

## Year 6 Curriculum Overview Autumn Term 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8		Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week15	
MATHEMATICS	On-going application of mental, communication, problem solving and reasoning skills.		On-going application of mental, communication, problem solving and reasoning skills.						HALF TERM	On-going application of mental, communication, problem solving and reasoning skills.			On-going application of mental, communication, problem solving and reasoning skills.		On-going application of mental, communication , problem solving and reasoning skills.	Assessment Week	
	Place Value <ul style="list-style-type: none"><li>To know numbers to 1,000,000</li><li>To know numbers to 10,000,000</li><li>To read and write numbers to 10,000,000</li><li>To know powers of 10</li><li>To use a number line to 10,000,000</li><li>To compare and order any integers</li><li>To round any integer</li><li>To use negative numbers.</li></ul>		Addition, Subtraction, Multiplication and Division <ul style="list-style-type: none"><li>To add and subtract integers</li><li>To use common factors</li><li>To use common multiples</li><li>To know primes to 100</li><li>To use square and cube numbers</li><li>To multiply up to a 4-digit number by a 2-digit number</li><li>To solve problems with multiplication</li><li>To use short division</li><li>To use division using factors</li><li>To introduce long division</li><li>To use long division with remainders</li><li>To solve problems with division</li><li>To solve multi step problems</li><li>To learn the order of operations</li><li>To use mental calculations and estimation</li><li>To use reasoning from known facts.</li></ul>							Fractions A <ul style="list-style-type: none"><li>To use equivalent fractions and simplifying</li><li>To use equivalent fractions on a number line</li><li>To compare and order (denominator)</li><li>To compare and order (numerator)</li><li>To add and subtract simple fractions</li><li>To add and subtract any two fractions</li><li>To add mixed numbers</li><li>To subtract mixed numbers</li><li>To use multi step problems.</li></ul>			Fractions B <ul style="list-style-type: none"><li>To multiply fractions by integers</li><li>To multiply fractions by fractions</li><li>To divide a fraction by a integer</li><li>To divide any fraction by an integer</li><li>To use mixed questions with fractions</li><li>To know fractions of an amount</li><li>To know fractions of an amount – finding the whole.</li></ul>		Measurements – Converting Units <ul style="list-style-type: none"><li>-To know metric measures</li><li>-To convert metric measures</li><li>-To calculate with metric measures</li><li>-To know miles and kilometres</li><li>-To know imperial measures.</li></ul>		
ENGLISH	Biographies Coming To England By Floella Benjamin <ul style="list-style-type: none"><li>To predict themes in a text and use a context to work out unfamiliar vocabulary.</li><li>To infer character’s feelings in a text.</li><li>To know and apply the features of biographical writing.</li></ul> Writing Outcome Biography <ul style="list-style-type: none"><li>To use the features of an informal letter.</li><li>To write in character inferring feelings by using events from the text.</li></ul> Writing Outcome Letter <ul style="list-style-type: none"><li>To plan and structure a cinquain about the racism Floella experience in her childhood.</li></ul> Writing Outcome <ul style="list-style-type: none"><li>A cinquain.</li><li>To reflect on Floella’s life and discuss how she has overcome so many barriers.</li><li>To examine how Floella Benjamin has become the success she is today.</li></ul> Writing Outcome - Discursive writing.								HALF TERM	Friend or Foe by Michael Morpurgo							
	Writing outcomes <ul style="list-style-type: none"><li>To write a character description.</li><li>To write an informal letter empathising as an evacuee</li><li>To rewrite a chapter from a character’s perspective</li><li>To write an alternative ending</li><li>To write a short story.</li></ul> Oracy <ul style="list-style-type: none"><li>Hot seating</li><li>Debate: Should David and Tucky Have Told the Truth?</li><li>Conscience Corridor: Should They Help the German Soldiers?</li><li>Character Courtroom: Were the Boys Guilty of Treason?</li><li>Discussion Circle: What Is a True Friend?</li><li>News Report: German Soldiers Found in the Moors!</li><li>Freeze Frames &amp; Thought-Tracking</li><li>Compare and Connect Discussion</li><li>Final Monologue: David Looks Back.</li></ul>																

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	<ul style="list-style-type: none"><li>Conscience Corridor: Should Floella Leave or Stay?</li><li>Discussion Circle: What Does “Home” Mean?</li><li>Speech Performance: Floella’s Message</li><li>Choral Reading – Powerful Passages</li><li>Create a Class Podcast: Migration Stories</li><li>Compare Biographies Discussion</li></ul>		
