



English	CURRICULUM INFORMATION Autumn 2025 YEAR 6		Maths
<p><b>Narrative</b> Story openings: usually open with either: action, dialogue or description of setting or character. Use of sound and other senses to develop a clear picture for the reader. Changing pace in a story. Using figurative language. Story endings can have a moral message, happy/sad ending or cliff hanger or refer to beginning of the story (cyclical)</p> <p><b>Non-chronological report</b> Using a full range of layout devices to support and guide the reader eg bullet points, columns etc. Formality of writing, avoiding contracting words. Using paragraphs to organise ideas around a theme.</p> <p><b>Persuasive Speeches</b> Using first, second and third person to address to the audience directly or to refer to oneself. May switch between past, present and future tense. Needs an opening statement that gives the viewpoint being presented and a closing statement that repeats and reinforces the overall point.</p> <p><b>Grammar within these genres:</b></p> <ul style="list-style-type: none"> <li>Review use of single and multi-clause sentences, joining with range of conjunctions</li> <li>Accurate punctuation of dialogue</li> <li>Commas for clarity and for parenthesis</li> <li>Cohesive devices</li> <li>Dialogue to convey character</li> <li>Range of simple, compound and complex sentences</li> <li>Use of co-ordinating and subordinating conjunctions</li> <li>Modal verbs</li> </ul>	<p style="text-align: center;"><b>RE</b></p> <p><b>Creation and Covenant</b> Pupils will use Genesis to understand the Church's teaching on the second Creation story and the purpose of scientific accounts, making links to stewardship. They will show understanding of the belief of first or 'original' sin and use theological vocabulary to describe and explain the belief that sin damages the relationship with God, with others and with the created world. They will begin to understand the Christian belief that in Jesus a new covenant is made and through him the relationship with God can be restored, making links to the Gospel of John and the Nicene Creed. They will also explore the work of Christian or Catholic scientists who have contributed to the understanding of the beginnings of the universe, recognising that many scientists are Christians and do not see any conflict between their faith and science.</p> <p><b>Prophecy and Promise</b> Pupils will use Old Testament scripture passages to gain an understanding of the importance of women in salvation history. They will use theological language to explain what is meant by describing the women of the Old Testament as 'true protagonists of salvation history' (Pope John Paul II's address, March 1996), making relevant links with the stories of some key women from the Old Testament. Pupils will gain an understanding of how and why the Magnificat prayer forms radical expectations of the Messiah and will use theological language to explain the belief that Mary became the Mother of God. They will begin to show understanding of lives of women today who are responding to God's call in life and make relevant links to Mary's 'yes' to God.</p>		<ul style="list-style-type: none"> <li>Place value</li> <li>Multiplying and dividing by 10, 100 and 1000</li> <li>Mental strategies</li> <li>Problem solving using four operations</li> <li>Factors and multiples</li> <li>Fractions</li> <li>Multiplication and division</li> <li>Area of parallelograms and triangles</li> <li>Properties of shapes</li> </ul>
Class Book: tbc			
<p><b>Key Texts:</b> Night of the Gargoyles The Mysteries of Harris Burdick Planetarium Professor Astro Cat's Frontiers of Space Wisp Talking History</p>			
Science	History	Music	
<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>Describe the impact of diet and exercise on human health</li> <li>Evaluate healthy eating</li> <li>Identify criteria to judge whether a drink or snack is healthy</li> <li>Identify the impact exercise has on the way the body functions</li> <li>Describe how the human circulatory system works</li> <li>Investigate and describe the main functions of the heart</li> <li>Identify the contents of blood and describe their function</li> <li>Explain how water helps humans' and other animals' bodies to function</li> <li>Describe the ways in which nutrients and water are transported within animals including humans</li> </ul>	<p><b>What does the Census tell us about our local area?</b> In this unit, children will find out what a census is and identify the type of information the census gives about people. They will use the census to make inferences about people, investigating how people's lives change and use primary sources to investigate working conditions in the past. Pupils will compare census returns, identifying continuities and changes in a household.</p>	<p>Sing with good technique and awareness of own and others' role in songs, rounds and part-songs. Interpret lyrics and create a performance. Create a call &amp; response performance from a poem. Improve understanding of staff notation and how to write it legibly. Learn about the origins of Blues and Jazz music and how they evolved from work songs and spirituals. Ukulele: learn standard 12-bar Blues chord sequence. Compose a Blues-style song and perform with accompaniment. Study the Operettas of Gilbert &amp; Sullivan and their legacy. Learn about the piano keyboard and play a melody on a piano app.</p>	
	<p style="text-align: center;"><b>Geography</b></p> <p><b>Why does population change?</b> Pupils will investigate why certain parts of the world are more populated than others, explore birth and death rates discussing social, economic and environmental push and pull factors and will learn about the population in Britain and its impacts.</p>		



