

	Year Group: 6	Value Focus: Contribute	AUTUMN TERM 1 School Year 2026-2027
RRS Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.			British Values: Democracy, Individual liberty, The rule of law

	Week 1 30th August 2026	Week 2 7th September 2026	Week 3 14th September 2026	Week 4 21st September 2026	Week 5 28th September 2026	Week 6 5th October 2026	Week 7 12th October 2026	Week 8 19th October 2026
Whole School Events	Monday Holiday Tuesday INSET	Establishing Week 2 Welcome Meetings Elections Curriculum Newsletters Home RRSA Buzz Da	Job Centre and Clubs start	Tennis Coaching Photo Day	Parents Evening National Poetry Day	Parents' Evenings Year 3 to Horniman	Attendance Focus Fortnight	Attendance Focus Fortnight Attendance Reward
Curriculum Monitoring	Establishing Week	Planning	Presentation	RWI	Planning	Writing/Kinetic Letters	Maths	Books of Wonder (RE & P4C)
Enrichment (Trips/Visits)			Parliament Trip Tennis Coaching	Y6 Junior Citizens	BHM Year 6 Junior Citizen Y6/Y7 Picnic	H'Man -Year 3	Year 6 Residential	Year 5 Residential
Class Read (Story time)	Canon of Literature books: these books are no longer on the curriculum and there are whole class sets so they can be utilised for story time. Choose texts from Recommended Reading List 0. Whole School Recommended Reading Lists Texts from previous year groups should be revisited - Curriculum Texts (CUSP).xlsx							
English Reading	Rooftoppers Unit 1 Focus on the core text for summarising and understanding themes Focus on an advertisement, a report and a recipe for retrieval	Rooftoppers Unit 1 Focus on the core text for predicting and authorial intent Focus on a poem, a script and an interview for inference	Y6 PIXL Testing	Rooftoppers Unit 2 Focus on the core text for comparing and a personal response Focus on an extended playscript and a report for retrieval	Rooftoppers Unit 2 Focus on the core text for predicting and authorial intent Focus on a poem, a description and a biography for inference	Rooftoppers and The Listeners Unit 3 Focus on the core text for comparing and understanding themes Focus on a discussion, a fact file and welcome leaflet for retrieval	Year 6 Residential	Rooftoppers and The Listeners Unit 3 Focus on the core text for summarising and a personal response Focus on a poem and a narrative for inference
Reading Outcomes	Know: Motivation for a character's actions or feelings can be inferred Some of the techniques used by authors to convey a character's mood Be able to: Use organisational devices to navigate a text efficiently			Know: Contrast means to find differences How to use inference to explore the meaning of figurative language Be able to: Record responses concisely Reason about how an author intends the reader to respond to a character		Know: Context can be used to work out the meaning of archaic language Synonyms can be used as a checking device when explaining the meaning of unfamiliar words Be able to: Paraphrase a question to clarify what is required Justify inference using evidence from the text		

[illegible]

Spoken Language Expectations	• listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication.			
Maths	Establishing Weeks Arithmetic Practice and Recap throughout the week – Morning/after lunch work, basic skills Suggested resources to use: Basic Skills Sheets Testbase Arithmetic Tests Pixl Arithmetic tests Target Maths PV work on numbers beyond 1000 Multiply and divide by 10, 100, 1000 using Gattegno chart	Number: Place Value (working with up to 5 digit numbers for this half term) Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit Count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000 Space distances Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero Tug harder, Swimming pool, Sea level NCETM Negative Numbers Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100000 Solve number problems and practical problems that involve all of the above	Number: Addition and Subtraction Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Add and subtract numbers mentally with increasingly large numbers Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Twenty divided into 6, Maze 100, Six Ten Total, Six Numbered Cubes, Reach 100, Subtraction surprise NCETM Planning Resources Power Maths	Number: Fractions before residential Compare and order fractions whose denominators are multiples of the same number Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths Tumbling down Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number (for example $2/5 + 4/5 = 6/5 = 1 \text{ and } 1/5$ Balance of halves) Add and subtract fractions with the same denominator and denominators that are multiples of the same number A4 Fraction Addition, A4 Fraction Subtraction, Linked Chains

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram
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What is electricity?
How does it
work? Do it - How
do we build and
represent a series
circuit?

What are the
components in a
series circuit? Test it
- How does the
number of cells and
voltage affect
components in a
circuit?

Diagnose it – what
are the effects and
consequences of
changing circuit
components and
batteries?

