Year 6 Autumn Term 2, 2026 Curriculum Overview

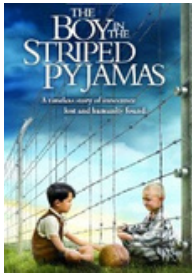
English



Key Texts:

'Wild Boy' by Rob Lloyd Jones

'The Boy In The Striped Pyjamas' by John Boyne



Reading:

- Develop knowledge of the content domains.
- Make comparisons within and across books.
- Predict what might happen from details stated and implied.
- Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction.

Writing

- Describe settings, characters through direct and indirect characterisation.
- Use a wide range of devices to ensure writing 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.
- Use further organisational and presentational devices to structure text and to guide the reader.
- Assess the effectiveness of their own and others' writing.

Text-related work:

- Recite and recall the model text through dramatic devices; investigate characterisation through role-play and drama.
- Analyse poetry and use of poetic devices.
- Write letters using persuasive language.
- Debate and discuss a crime using evidence.
- Writing letters in character.
- Develop story settings to build atmosphere and tension and include characterisation.

Science

Looking after our environment

- Learn about climate change.
- Explore ways to reduce rubbish.
- Explore ways to reduce energy consumption.
- Explore what happens when fuels are burnt.
- Explore the outcomes of COP26.
- Compare data associated with the weather.



Grammar, Punctuation and Spelling

Spelling and Vocabulary

- To use further prefixes and suffixes and understand the guidance for adding them.
- To use dictionaries to check the spelling and meaning of words.
- To use a thesaurus to increase their range of vocabulary.
- To use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.

Grammar and Punctuation

- To recognise vocabulary that is appropriate for formal speech and writing.
- To use the perfect form of verbs to mark relationships of time and cause.
- To use modal verbs or adverbs to indicate degrees of possibility.
- To use brackets, dashes or commas to indicate parenthesis.

Mathematics

Fractions

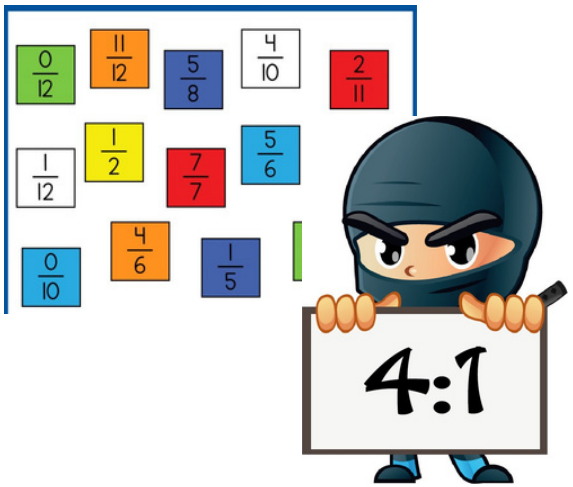
- Use common factors to simplify fractions and use common multiples to express fractions in a different form.
- Compare and order fractions above 1.
- Add and subtract fractions with different denominations and mixed numbers.
- Multiply simple pairs of proper fractions, writing the answer in the simplest form.
- Divide proper fractions by whole numbers.
- Find a fraction of an amount.

Measurement

- Calculate and convert metric measures.
- Calculate and convert imperial measures.

Ratio

- To use ratio language.
- To understand the relationship between ratios and fractions.
- To use the ratio symbol.
- To calculate ratio.
- To solve problems involving ratio.



PE



PE: Fitness

- To build communication and trust whilst showing an awareness of safety.
- Todevelopnavigationalskillsandmapreading.



PE: Hockey

- To understand the importance of working as a team
- Understand how & why we play hockey
- Begin to use reverse stick shots and passes
- Build on prior learning, including preparation for 11-a-side matches; playing in every position
- Develop taking short & long corners effectively Learn to referee their own games

RE



Why does suffering existin the world?

- Describe the Design Argument, making links with the Creation story/belief from Genesis
- Appreciate further suggested reasons for the purposeful creation/ inclusion of suffering in the world giving examples from a range of religions
- Identify suffering caused by both human action and natural disaster
- Consider their own views/beliefs about suffering, including its value in their own moral and spiritual development

Music

- Fluently read and perform pitch notation within an octave range.
- Interpret and perform music with dynamics and articulation.
- Developing sight reading skills.



Design & Technology

Design & Technology -Food

- To research existing food wrap products.
- To generat innovatibe ideas through research and discussion with peers.
- To develop a design for a food wrap using a design brief and criteria.
- To write a step-by-stpe recipe, including a list of ingredients, equipment and utensils.
- To know how to use utensils and equipment including heat sources to prepare and cook food.
- To read and understand food labels.
- To make a healthy food wrap.
- To evalaute products and suggest ways to improve a product.



Computing



Computer Systems: Understanding hardware, networks and security.

- To describe how computer systems have changed over time.
- To explain why computers and networks are important in the modern world.
- To describe how hardware works together to send information across a network.
- To troubleshoot simple real-world hardware and network problems using logical steps.

PSHE

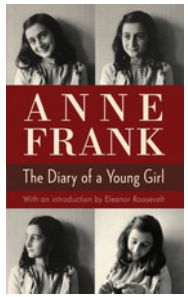


Health education

- To read and understand food labels.
- To build healthy sleep routines.
- To know the consequences of an unhealthy lifestyle.
- To understand how physical and mental health are linked.

History & Geography WWII (continued)

History



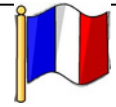
- We are learning about life in Britain during the Second World War and how propaganda was used.
- To learn about the location of countries involved in the Second World war.
- To learn about the reasons why many people came to live in Britain after the Second World War and what life was like for them.
- To learn about a significant person from history and the impact her life had on others.

Geography



- To extend knowledge of places in the United Kingdom.
- To learn about land use in the United Kingdom.

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)+*
- Topractisesaying numbers; to ask and answer 'how old are you?