<b>Computing</b>		<b>PSHE – Jigsaw</b>
<p><b>Online safety</b> The safety aspects of blogging</p> <p><b>Spreadsheets</b></p> <ul style="list-style-type: none"> <li>• Explore probability</li> <li>• Creating a computational model</li> <li>• Use a spreadsheet to plan spending</li> </ul> <p><b>Coding</b></p> <ul style="list-style-type: none"> <li>• Design and write a more complex program</li> <li>• Use functions</li> <li>• Use buttons to showcase</li> <li>• Use 2Code to make a text-based adventure</li> </ul>		<p><b>Being me in my world</b> Being confident in ourselves</p> <p><b>Celebrating difference</b></p> <ul style="list-style-type: none"> <li>• Celebrating differences</li> <li>• What can be learnt from people who aren't like ourselves</li> </ul>
<b>Art</b>	<b>Spanish</b>	<b>PE</b>
<p style="text-align: center;"><b>Paint and mixed media – Artist Study</b></p> <p>Pupils will explore a selection of paintings through art appreciation activities, collecting ideas in sketchbooks. They will plan for a final piece after researching the life, techniques and artistic intentions of an artist of interest to them</p>	<p><b>La Fecha (The Date)</b> In this unit pupils will learn and consolidate the days of the week, months of the year and numbers 1-31, how to say the date and when their birthday is in Spanish.</p> <p><b>Que Tempo Hace (What is the Weather?)</b> By the end of this unit pupils will have the knowledge and skills to describe the weather and present a weather forecast in the foreign language. They will be able to link the weather vocabulary with map work, compass points and general geography.</p>	<p><b>Volleyball:</b></p> <ul style="list-style-type: none"> <li>• Shots: demonstrate increased success and technique in a variety of shots.</li> <li>• Serving: serve accurately and consistently.</li> <li>• Rallying: successfully apply a variety of shots to keep a continuous rally.</li> <li>• Footwork: demonstrate a variety of footwork patterns relevant to the game being played</li> </ul> <p><b>Basketball:</b></p> <ul style="list-style-type: none"> <li>• Attacking/defending: develop and use appropriate attacking and defensive techniques with control</li> <li>• Passing and dribbling: know when to pass and when to dribble</li> <li>• Shooting: develop a good shooting technique and make decisions about whether to pass, dribble or shoot</li> </ul> <p><b>Swimming:</b></p> <ul style="list-style-type: none"> <li>• Strokes: identify personal best in a range of strokes. Successfully select and apply fastest stroke over a distance of 25m.</li> <li>• Breathing: demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m</li> <li>• Water safety: perform a variety of survival techniques.</li> </ul> <p><b>Tag Rugby:</b></p> <ul style="list-style-type: none"> <li>• Passing: choose when to run and when to pass; move into a space to support a team-mate</li> <li>• Defence: use defensive skills to gain possession and work as a defensive unit</li> <li>• Attack: use a variety of attacking skills to beat a defender</li> </ul>
<b>DT</b>		
<p style="text-align: center;"><b>Textiles – Waistcoats</b></p> <p>Children will learn to consider a range of factors in their design criteria and use this to create a waistcoat design. They will use a template to mark and cut out a design and use a running stitch to join fabric to make a functional waistcoat. They will learn how to attach a secure fastening, as well as decorative objects. Finally, they will evaluate their final product.</p>		

Our PE days are: Tuesday and Friday (outdoor) until half term and then Tuesdays will be swimming  
 Homework – weekly Thursday to Tuesday  
 Spellings  
 Reading  
 TTRockstars