# Year 6 Autumn Term 2026 – Curriculum Overview

| SUBJECT | 1st Half Term | 2nd Half Term |
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| **English** | **Narrative**<br>***'The Night of the Gargoyles'*** *by Eve Bunting.*<br>*'**The Mysteries of Harris Burdick'** by Chris Van Allsburg*<br>**The purpose:** Children will write to entertain, learning that stories usually open with either: action, dialogue or description of setting or character.<br>**Compositional choices:**<br>They will learn how dialogue is used to convey character or move on the action and how suspense is created when sentence length changes and create atmosphere through description of the senses, setting, character actions in order to shape the mood felt by the reader.<br>**Sentence level:**<br>Single and multi-clause sentences, joining with range of conjunctions to create varied and pleasing rhythm for the reader.<br>**Word level & punctuation:**<br>Accurate punctuation of dialogue - comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said.<br><br>**Non-Chronological Report**<br>***'Planetarium'*** *by Chris Wormell and Raman Prinja*<br>*'**Professor Astro Cat's Frontiers of Space**' by Dr. Dominic Walliman and Ben Newman.*<br>**The purpose:** Children will write to inform, using captions and labels with pictures, an index to help readers find things quickly, a glossary for clear definitions, and an A–Z guide to give more detail in an easy-to-use way.<br>**Compositional choices:**<br>The children will learn to use layout features (like bullet points, headings, tables, and diagrams) to help readers understand. They will also learn that writing can be more or less formal, depending on who it is for and why it is written.<br>**Sentence level:**<br>Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing.<br>**Word level & punctuation:**<br>Use of comma to clarify meaning or avoid ambiguity and parenthesis to group extra information. | **Narrative**<br>***'Wisp'*** *by Zana Fraillon and Grahame Baker-Smith*<br>**The purpose:** Children will write to entertain, learning story endings can end with a moral message, happy ending, surprise or cliff-hanger, or they can end with a reference to the beginning.<br>**Compositional choices:**<br>They will learn to use similes and metaphors to create mood, describe settings and characters using the senses, and use dialogue to show character or move the story forward.<br>**Sentence level:**<br>The children will learn to use different types of sentences: short, longer, and joined with linking words - to make their writing flow and keep the reader interested.<br>**Word level & punctuation:**<br>The children will learn how to use speech tags in different places to make dialogue more interesting. They will also learn how commas can group words and make sentences clearer to read.<br><br>**Persuasion**<br>***'Talking History – 150 years of speakers and speeches'*** *by Joan Haig and Joan Lennon*<br>**The purpose: C**hildren will write to persaude, by using first, second, and third person, and to use past, present, or future tense. They will also practise starting with a clear viewpoint and finishing by repeating and strengthening their main point.<br>**Compositional choices:**<br>The children will learn ways to make their writing engaging and persuasive. They will use 'you' to involve the reader, support opinions with facts and anecdotes, ask questions to make the reader think. They will also learn to adjust formality, choosing precise words<br>**Sentence level:**<br>The children will learn to use different types of sentences: short, longer, and joined with linking words - to make their writing flow and keep the reader interested.<br>**Word level & punctuation:**<br>The children will learn how commas make sentences clearer by grouping words and breaking up ideas to avoid confusion. |

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<table>
<tr><td></td><td colspan="2"><u>Reading</u><br>The children will be encouraged to read as widely as possible at home and at school with an emphasis on reading for pleasure. During Guided Reading lessons, using fiction and non-fiction texts, the children will practise to read a text with fluency, expression and comprehension. They will learn new vocabulary and discuss questions about the text.<br><u>Spelling</u><br>Using Essential Spellings, pupils develop accurate and fluent spelling, building on prior knowledge. Teaching is systematic and cumulative, focusing on more complex patterns, morphology and etymology, alongside common exception words. Pupils practise regularly through structured activities and retrieval, developing automaticity. Spelling is applied in independent writing to support accuracy, fluency and control.<br><u>Handwriting</u><br>Handwriting is taught explicitly and regularly, with a focus on letter formation, size, orientation, spacing and consistency to develop legibility and fluency.</td></tr>
<tr><td>Maths</td><td>Place Value:<ul><li>review numbers to 1,000,000</li><li>numbers to 10,000,000</li><li>read and write numbers to 10,000,000</li><li>powers of 10</li><li>numberline to 10,000,000</li><li>compare and order any integers</li><li>round any integer</li><li>negative numbers</li></ul>Addition, subtraction, multiplication and division<ul><li>add and subtract integers</li><li>common factors</li><li>common multiples</li><li>rules of divisibility</li><li>primes to 100</li><li>square and cube numbers</li><li>multiply by 2-digit numbers</li><li>solve problems with multiplication</li><li>short division</li><li>division using factors</li><li>long division</li><li>long division with remainders</li><li>solve problems with division</li><li>solve multi-step problems</li><li>order of operations</li><li>mental calculations and estimation</li></ul></td><td>Fraction A<ul><li>equivalent fractions and simplifying</li><li>equivalent fractions on a number line</li><li>compare and order (denominator/numerator)</li><li>add and subtract fractions</li><li>add and subtract mixed numbers</li><li>multi-step problems</li></ul>Fractions B<ul><li>multiply fractions by integers</li><li>multiply fractions by fractions</li><li>divide fractions by integers</li><li>mixed questions with fractions</li><li>fractions of an amount</li></ul>Measures: Converting units<ul><li>metric measures</li><li>converting metric measures</li><li>calculate with metric measures</li><li>miles and kilometres</li><li>imperial measures</li></ul></td></tr>
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| | • reason from known facts | |
| | The children will be given opportunities to make rich connections across mathematical ideas to develop **fluency**, **mathematical reasoning** and competence in **solving problems**. They will also apply their mathematical knowledge to science and other subjects. | |
| **Science** | **Evolution and Inheritance – Biology.**<br>The children will recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth.<br>The will recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.<br>They will identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. | **Light - Physics**<br>The children will learn to recognise that light appears to travel in straight lines; use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.<br>They will be able to explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes and they will use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them |
| | **Pupils will work scientifically by:**<br>• using scientific knowledge to ask questions and draw conclusions<br>• planning different types of enquiry<br>• controlling variables where necessary<br>• taking accurate measurements | |
| **SUBJECT** | **1st Half Term** | **2nd Half Term** |
| **Art & Design (or Design and Technology)** | **Talking Textiles**<br>In this unit, children explore how stories have been represented in textiles in different times and cultures. They work together to make a two- or three-dimensional work based on a familiar story, myth or legend. They investigate and use a range of materials, techniques and textile processes to create surface patterns and textures and other visual effects. | |
| **Computing** | **Networks – Computer Science**<br>This unit allows children to learn more about what networks are, what they do and how they connect devices. Children also consider the safety aspects of networks, including the possible positive and negatives uses of networks. | **Graphing**<br>This unit explores the benefits of creating common graph types, digitally. Children will create a range of familiar graph types using the 2Graph and 2Calculate tools, exploring features that make it easy to present data in the best possible way. |
| | **Online Safety**<br>During this term, children will learn how to recognise, record and report online bullying, understand the importance of building and protecting a positive online reputation, and explore the risks associated with sharing information and communicating with others online. Children will develop the knowledge and skills needed to stay safe, responsible and respectful in digital environments. | |

