuing themselves as the basis for personal relationships; • Discuss the emotional and physical changes your child will face as they mature and grow

HOMEWORK IN KEY STAGE 2

Homework will be provided on half-termly homework grids which will be uploaded to Google Classroom.

Additionally, all children in Key Stage 2 are expected to:

- Read daily (this can be a mixture of reading their reading book, library book or sharing a book together);
- Learn their weekly spellings (Spelling Shed can be used to help with this);
- Practise times table facts using Times Table Rockstars.