Tier 2:
Component, consequence, systematic, represent, source, generate
Tier 3:
Proton, neutron, electron, terminal, series, potential difference

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Enrichment (Trips/Visits)							Year 6 Residential	Year 5 Residential
Foundation Subjects (Blocked) - History - Geography - RE - Art - DT - PSHE	Being Responsible Stealing explain what consent means recognise the importance of being honest and not stealing explain why it is important to have a trusting relationship between friends and family identify how making some choices can impact others' lives in a negative way Summative Topic During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise	A World Without Judgement British Values understand that there are a wide range of religions and beliefs in the UK explain each of the British values create a range of values for your educational setting explain how all religions can live in cohesion Summative Topic During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise	History Local History Study How did conflict change our locality in World War 2? History Battle of Britain National Curriculum: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. <u>Cusp outcomes:</u> Why did Britain declare war on Germany in 1939? Why was rationing introduced? Why were people evacuated from cities? What happened in the Battle of Britain? The Blitz: how did Hitler continue to attack Britain? DESIRABLE: How did conflict change society in the Second World War?		DT Project on a Page Mechanical systems- Cams Designing Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. Develop a simple design specification to guide their thinking. Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. Making Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.			Music Oak Academy Year 6 Unit 1 1. Sing, play, perform: accompanying songs with polyrhythms Lessons in unit 1. Syncopation in songs 2. Syncopated rhythms 3. Introducing polyrhythm 4. Layering rhythms 5. Creating polyrhythms 6. Polyrhythmic accompaniments

	ties, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.	their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.		Evaluating Compare the final product to the original design specification. Test products with the intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work. Investigate famous manufacturing and engineering companies relevant to the project. Technical knowledge and understanding Understand that mechanical systems have an input, process and an output. Understand how cams can be used to produce different types of movement and change the direction of movement. Know and use technical vocabulary relevant to the project.		
Vocabulary	Stealing Consent Possession Permission Trust Borrowing Stealing Responsible Irresponsible	British Values Democracy Rule of Law Individual Liberty Mutual Respect Tolerance Stereotype British values Cohesion Equal rights	Altitude Boisterous Cemetery Penetrate Strategic Supremacy Airbase Axis Bombardment Incendiary Memorial segregation	Cam, Follower, Axle, Mechanism, Input, Process, Output, Rotary Motion, Linear Motion, Prototype		Key vocabulary to emphasise • syncopation • syncopated rhythm • off-beat • polyrhythm • layer • texture • accompaniment • ensemble • compose

Computing	Communication and the internet Year 6 Oak Academny Year 6 Unit 1	1. Internet addresse s	2. Data Packets	3.Working together	4.Shared Working	5How we communicate	6. Communicating responsibly.	
Spanish	Unit 1 Lesson 1 I can understand classroom instructions.	Unit 1 Lesson 2 I can say what I have and don't have in my room and I can ask someone else what they have in theirs.	Unit 1 Lesson 4 I can understand a description and give a description of a Spanish city.		Unit 1 Lesson 6 I can use compass points and the verb 'ir' to say where I and others go.		Unit 1 Lesson 7 I can understand information about a trip.	Unit 1 Lesson 8 I can use the verbs 'ir' and 'estar' followed by the correct preposition to describe a trip to Barcelona.
Art								
P.E. Russell – 6,4,2 Leira – 3 CTs – 1,5	<u>Invasion Games – Hockey/Football/Netball/Tag Rugby</u> - Choose and implement a range of strategies to attack & defend such as restricting attackers’ space or goal side marking - Suggest, plan and lead a warmup or drill and use STEP technique to modify - Make quicker decisions in games (on and off the ball) - Use and apply boundary rules such as corners, self-pass and sideline in relevant game - Build upon set plays such as in tag rugby, some suggest improvements to play - Use a variety of techniques for passing, controlling, dribbling and shooting the ball in games - Play in a variety of positions (attacking and defensive) - Consistently catch/stop and control a ball - Able to track and control a rebound from shot (penalty or open play) Work collaboratively in a team to play and keep possession of the ball							
	Control, use space, defend, attack, dribble, pass, push, tactics, compete, collaborate, teamwork, score, shoot, positions, power, distance, perform, consistent, fair play, tackle, covering, supporting. set up, assist, deny, set play, covering.							
PSHE Weekly Reflection (Scheme Blocked)	Making a good first impression: good manners,	Ready to Learn	Mind Your Manners	Be included	Play your part; do your bit.	Talents- everybody’s got one.	All different, all equal	Respect Yourself – It’s good to be me!

	appearance and positive attitude.							
P4C Skills	Setting ground rules. Sharing first thoughts.							
P4C Enquiries								