

**Year Group: Six****Value Focus: Respect****AUTUMN TERM 2 School Year 2025-2026**

RRS: Article 2: The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

British Values:

Mutual respect and tolerance, Individual liberty

	Week 9 3rd November 2025	Week 10 10th November 2025	Week 11 17th November 2025	Week 12 24th November 2025	Week 13 1st December 2025	Week 14 8th December 2025	Week 15 15th December 2025
Whole School Events	HT Coffee Morning and Parent Open Morning (5 th) TBPs Got Talent (7 th)	Anti-Bullying Week Armistice Assembly (11 th) Y2,5,6 NSPCC Workshops E1 Pupil Parliament (14 th)	Teaching and Learning Review Days (18 th -20 th) Data Deadline	Inset Day (24 th) RWI Development Day	PPMs	MTP meetings Spring 1 Pick and Mix Y5 Swimming Display Deadline	Y5 Swimming KS2 Carol Concert (15 th) EYFS Nativity (16 th) Christmas Lunch (17 th) KS1 Christmas show (18 th) Parties/Disco (19 th)
Enrichment	Janet Singing sessions (6 th)	Janet Singing sessions (13 th)		Y1,2,3 Pantomime (26 th) Y4,5,6 Pantomime (27 th)	E1 Carol Concert (3 rd am)	Y4 Fireside Tales trips (11 th)	Y6 Fireside Tales (18 th)
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. 0. Whole School Recommended Reading Lists Choose texts from Recommended Reading List						
English Reading	Pig Heart Boy Block 4 Focus on the core text for comparing and a personal response Focus on an explanation, a poem and a persuasive letter for retrieval	Pig Heart Boy Block 4 Focus on the core text for summarising and understanding themes Focus on a narrative, an advertisement and a report for inference	Pig Heart Boy Block 5 Focus on the core text for predicting and understanding authorial intent Focus on a biography, a monologue and a report for retrieval	Pig Heart Boy Block 5 Focus on the core text for summarising and a personal response Focus on a transcript, a poem and a narrative for inference	How to Live Forever Block 6 Focus on the core text for comparing and authorial intent Focus on some labels, an advertisement and a report for retrieval	How to Live Forever Block 6 Focus on the core text for predicting and a personal response Focus on a poem and an extended narrative for inference	
Reading Outcomes	Know: Fiction can be used as a context to explore controversial issues A supposition is a belief without proof Be able to: Retrieve multiple examples from a text Justify opinions using evidence from the text		Know: Words within questions may differ to those in the text In a nonlinear narrative, events are told out of order Be able to: Substitute words with synonyms to support understanding Annotate a text to explain implied meaning		Know: Wry humour is a form of dry humour, intended to mock It is helpful to read a poem twice: once for an overall impression and twice for meaning Be able to: Analyse questions to clarify their intention Structure a response to a text verbally		
English Writing	Poems that create images and explore vocabulary (war poetry) Explicit teaching of the grammatical structures and text conventions required Execution of extended task and focused editing teaching	Poems that create images and explore vocabulary (war poetry) Explicit teaching of the grammatical structures and text conventions required Execution of extended task and focused editing teaching	News Reports Block A Explicit teaching of the grammatical structures and text conventions required	News Reports Block A Structural understanding, planning and execution of extended task and focused editing teaching	Explanatory texts Explicit teaching of the grammatical structures and text conventions required	Explanatory texts Structural understanding, planning and execution of extended task and focused editing teaching	
Writing Outcomes	Know How figurative language can be used to enhance images for the reader Be able to		Know The structure and register of a news report How to form the progressive form of the past tense Pronouns and conjunctions are cohesive devices Be able to		Know The present progressive tense indicates actions that are ongoing now The passive verb form places emphasis on the object of a sentence		