SCIENCE	<p><b><u>Living things and their habitats</u></b></p> <ul style="list-style-type: none"><li>To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li><li>To give reasons for classifying plants and animals based on specific characteristics</li></ul> <p>Star scientists – Edward Jenner and Carl Linnaeus.</p>		<p><b><u>Living things and their habitats</u></b></p> <ul style="list-style-type: none"><li>To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li><li>To give reasons for classifying plants and animals based on specific characteristics</li></ul> <p>Star scientists – Edward Jenner and Carl Linnaeus.</p>
HISTORY			<p><b><u>What impact did WW2 have on Britain?</u></b></p> <ul style="list-style-type: none"><li>To analyse the reasons why WW2 started and the role of Britain</li><li>To research why children were evacuated and where they went</li><li>To debate whether rationing was fair and consider how we would cope if rationing was reintroduced today</li><li>To investigate and discover the impact of bombing on a British city</li><li>To investigate how our local area was rebuilt after WW2.</li></ul>
GEOGRAPHY	<p><b><u>Why does population change?</u></b></p> <ul style="list-style-type: none"><li>Identify the most densely and sparsely populated areas.</li><li>Describe the increase in global population over time.</li><li>Begin to describe what might influence the environments people live in.</li><li>Define birth and death rates, suggesting what may influence them.</li><li>Define migration, discussing push and pull factors.</li><li>Explain why some people have no choice but to leave their homes.</li><li>Describe the causes of climate change, explaining its impact on the global population.</li><li>Suggest an action they can take to fight climate change.</li><li>Calculate the length of a route to scale.</li><li>Follow a selected route on an OS map.</li><li>Use a variety of data collection methods, including using a Likert scale.</li><li>Collect information from a member of the public.</li><li>Create a digital map to plot and compare data collected from two locations.</li><li>Suggest an idea to improve the environment.</li></ul>		
ART	<p><b>Link with English Floella Benjamin and Geography</b></p> <p><b><u>The Caribbean:</u></b></p> <ul style="list-style-type: none"><li>Demonstrate a wide variety of ways to make different marks with dry and wet media</li><li>Identify artists who have worked in a similar way to their own work. Focus on pastels, play around with different effects. Experiment with layering materials and colours, blending, smudging, etc</li><li>Develop ideas using different or mixed media, using a sketchbook to develop ideas</li><li>Use appropriate art vocab to share ideas and discuss work, both personal and that of others, including famous artists</li><li>Work from a variety of sources, inc. those researched independently</li><li>Show an awareness of how paintings are created (composition)</li></ul>		<p><b>Cross-curricular work linked to WW2</b></p> <p><b><u>The Blitz – Drawing-Sculpting</u></b></p> <ul style="list-style-type: none"><li>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape</li><li>Create shades and tints using black and white</li><li>Create sculpture and constructions with increasing independence</li><li>Independently develop a range of ideas, which show imagination and originality</li><li>Use technical knowledge to improve their mastery of skills</li><li>Use appropriately chosen processes in order to create successful and finished work independently</li><li>Extension: Develop skills in using malleable and flexible materials</li></ul>

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	<ul style="list-style-type: none"><li>• Provide a reasoned evaluation of their own and others work</li><li>• Explain the context and intention behind the work.</li></ul> <p><b>Artists:</b> Sybil Atteck</p>								<ul style="list-style-type: none"><li>• Provide a reasoned evaluation of their own and others work</li><li>• Explain the context and intention behind the work.</li></ul> <p><a href="https://www.youtube.com/watch?v=wXrxQZigH7Y">https://www.youtube.com/watch?v=wXrxQZigH7Y</a></p> <p><u><b>Artist:</b> Henry Moore, Edward Ardizzone</u></p>			
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COMPUTING	<b>COMPUTING STRAND: Computer Science, Information technology, Digital Literacy</b> <b>Unit 6.2 Online Safety – Programs; 2DIY 3D, 2Code, 2Investigate</b> <ul style="list-style-type: none"><li>• To identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location</li><li>• To identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon</li><li>• To identify the benefits and risks of giving personal information and device access to different software</li><li>• To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user</li><li>• To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour</li><li>• To begin to understand how information online can persist and give away details of those who share or modify it</li><li>• To understand the importance of balancing game and screen time with other parts of their lives, e.g. explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health</li><li>• To identify the positive and negative influences of technology on health and the environment.