

Year 6 Curriculum Overview Autumn 2026

ENGLISH

Writing

Texts used:

The Arrival by Shaun Tan
The Rain Player by David Wisniewski
Can we save the Tiger by Martin Jenkins

Fiction

- Selecting appropriate grammar and vocabulary and understanding how such choices can change and enhance meaning.
- Writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed.
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Précising longer passages
- Using a wide range of devices to build cohesion within and across paragraphs
- **Grammar focus** – passive verbs, relative clauses, expanded noun phrases and modal verbs.

Non-Fiction

- Using Can we save the Tiger, learn how to write: Discussion texts, a letter, an explanation text and a persuasive poster.

Poetry

We will be learning the following:

- Performance poetry.

Reading

Texts used:

You are Awesome by Matthew Syed
Fly me Home by Polly Ho Yen
The Tiger Rising by Kate DiCamillo
Beetle Boy by M.G. Leonard

We will learn the following:

- Checking that a book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Asking questions to improve their understanding.
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predicting what might happen from details stated and implied.
- Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

Spelling

Ambitious Synonyms: Adjectives

Homophones & Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy

Adjectives ending in -ant into nouns ending in -ance/-ancy

Adjectives ending in -ent into nouns ending in -ence/-ency

Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel.

Hyphens: To join compound adjectives to avoid ambiguity.

Words ending in -able

Words ending in -ably

Word families based on common words, showing how words are related in form and meaning.

Creating diminutives using prefixes micro or mini-

MATHS

Number

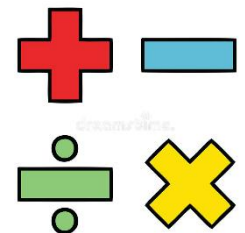
- Read and write numbers to 10,000,000.
- Compare and order any integers.
- Round any integer.
- Negative Numbers.
- Add and Subtract integers.
- Prime, square and cube numbers.
- Multiply 4-digit numbers by 2-digits numbers.
- Division using factors.
- Long division.
- Order of operations.
- Solve multi-step problems.

Number

- Equivalent fractions and simplifying.
- Compare and order fractions.
- Add and subtract fractions.
- Add and subtract Mixed fractions.
- Multiply fractions.
- Divide fractions.
- Find fractions of amounts.

Measurement

- Metric measures.
- Convert and calculate with metric measures.
- Miles and kilometres.
- Imperial measures.



ART & DESIGN

2D Drawing to 3D Making.

In this pathway children will explore the idea that drawing as a 2-dimensional activity can be used to transform surfaces which can then be manipulated into a 3-dimensional object.

This pathway involves working towards a piece of graphic design/packaging.

Along the way, children explore how mark making, line, tonal value, colour, shape, and composition can be used to inform the final piece.

COMPUTING

Communication

In this unit, the class will learn about the World Wide Web as a communication tool. First, they will learn how we find information on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines. They will then investigate different methods of communication, before focusing on internet-based communication. Finally, they will evaluate which methods of internet communication to use for particular purposes.

DESIGN & TECHNOLOGY

Mechanical Systems – Scarabs/Egyptian mummies

This unit gives children opportunities to further develop their understanding of mechanical systems. They develop their designing skills through using information sources to research ideas about Ancient Egypt which are then incorporated into the design criteria and designs. They make a simple cam mechanism to formulate an understanding of how different shaped cams can be used to produce different movements.

Children extend their making skills by developing techniques in cutting, shaping and joining to combine components and by selecting tools and equipment to measure and cut wood and card accurately.

GEOGRAPHY

The Amazing Americas

In this unit about the Amazing Americas, children will first find out about the continents of North and South America, and the countries that form them. They will also look in more detail at some of the contrasting regions of the Americas, finding out about the landscape, climate and locations of each area. Children will also develop their map and atlas skills and practise reading and writing coordinates. They will learn about the ancient and new wonders of the world, specifically those of the Americas, and they will research a natural wonder of the Americas and create their own presentations to teach others what they learn.

HISTORY

Ancient Egypt

Pupils will be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.

Historical Enquiry Questions:

Why is Ancient Egypt still significant today?

How does the Ancient Egypt civilisation compare and contrast to Ancient Greece?

LANGUAGES: FRENCH

Family and Friends

In this topic, the children will recover previous learning in French and then will learn to identify and introduce family and pets and spell their names. They will also learn the names for places in their own home.

MUSIC

Hey, Mr Miller

Hey, Mr Miller is an extremely popular song with three layers in a jazz/swing style. The title and song lyrics refer to the well-known American musician Alton Glenn Miller and his swing band. As well as opportunities to discover and learn about swing-style jazz and some of the most renowned big band leaders of 1930s and 1940s America, the activities in this unit will allow children to explore rhythm work, creating and improvising off-beat (syncopated) rhythm patterns and melodies, and develop a polished group performance.

P.E.

- Team Building/Outdoor Education
- Multi-Skills
- Swimming
- Team Games
- Invasion Games

P.S.H.E.

We will learn:

- Health and Wellbeing - Identified Strengths
- Health and Wellbeing - Setting Goals
- Health and Wellbeing - Internet Safety
- Living in the Wider World - Race and Ethnicity
- Living in the Wider World - Gender Stereotypes
- Living in the Wider World - Culture

R.E.

Christians and how to live: What would Jesus do?

In this unit pupils will learn about the four gospels, noting some of the similarities and differences between them.

Why do Christians believe that Jesus was the Messiah?

In this unit, pupils will learn about the concept of 'incarnation' and how it fits within the big story of the Bible.

SCIENCE

The unit '**Animals, including humans**' allows children learn how to: identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood; recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function; and finally, they learn how to describe the ways in which nutrients and water are transported within animals, including humans.

The unit '**Light**' takes children through lessons where they learn how 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; 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 finally, children learn how to use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

AWARENESS AND ENRICHMENT OPPORTUNITIES

- Wellington School Maths Challenge
- Harvest Service
- Children in Need
- Christmas Jumper Day
- Nativity Church Service