

English

Key Text:

'Red'-Twisted fairy tales

Reading Texts:

'The Boy in the Striped

Pyjamas' by John Boyne and

'Goodnight Mr Tom' by Michelle

Magorian

Reading

- Develop knowledge of the Key Stage 2 content domains and how to answer Y6-style questions.
- Identify and discuss themes and conventions in and across a wide range of writing.
- Draw inferences such as character's feelings, thought and motives from their actions and justify this with evidence.
- Ask questions to improve their understanding.
- Summarise the main ideas from a text, identifying key details.

Writing

- Develop initial ideas, drawing on reading and research.
- Describe settings and build atmosphere and tension.
- Use the setting tools to develop descriptive writing and suspense.
- Developing links between and across paragraphs.
- When writing narratives, consider how authors have developed characters and settings and apply this to their writing.
- Select appropriate grammar and vocabulary.
- Ensure a consistent and correct use of tense throughout a piece of writing.

Text-related work

- Write a suspense story based on fairy tales.
- Create poems using a range of poetic devices based on WWII.
- Analyse and investigate characters, through role-play and drama.
- Write contrasting setting descriptions based on Little Red Riding Hood.
- Discuss and evaluate contrasting views and opinions of the key characters within the key texts.



Year 6: Autumn Term 1, 2026 Curriculum Overview



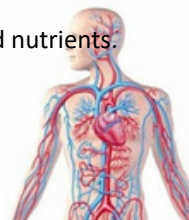
Theme: Faces of War (WWII)



Science

Animals Including Humans: Circulatory System

- Understand the function of the heart and its role in the circulatory system.
- Identify and compare blood vessels.
- To explore blood.
- Learn how the body transports water and nutrients.
- Investigate what affects heart rate.
- Learn about the impact of drugs and alcohol on the body.



Grammar, Punctuation and Spelling

Spelling and Vocabulary

- To use further prefixes and suffixes and understand the guidance for adding them.
- To Spell words with 'silent' letters (for example knight, psalm, solemn) .
- To use dictionaries to check the spelling and meaning of words.
- To use a thesaurus to increase their range of vocabulary.

Grammar and Punctuation

- To use expanded noun phrases to convey complicated information.
- To use modal verbs or adverbs to indicate degrees of possibility.
- To use relative clauses beginning with who, which, where, when or that.
- To use commas to clarify meaning or avoid ambiguity.

Mathematics

Number: Place Value (numbers up to 10 million)

- Read, write order and compare numbers up to 10,000,000 and determine the value of each digit.
- Round any whole number to a required degree of accuracy.
- Use negative numbers in real-life context, and calculate intervals across 0
- Solve number and practical problems that involve all of the above.

Four Operations: Addition, Subtraction, Multiplication and Division

- Multiply numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.
- Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division that may include remainders.
- Divide numbers up to 4 digits by a two-digit whole number using the formal written method of short division that may include remainders.
- Perform calculations, including mixed operations and large numbers.
- Identify common factors, common multiples and prime numbers.
- Use knowledge of the order of operations to carry out calculations involving all 4 operations.
- Solve multi-step problems involving addition, subtraction, multiplication and division.
- Use estimation to check answers to calculations.



PE

Fitness (Class PE)

- To develop an awareness of what your body is capable of.
- To develop speed and stamina.
- To develop strength using my own body weight.
- To develop co-ordination through skipping.

Football (Specialist PE)

- To be able to dribble the ball under pressure.
- To pass the ball accurately to a target to help to maintain possession.
- To use different turns to keep the ball away from defenders.
- To develop defending skills.

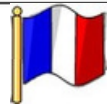


Computing

We are connected—Digital Literacy

- Follow appropriate rules or guidelines for a civil online discussion
- Understand how search results are selected and ranked
- Be able to argue their point effectively, supporting their views with sources; and counter someone else's argument while showing respect and tolerance
- Evaluate the reliability of an online source and explain strategies for dealing with online bullying

French



- To learn/revise French pronunciation for ch, ou, on and oi
- To learn/revise French pronunciation for i, in, ique and ille
- To learn/revise French pronunciation for É, E, È, EAU and EUX
- To learn/revise French pronunciation for qu, gne, Ç, en and an
- To introduce ourselves and ask someone's name; to revise the numbers 1-100 (L2)+*
- To practise saying numbers; to ask and answer 'how old are you?'

Art

Craft and Design—Photo opportunity



- To understand a photomontage and how it is used.
- To use a viewfinder to set up an effective composition.
- To take a portrait that is focused the appropriately framed.
- To choose a painting and and suggest ways to recreate it.
- To create a tonal drawing with tonal differences.

RE



Why might it matter if we do wrong?

- Recall the basic beliefs about the Soul in Judaism, Christianity, and Islam, making links with learning about 'sins' and the belief about God as Judge and beliefs about the afterlife and Heaven and Hell.
- Compare these with other non-religious beliefs (e.g. Humanism) about morality
- Distinguish between spiritual castes, where karma effects or colours that the man in particular casts, from the political/economic cases these with certain jobs/status
- Understand and link the system that links the principal belief of Anicca (impermanence) and beliefs about Nirvanan Buddhism, with the Soul in Judaism, Christianity, Islam and Hinduism
- Identify how these beliefs may be reflected through symbolism and funeral practices.

Music



- To think about the message of songs
- To sing in unison and to sing backing vocals.
- To demonstrate a good singing posture.
- To follow a leader when singing.

History: Faces of War (WWII)

Geography

- To know where countries in Europe and elsewhere are and to know the approximate population of the largest cities in the UK.
- To know why more people live in one location, whilst fewer live in another location and to learn how to read a population density map.
- To learn how to read a mileage and thematic map.

History

- To know what happened on the home front in the Second World War, using different forms of historical evidence. Using these to make sense of history and reach historical conclusions.
- To know what happened to children living in cities during the Second World War.
- To know the meaning of the word evacuation in different contexts.
- To know how children and adults took precautions against bombing raids during the Second World War.
- To know how the British government used propaganda during the Second World War and to develop the skills of interpreting propaganda messages.
- To learn about the impact of rationing in Britain during the Second World War.
- Knowledge of the changing role of women during the Second world War.

PSHE

How can I maintain healthy relationships?

- To prepare for the changes in Year 6.
- To prepare for High School.
- To understand how friendships change.
- To know how to manage pressure and set boundaries.

