

Year 6
Autumn Term 2025/2026 - Our Learning



Curriculum Overview - Year 6

English: Reading and Writing

English Reading

The Island by Armin Greder (Curriculum Link: Personal Development)

Summary:

This book describes the reaction of Islanders to a man washed up on their beach. Amidst a hostile response, the book explores human decision making. This is a thought-provoking picture book, with eye-catching charcoal images and illustrations which use dark, neutral tones. What will happen to the man? Will compassion be shown to him?

All Aboard the Empire Windrush by Jillian Powell (Curriculum Link: History)

Summary:

This book provides information about the Empire Windrush, which sailed from Jamaica to Britain carrying passengers seeking a better life. The narrative is told through a diary from 1948. Our narrator is an eleven-year-old boy called Preston, and his description of life on board is supplemented with factual commentary. The book goes into detail about why people from the West Indies made the journey, what life was like on board the boat and any challenges or opportunities that came with the journey. Towards the end, the reader learns about how the Windrush links to British society today, including cultural events such as the Notting Hill Carnival. Photography from the time helps to bring the text to life.

Oliver Twist by Charles Dickens (Children's Classics)

Summary:

A very well-known Dickens novel, the book centres on a young boy called Oliver Twist. He is orphaned and sent to a workhouse, where he has to endure poor conditions and treatment. Escaping to London, he joins a gang of street thieves, ruled by Fagin. This gripping novel follows the journey of Oliver as he attempts to make a better life for himself.

English Writing

This term the pupils will be focusing on six writing units:

1. An autobiography,
2. First person stories with a moral,
3. Poems that create images and explore vocabulary (War Poetry) for Remembrance Day,

4. Discursive writing and speeches,
5. Shakespeare (Sonnets),
6. Explanatory text

Our Autobiography unit links closely to the work that the children will be doing in the Personal Development Unit 'Being me in my world.' Later on in the term, the children will use their knowledge from Science, about the Circulatory System, to write an explanatory text. This broad range of writing units will encourage the pupils to focus on audience, purpose and form of writing. In Year 6, there is a particular focus on drafting and writing, as well as editing. Grammar, punctuation and spellings are focused on to support the pupils in creating cohesive and engaging pieces of writing.

STEM Subjects: Maths, Science, Design Technology and Computing

Maths

This term the pupils will be learning:

- **Place Value**

Pupils will look at 7 digit numbers (ordering and comparing), rounding numbers (including using rounding to estimate), powers of 10 and negative numbers.

- **Addition, Subtraction, Multiplication and Division**

Pupils will explore adding and subtracting integers and rules of divisibility. They will then look at common factors, multiples and prime numbers. Next, pupils will look at formal methods of long and short multiplication and division and use them to solve problems.

- **Fractions**

Pupils will revisit equivalent fractions and explore comparing and ordering fractions. They will learn about adding and subtracting simple fractions and exploring how to add and subtract mixed numbers, as well as addressing multi-step problems. They will also learn about the relationship between fractions and integers in terms of multiplying and dividing fractions by integers, as well as finding fractions of an amount.

- **Converting Units**

Pupils will convert and calculate with metric measures. They will also explore miles and kilometres before learning more about imperial measures.

<p>Science</p>	<p>Light</p> <p>During this unit, pupils will begin by investigating how we see natural and manmade sources of light and how mirrors work. After this, the pupils will move on to learn about refraction and the light spectrum through exciting experiments. Pupils will also learn about Isaac Newton and his contribution to understanding how light enables us to see colours. Finally, pupils will learn about shadows and how they are the same shape as the object that casts them.</p> <p>Animals including humans (Curriculum Link: Writing - Explanatory Text)</p> <p>To begin this unit pupils will learn all about the circulatory system, blood and the heart - including the different chambers of the heart and how blood is pumped through the body to the different organs. The pupils will also learn about the importance of diet and exercise in maintaining a healthy lifestyle as well as the dangers of drugs and alcohol and their impact on the human body.</p>
<p>Design Technology</p>	<p>Structures: Designing structures</p> <p>Building upon previous DT learning on structures earlier in KS2 and KS1, in this unit, pupils will test the strength of spaghetti through various experiments and adaptations. They will then move onto creating a tower that can support a large marshmallow where at the end they test, redesign, rebuild and then compare their towers. Before creating their final tower the pupils will look at examples of towers (Eiffel Tower, Blackpool tower, church spires etc). They will then apply what they have learnt to construct a tower that is at least one metre tall.</p>
<p>Computing</p>	<p>Internet communication</p> <p>In this unit, pupils will learn about the World Wide Web as a communication tool. The information they are researching will link into other curriculum areas such as uncovering more information regarding the Windrush (our History Unit). First, they will learn how they find information on the World Wide Web, through learning how search engines work (including how they select and rank results). Then, pupils will consider what influences searching, and compare results from different search engines.</p> <p>Programming - Variables in games</p> <p>This unit explores the concept of variables in programming through games in Scratch. First, pupils will learn what variables are, and relate them to real-world examples of values that can be set and changed. Pupils will then use variables to create a simulation of a scoreboard. They will experiment with variables in an existing project, then modify them, then create their own project. Finally, they will apply their knowledge of variables and design to improve their games in Scratch.</p>

Art, Geography and History

Art

Art Strand: Portraiture. Drawing & painting - Changing Me (Curriculum Link: Personal Development)