</li></ul>						<b>COMPUTING STRAND:</b> <b>Computer Science,</b> <b>Unit 6.6 Networks –</b> <b>Programs; 2Connect,</b> <ul style="list-style-type: none"><li>• To discover what the children know about the internet.</li><li>• To find out what a LAN and a WAN are</li><li>• To find out how we access the internet in school</li><li>• To research and find out about the age of the internet. To think about what the future might</li></ul>		<b>COMPUTING STRAND: Computer Science &amp; Information Technology</b> <b>Unit 6.1 Coding - Program; 2Code</b> <ul style="list-style-type: none"><li>• To review good planning skills</li><li>• To design programs using their choice of objects, attributing specific actions to each using their new programming knowledge</li><li>• To use variables within a game to keep track of the properties of object.</li><li>• To design programs using their choice of objects, attributing specific actions to each using their new programming knowledge</li><li>• To use variables within a game to keep track of the properties of objects</li><li>• To use functions and understand why they are useful in 2Code</li><li>• To debug a program and organise the code into tab.</li><li>• To organise code into functions and Call functions to eliminate surplus code in the program</li><li>• To explore the options for getting text input from the user in 2Code</li><li>• How to include interactivity in programming</li><li>• To use flowcharts to test and debug a program</li><li>• To create a simulation of a room in which devices can be controlled</li><li>• To explore how 2Code can be used to make a text-based adventure game.</li></ul>			
PE	<b>Basketball:</b> <ul style="list-style-type: none"><li>• To dribble with control under pressure.</li><li>• To move into and create space to support a teammate.</li><li>• To choose when to pass and when to dribble.</li><li>• To use the appropriate defensive technique for the situation.</li><li>• To develop shooting technique and make decisions about when to pass, dribble or shoot.</li><li>• To apply principles, rules and tactics to a tournament.</li></ul>							<b><u>Dance:</u></b> THEME: Stamp, Clap <ul style="list-style-type: none"><li>• To copy and repeat a dance phrase showing confidence in movements.</li><li>• To work with others to explore and develop the dance idea.</li><li>• To use changes in dynamics in response to the stimulus.</li></ul> THEME: Bhangra <ul style="list-style-type: none"><li>• To demonstrate a sense of rhythm and energy when performing bhangra style motifs.</li><li>• To perform a bhangra dance, showing an awareness of timing, formations and direction.</li><li>• To select, order, structure and perform movements in a bhangra style, showing various group formations.</li></ul>				
MUSIC	Unit: Dynamics, pitch and texture Theme: Coast Fingal’s Cave by Mendelssohn <ul style="list-style-type: none"><li>• To engage in discussion about the sounds of an orchestral piece.</li><li>• To have a selection of varied vocabulary in response to what they hear.</li><li>• To change dynamics and pitch, differentiating between the two.</li><li>• To take the role of conductor or follow a conductor.</li></ul>							Unit: Songs of World War 2 <ul style="list-style-type: none"><li>• To use musical and comparative language in discussion.</li><li>• To follow the melody line.</li><li>• To follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing.</li><li>• To sing the correct words at the correct time.</li><li>• To recall the counter-melody line.</li></ul>				

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SRE/ PSHE	<ul style="list-style-type: none"><li>To change texture within their group improvisation and talk about its effect.</li><li>To create a graphic score to represent sounds.</li><li>To follow the conductor to show changes in pitch, dynamics and texture.</li></ul>	
	<p><u>Induction Week – New Classes</u></p> <ul style="list-style-type: none"><li>To identify positive ways to face new challenges (for example, the new responsibilities of being in Year 6 such as becoming prefects)</li><li>To identify their strengths and set high aspirations and goals.</li></ul> <p><u>Cross-Curricular Link with English / Floella Benjamin’s Autobiography/Black History Month</u></p> <ul style="list-style-type: none"><li>To describe some of the different beliefs and values in society and can demonstrate respect and tolerance towards people different from themselves. They learn to resolve differences by empathising with different points of view</li><li>To learn the importance of empathy and compassion towards others. They understand the negative effects of bullying and discrimination</li><li>Link to Music – To recall all the British Values and find examples of how these relate to their own experiences of everyday life in Britain.</li></ul> <p><u>British Values – Democracy</u></p> <ul style="list-style-type: none"><li>Democracy Assembly</li><li>To learn why and how rules and laws that protect themselves and others are made and reinforced, why different rules are needed in different situations and how to take part in making and changing rules</li><li>To describe some ways in which the government uses money to provide for my needs and my local community. (Also taught at the end of the WW2 topic).