	Use a given poetic structure to inform their own writing Making eye contact, changing facial expressions or using gestures adds impact to words Learn a poem by heart and perform it using intonation, volume and movement	Consciously control formality Write precisely and concisely Use modal verbs to indicate possibility and certainty	Be able to Use precise tier 3 vocabulary to convey an expert voice Use organisational and presentational devices to help the reader navigate a text				
VGPS	Introduce: Passive and active voice Synonyms and antonyms Colons, semi-colons and dashes for clauses Hyphens Revisit: Dashes, brackets or commas to indicate parenthesis Consolidate: Verb Tenses Suffixes and prefixes Linking ideas across paragraphs using adverbials of time, place and number						
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	Number: Addition, Subtraction, Multiplication and Division Perform mental calculations, including with mixed operations and large numbers Become Maths Detectives , Exploring Number Patterns You Make Identify common factors, common multiples and prime numbers The Moons of Vuvv , Mystery Matrix , Factor Lines , Factor-multiple Chains , Round	Use common factors to simplify fractions; use common multiples to express fractions in the same denomination Compare and order fractions, including fractions > 1 More Fraction Bars , Extending Fraction Bars Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions Fraction Lengths	Measurement: Converting Units Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit,	Geometry: Position and Direction Describe positions on the full coordinate grid (all four quadrants) Cops and Robbers , Coordinate Tan , Ten Hidden Squares Draw and translate simple shapes on the coordinate plane, and reflect them in the axes NCETM Composing shapes Power Maths	Geometry: Properties of Shape Draw 2-D shapes using given dimensions and angles Shape Draw , Baravelle , Making Spirals Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons Where Are They? , Round a Hexagon , Always , Sometimes or Never? Shape , Quadrilaterals ,		

	and Round the Circle , Counting Cogs Use their knowledge of the order of operations to carry out calculations involving the four operations Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Solve problems involving addition, subtraction, multiplication and division Always, Sometimes or Never? Number NCETM Order of Operations Power Maths, Power Maths NRich: Become Maths Detectives , Exploring Number Patterns You Make, The Moons of Vuvv , Mystery Matrix , Factor Lines , Factor-multiple Chains , Round and Round the Circle , Counting Cogs, Always, Sometimes or Never? Number, Four Go Books: Anno's Mysterious Multiplying Jar (Masaichiro and Mitsumasa Anno)	Multiply simple pairs of proper fractions, writing the answer in its simplest form Divide proper fractions by whole numbers Associate a fraction with division and calculate decimal fraction equivalents Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts Doughnut Percents NCETM Y5 Recap on fractions Power Maths, Power Maths NRich: More Fraction Bars, Extending Fraction Bars, Fraction Lengths, Doughnut Percents	and vice versa, using decimal notation to up to 3 decimal places Convert between miles and kilometres Power Maths Books: Millions to Measure (David M Schwartz) Assessment: White Rose Measure, Answers	NRich: Cops and Robbers, Coordinate Tan, Ten Hidden Squares Assessment: White Rose Position and direction, Answers	Triangles All Around, Name That Triangle! Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles Recognise, describe and build simple 3-D shapes, including making nets Cut Nets, Making Cuboids White Rose Power Maths NRich: Where Are They? , Round a Hexagon , Always, Sometimes or Never? Shape, Quadrilaterals, Triangles All Around, Name That Triangle!, Cut Nets, Making Cuboids, Shape Draw, Baravelle, Making Spirals Books: Sir Cumference and the Knights of the First Round Table (Cindy Neuschwander) Assessment: White Rose Properties of shape, Answers		
Maths Vocabulary							
Maths Basic Skills							

Science	<u>Animals including humans</u> • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans					
	What is blood made of and why do we need it?	Why do our bodies need nutrients and how are they transported?	What is our circulatory system?	What is our heart like inside? How does it work?	Who influenced what we know about our circulatory system?	What can we do to keep healthy?
	T2: cell, chamber, system, circulation, vessel, clot, filter, expel, substance, function, regulate, transform T3: plasma, platelet, artery, capillary, vein, ventricle, kidney, bladder, urine, excretion, toxin, nutrient					