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| **Geography**<br>**History** | **<u>The United Kingdom</u>**<br>In this unit, the children will compare the countries of the UK and identify the UK's major cities. The children will identify physical characteristics of the UK - the UK's landscape and the people. The children will look at the impact of industries and energy sources, and how these affect the world. | **<u>The Impact of War of World War 2</u>**<br>In this unit, the children will be Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources. |
| **Music** | **World Unite (Perform)**<br>Children learn about melody in singing, movement and dance. They learn about beat, syncopation, pitch and harmony and take a trip around the world to celebrate the universal language of music. | **<u>School Play (Performance)</u>**<br>During the second half of the term, Year 5 pupils will develop their singing and performance skills through rehearsing and performing in the school play. They will learn to sing with increasing accuracy, expression and control, work collaboratively as part of an ensemble, and perform confidently to an audience. |
| **MFL: FRENCH** | **<u>French Sports and the Olympics</u>**<br>This term the children will different forms of verbs to do or play sports. They will be revisiting country names and exploring the verb 'Aller'. | |
| **PE** | **<u>Game Sense: Invasion</u>**<br>In this unit, pupils will consistently apply effective attacking and defensive skills and be able to apply these in a variety of game based scenarios. They will create and apply tactics in games, adapting them as the game situation changes, in order to beat the opposition.<br><br>**<u>Dance – The Titanic</u>**<br>In dance, the children will be developing their skills through the theme of The Titanic. They will create balances and movements that represent the ship. They will be learning is to demonstrate emotion, expression and characterisation to represent the relationships between the passengers on The Titanic when the ship is sinking and evaluate each other's performances. | **<u>Hockey</u>**<br>The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating shooting opportunities.<br><br>**<u>Handball</u>**<br>Throughout this invasion sport unit, the children will consolidate a variety of skills and techniques and participate in game related drills. The children will consolidate keeping possession and defending, develop officiating, create, understand and apply attacking/defending tactics in game situations. |
| **PSHE** | **<u>My Healthy Self:</u>**<br>**How do my choices today shape my future wellbeing?**<br>The children will be developing knowledge of how making informed choices now can support future wellbeing by exploring the effects of mindset, behaviour, dental hygiene and care for others and self. | **<u>Connecting with others:</u>**<br>**What does it mean to stand up for myself and others?**<br>The children will be developing self-respect and resilience by setting personal goals and practising respectful behaviour in different situations, including online. |

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| **RE** | **<u>Christian and Buddhist beliefs and practices</u>**<br>This term the children will continue to explore Christianity in greater depth, as well as being introduced to Buddhism as an additional principle Religion. We will begin through exploring key symbols and artefacts and considering how these express meaning to followers. The children will then consider the roles of personal heroes within faith contexts and within their own lives, before learning about the life of The Buddha, and how his actions influence the lives of Buddhists around the world today. We will explore the fundamental beliefs of Buddhism, linking the Noble Eightfold Path to the lotus flower in light of Buddhist beliefs and actions. | **<u>Christmas</u>**<br>This theme allows reflection on the stories and practices relating to Christmas – Sacred and Secular<br>Children will reflect on the stories and practices relating to Christmas and consider what the differences are between scared and secular Christmas traditions, enabling them to debate the true meaning of Christmas and explore the deeper question '*Is Christmas only for Christians?*' |