</li><li>Year 6 trip to The Houses of Parliament to see democracy in action (postponed until the spring term.)</li></ul> <p><u>NSPCC – ‘Speak Out, Stay Safe’ Programme</u></p> <ul style="list-style-type: none"><li>To know about different relationships and what constitutes a positive, healthy relationship and that there are different types of love E.g. parental love, friendship, partner love, civil partnerships.</li><li>To learn how to judge whether physical contact is acceptable or unacceptable. Communication and seeking permission are important.</li><li>To understand about the importance of keeping personal boundaries and the right to privacy, but at times, it is necessary to break a confidence.</li><li>To learn how to be resilient and assertive.</li></ul> <p><u>Mental Health</u></p> <ul style="list-style-type: none"><li>To explain both the range and intensity of their feelings. They recognise that they may experience conflicting emotions and find ways to overcome them.</li><li>To learn about taking on more responsibility, managing setback and reframe unhelpful thinking E.g. Learning to be resilient and have a growth mind-set.</li><li>Visit from JAMI</li></ul> <p><u>Awareness Days</u> Jeans for Genes Week – 15<sup>th</sup> – 21<sup>st</sup> September 2025 Black History Month World Mental Health Day – 10<sup>th</sup> October Streetwise – Year 6 leadership session</p>	<p></p> <p><u>Anti-Bullying Week</u></p> <ul style="list-style-type: none"><li>To know about different types of relationships and what constitutes a positive, healthy relationship</li><li>To know how to maintain a healthy relationship</li><li>To confidently negotiate and compromise strategies to resolve disputes and conflict</li><li>To encourage children to be mindful of their actions and their effects on others</li><li>To encourage children to be resilient and assertive.</li></ul> <p><u>Road Safety Week</u></p> <ul style="list-style-type: none"><li>To deepen understanding of risk by recognising, predicting and assessing risks in difference situations and deciding how to manage them responsibly. (Also includes responsible mobile phone use)</li><li>To know their responsibilities as a pedestrian, a cyclist, a passenger in a car or on public transport</li><li>To understand the risks and the effects of risky behaviour and can develop strategies to cope with dangerous situations caused by others.</li><li>To plan a safe journey to and from secondary school.</li></ul> <p><u>Awareness Days</u> Remembrance Day Anti-Bullying Week – 10<sup>th</sup> – 14<sup>th</sup> November</p>

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	Anne Frank Trust – Anti-Semitism workshop			
MENTAL HEALTH & WELLBEING	<b>Module 1</b>  <b>Meet your Brain</b>  Children will learn: <ul style="list-style-type: none"><li>- About using a growth mind-set and self-regulation techniques in times of stress.</li><li>- To reflect on their stress points as they relate to transitioning to secondary school (as these are different for everyone) and work through strategies to cope with these scenarios.</li><li>- To train their brain and how it grows each time they do this.</li><li>- About the links between their thoughts, feelings and actions and how the thoughts they have can influence how they act.</li><li>- About calming their Amygdala when facing stressful thoughts or having a tough time.</li><li>- How to manage their emotions to move forward positively and learn that they can train their minds just like their bodies.</li><li>- How to re-frame scary challenges to become exciting opportunities.</li></ul>			<b>Module 2</b>  <b>Celebrate</b>  Children will learn: <ul style="list-style-type: none"><li>- What their top Character Strength are based on completing an official survey which will rank their strengths from 1-24.</li><li>- More about what each of the 24 Character Strengths means and how they help them each day.</li><li>- How to grow their strengths to help them with transition and overcome challenges.</li><li>- How their Character Strengths have helped them get to this point in their lives and how these skills and strengths are transferable to the secondary school environment.</li></ul>
	<b>À L’École (At School)</b> <ul style="list-style-type: none"><li>• To repeat and recognise the vocabulary for school subjects</li><li>• To say what subjects they like and dislike at school</li><li>• To say why they like/ dislike certain school subject</li><li>• To tell the time (on the hour) in French</li><li>• To say what time they study certain subjects at school.</li></ul>			<b>Le Weekend (The Weekend)</b> <ul style="list-style-type: none"><li>•To ask what the time is in French</li><li>•To tell the time accurately in French</li><li>•To learn how to say what they do at the weekend in French</li><li>•To learn to integrate connectives into their work</li><li>•To present an account of what they do and at what time at the weekend.</li></ul>