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Foundation Subjects (Blocked) - History - Geography - RE - PSHE - Art - DT	Geography Physical processes: earthquakes, mountains and volcanoes <u>National Curriculum:</u> Human and physical geography Describe and understand key aspects of: • physical geography, including: mountains, volcanoes and earthquakes <u>Cusp outcomes:</u> - What makes up the layers of planet Earth? - What are tectonic plates and where do you find them? - How do tectonic plates move and what happens? - What causes an earthquake and what's the effect? - How are mountains formed? - How do volcanoes work?		Keeping/Staying Safe Water Safety identify a range of danger signs develop and name strategies that can help keep ourselves and others safe recognise the impact and possible consequences of an accident or incident Summative Topic During the summative topic, children will revisit the baseline module quiz, and additional activities, 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. First Aid Year 6 First Aid Part 1 identify a range of situations that may require first aid understand how to support someone with a minor or serious head injury understand how to support someone who is having a seizure understand how to support someone with a severe bleed know when to call for medical help Year 6 First Aid Part 2 identify a range of situations that may require first aid understand how to support someone with a minor burn or scald understand how to support someone who is having a heart attack understand how to support someone with a fractured bone know when to call for medical help		U2.2: What would Jesus do? (Can people live by the values of Jesus in the twenty-first century?) - Outline Jesus' teaching on how his followers should live. - Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live. - Explain the impact Jesus' example and teachings might have on Christians today. - Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today. U2.3 What do religions say to us when life gets hard? - Express ideas about how and why religion can help believers when times are hard, giving examples. - Outline Christian, Hindu and/or nonreligious beliefs about life after death. - Explain some similarities and		ART Year 5 Block B Year 6 Block E Painting & Collage -Create still life compositions by combining different media and in response to cubist work - Adapt and refine ideas and techniques and respond to different styles of artists and art movements -Combine techniques to create the illusion of water and depth

		Summative Topic During the summative topic, children will revisit the baseline module quiz, and additional activities, 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.	differences between beliefs about life after death. Explain some reasons why Christians and Humanists have different ideas about an afterlife.	
Vocabulary	Tier 2 equivalent contrast erosion inhospitable moderately prosper Tier 3 orogeny glaciation temperate tectonic summit altitude	Water Safety Danger Consequences Water safety Water pollution Hidden currents Warning flags First Aid Minor Seizure Nauseous Incident	Religion, harmony, respect, justice, faith, inter-faith, tolerance, moral values, religious plurality, moral codes, holiness, spiritual, inspiration, vision, symbol, community, commitment, values, sources of wisdom, spiritual, Golden Rule, charity, place of worship, sacred text, devotion, prayer, worship, compassion, prejudice, persecution Christian, Jesus, Bible, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Easter, Pentecost, Eucharist, agape Atheist, agnostic, Humanist, rationalist, Golden Rule, 'spiritual but not religious'	coarseness dissolve adhere warping spritz cubism asgeometric shapes, superimpose Still life balance observational drawing angles
Computing	Junior Jam			
Music	Junior Jam			
Singing	https://www.singup.org/singing-schools/quick-sings https://www.singup.org/song-bank/sing-up-playlists/singing-schools#c867 T:\2. Curriculum Leadership\Singing			
Spanish	Junior Jam			
PE	Gymnastics - Identify their strengths and weakness and compose a sequence which will achieve the highest score against criteria - Perform increasingly complex sequences - Compose and practise actions and relate to music - Experience flight on and off apparatus			

	• Show clarity, fluency, accuracy and consistency in their movements • Lead group warm up demonstrating the importance of strength and flexibility • Work independently and in small groups to make up sequences to perform to an audience						
	Flight, vault, sequences, combinations, direction, speed, partner, asymmetrical, elements, control, balance, strength, flexibility						
PSHE Weekly Reflection (Scheme Blocked)	Respect yourself – It's good to be me	Remembrance – Celebrating Peace	National Anti Bullying Week. Thomas Buxton is a bully free zone	Respect each other – honesty is the best policy	Respect yourself –Peer Pressure, do it your way	Respect each other - Do as you would be done by. How should we treat others?	Goodbye 2025- Another year older! Wiser!
P4C Skills	Evaluate questions and discussions using 4Cs.						
P4C Enquiries		PSHE Anti-Bullying		Curriculum		RE	