In this unit, pupils will use their sketchbooks to explore the history and culture of the pop art period in history. They will explore what identity means to them. Who am I? What makes me me? How am I changing? We will discuss transition to secondary school; feelings, worries, adventures etc. They will then draw their own self portrait, inspired by Salvador Dali, experimenting with continuous line contour drawing. This is a contour drawing done without picking your pencil off of the paper. It is essentially done with one long line. Pupils will create their own carbon paper, designing and developing their portrait to incorporate the style of Roy Lichtenstein's Ben Day dots method, using a range of dry and wet media. What does this expression of art in year 6 say about you? They will share how other artists/ artwork has inspired them and how their work fits into the larger context. Pupils will feel safe to take creative risks and follow their intuition (fed with skills knowledge) and define their own creative journey.

Geography

Human Geography - Settlements and Trade (Curriculum Link: History)

During this unit, pupils will be looking at the different types of settlements and the different ways land can be used (farming, housing and businesses). They will also be discovering why settlements are built in certain areas (coastal, near resources and near transport links). Pupils will discuss the pushes and pulls which can cause the increase or decline of settlements and why individuals may choose to change settlement (The Windrush). After settlements, pupils will look at trade and the different trade routes from the past and now.

History

The Windrush Generation (Curriculum Link: English Reading)

Building on from our study of 'All Aboard the Empire Windrush' in Guided Reading, this unit allows pupils to revisit a fascinating area of British History and build on their knowledge from a historical perspective. This unit combines the historical elements of community, democracy and power to consider how the people of the Caribbean helped Britain defeat Nazi-Germany during World War II, the reasons for the migration from the Caribbean to England in 1948, what life was like for the Windrush migrants, and how the Windrush Generation have enhanced life in Britain.

Personal Development

Personal Development

Being me in my World (Curriculum Link: Art Strand: Portraiture. Drawing & painting - Changing Me)

In this first PSHE unit, the pupils will begin by considering their aims. Next, the concept of rights will be considered and pupils will complete scenario based learning, discussing and coming to conclusions in the context of democracy. This will be viewed globally and in terms of the school community.

Celebrating differences (Curriculum Link: Art Strand: Portraiture. Drawing & painting - Changing Me)

In this unit, the pupils will develop an appreciation for what makes us unique and different and explore how 'being normal' does not have a singular meaning. They will explore why some people show bullying behaviours and why, sometimes, one person or a group can have influence or control over another.

More Foundation Subjects: Foreign Language, Music, PE, Religious Education

Foreign Language (German)

Food:

Pupils will revise the key 'likes and dislikes' vocabulary and verb conjugations as well as learning different vocabulary for food. They will then learn new sentence structures in which they use the adjective to describe food and tastes. Using familiar conjunctions, pupils are encouraged to make more complex sentences. Pupils will listen to and watch audio and video about eating situations in Germany and learn a new song about chocolate. Pupils will practise their speaking and listening skills with restaurant role play, using real food, and write a paragraph describing their food choices and explaining their preferences. As a link to the end of term RE topic, pupils will investigate the customs around the celebration of Saint Nicholas in German speaking countries and create a linked traditional decoration.

Music

We work in partnership with [Sing Education](#) to deliver our music curriculum.

The school's music subject leader oversees the music curriculum and our work with Sing.

This term we will be exploring:

- **Reading Notation 4 - Rhythm Ensemble**
- **Developing Sight Reading Skills 2- Notes Names and Durations - Glockenspiel**

Physical Education (PE)	Real PE Unit 1: Personal Children will focus on key skills of ball skills and reaction and response. They will be able to react quickly to changes and develop different ways of moving, throwing and catching a ball. These skills will be put to the test in a range of activities and small sided games. They will be able to referee their own games and think about their performance constructively.
	Tag Rugby This unit builds upon the skills learnt in Year 5 and takes the skills into game situations. They will further develop their tagging and dodging skills when running with the ball. They will improve on their decision making in a game situation choosing whether to run with the ball or pass at different times in a game. They will develop tactics when defending and attacking as a team and evaluate and change tactics when needed. They will be able to umpire their own games and others ensuring they play by the correct rules.
	Real PE Unit 2: Creative This unit builds upon the skills learnt in Year 5 and pupils will work on the fundamental movement skill of static balance whilst seated and completing floor work. They will complete various activities using front support, back support, balancing on one hand and one foot and seated with hands and feet off the ground. They will learn to adapt and adjust their skills, movements or tactics so that they are different from others.
	Handball The pupils will experience the game of handball in this unit continuing from their work in Year 5. They will continue to enhance their skills of passing the ball using one hand and performing an overhead and bounce pass. They will develop tactics when defending and attacking as a team and evaluate and change tactics when needed. They will be able to umpire their own games and others ensuring they play by the correct rules.
Religious Education (RE)	Christianity: Beliefs and Values The key question for this unit is ‘What is the best way for a Christian to show commitment to God and Do people need to go to Church to show they are Christians?’ The pupils will focus on the Belief and Values of Christianity in this unit.
	Christmas - Incarnation The key question for this unit is ‘Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?’ The pupils will begin with discussing the different celebrations that happen around Christmas time and what they tell

us about what Christians are celebrating. Through reading bible passages about the birth of Jesus, the pupils will make links between who Jesus was and the celebrations that Christians partake in.