JS		<b>Chagim: Rosh Hashanah</b> <ul style="list-style-type: none"><li>• The custom to eat the various foods on the first evening of R. Hashanah – Knows the foods and exposure to some of the Yehi Ratzons recited over them</li><li>• The Rambam’s Teshuvah the process: 1. we <u>regret</u> our wrongdoings, 2. Stop the wrongdoing (in thought and action), verbalising what we have done that is wrong, resolving not to do it again</li><li>• Avinu Malkenu: a deeper understanding of the two different relationships that we have with Hashem. A child can develop their own relationship with G-d</li><li>• R. Hashanah is the anniversary of the creation of the world (since Adam &amp; Chavah were created on this day – the sixth day of Maaseh Bereshit) and therefore an opportunity for G-d to review His creation and for us to review ourselves</li><li>• Review the concept of Teshuvah, Tefillah, Tzedaka) with focus on knowing and understands the 8 levels of tzedaka according to the Rambam.</li></ul>		<b>Chagim: Chanukah</b> <ul style="list-style-type: none"><li>• Understands why Chanukah is 8 days and not 7, if the miracle of the oil lasting was really only 7 days</li><li>• Knows the content and general meaning of ‘Biy’mei Mattityahu’ to include key words</li><li>• Knows where to find ‘Al Hanisim” in the Amidah in the siddur</li><li>• Knows the difference between Nes Galuy and Nes Nistar in a context of the miracles of Chanukah</li><li>• Heroism. Know that the heroic acts which took place in the period of the Chanukah story were acts of outstanding self-sacrifice, mesirut nefesh. Link to modern day e.g. Natan Sharansky</li><li>• To consider what the Maccabees where fighting against and to look at why it remains so important to value human beings for their spiritual properties and not just their materialistic properties.</li></ul>
		<b>Chagim: Yom Kippur</b> <ul style="list-style-type: none"><li>• Some of the customs for Erev Yom Kippur: To eat more, the blessing of the children, Kaparot, Mikvah (as on Erev R. Hashanah too), to light a Ner Zikaron</li><li>• The fact that all the laws of Shabbat apply on Y. Kippur (incl. carrying + cooking which don’t apply on other Chagim)</li><li>• The Seudah Mafseket</li><li>• Yom Kippur: the 13 attributes of mercy - the text and melody; a basic understanding of the content - that Hashem is compassionate.</li></ul> <b>Chagim: Succot/Shmini Atzeret/Simchat Torah</b> <ul style="list-style-type: none"><li>• Key laws of the requirements for a kasher Sukkah structure + kasher Arba’ah Minim – refer to Biblical and Mishnaic sources. (This offers an initial introduction to the concept of Oral Torah – Torah Sheba’al Peh.)</li></ul>		<b>Parasha:</b> <ul style="list-style-type: none"><li>• Lech Lecha- To understand the meaning of immigration as we learn it from this parasha</li><li>• Vayera – facing difficult choices</li><li>• Chayei Sarah – comforting a mourner</li><li>• Toldot – taking care of what is yours</li><li>• Vayetze – making Israel central in our lives as Jews</li><li>• Vayishlach –living up to one’s Jewish identity</li><li>• Vayeshev – our actions have consequences</li><li>• Miketz 0 Global responsibility.</li></ul> <b>Skills:</b> <ul style="list-style-type: none"><li>• To blend a two letter word with no vowels accurately</li><li>• To blend a two letter word with no vowels accurately</li><li>• To read a two syllable word accurately, broken into syllables.</li></ul>



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	<ul style="list-style-type: none"><li>Some halachot about the use of the Sukkah. How often one makes Leshev Basukkah, the types of food that require sitting in the Sukkah, the stricter rules about waiting for rain to pass on the first evening, how to deal with rain</li><li>Understands the difference between the structure of the chag in Israel over the entire 8 days as opposed to the 9 day structure in Chutz Laaretz. incl. the amount of Yom Tov days, Chol Hamoed and the fact that Shemini Atseret + Simchat Torah fall together on one day</li><li>After Rosh Hashanah &amp; Yom Kippur – we are judged for rain on Succot</li><li>Understand why we add Tefillat Geshem on Shemini Atzeret and not during Succot, even though we hint for rain (without being explicit) through taking the Arbah Minim throughout Sukkot.</li></ul> <p><b>Parasha:</b></p> <ul style="list-style-type: none"><li>Bereshit – Self improvement</li><li>Noach – Every society needs laws.</li></ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>To know how to read over 20 Rashi script letter</li><li>To know how to read all Rashi script letters</li><li>To blend a two letter word with one vowel accurately</li><li>To blend a two letter with two vowels accurately.</li></ul>		<p><b>Israel:</b></p> <ul style="list-style-type: none"><li>To know the promise Hashem made to Avraham, Yitzchak and Yaakov</li><li>To know what happened during the Spanish Inquisition</li><li>To know how the Spanish Inquisition affected Jewish history forever</li><li>To understand Jewish life throughout the 18<sup>th</sup> and 19<sup>th</sup> centuries.o be able to explain what life in the ghetto was like</li><li>To understand what a pogrom is</li><li>To know who Moses Montefiore was</li><li>To understand what happened in the first Aliyah.</li></ul>
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