

Year 6 Autumn Term 2025 – Curriculum Map

Theme – Britain Needs You!

Golden Thread – Why do you go to war?

Spectacular Starter Air raid shelter -simulate air raid siren and children have to get in to the Moongate	Marvellous Middle WW1 drama workshop Poppies and Poetry	Fantastic Finale Trip to the Army Museum
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Curriculum area	Focus	Context/Cross curricular links/content/engagement
English Ongoing main skills	<p>Reading- word reading Apply growing knowledge of root words, to read aloud and understand the meaning of new words met</p> <p>Reading- Comprehension Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference or text books Reading books that are structured in different ways and reading for a range of purposes Increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Recommending books that have been read, to their peers , giving reasons for choices Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Writing – Transcription Spell some words with 'silent' letters Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling Understand that the spelling of some words need to be learnt specifically</p> <p>Writing – handwriting and presentation Write legibly, fluently and with increasing speed Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters Choose writing implement that is best suited for a task</p> <p>Writing – Composition Plan writing Identifying the audience for and the purpose of the writing Select appropriate form and use other similar writing as models for their own Draft and write</p>	<p>Book – ‘Stay where you are and then leave’ by John Boyne</p> <p>Diary – in role as Alfie when Georgie arrives in his uniform- Coordinating and subordinating conjunctions</p> <p>Letter – informal from Alfie to Kalena- Main and subordinate clauses - Punctuate clauses correctly (full stops/commas)</p> <p>Propaganda posters – WW1 recruitment- Persuasive language and phrases</p> <p>Instructions – superhero recipe linked to Georgie- Cohesion: links between and across sentences</p> <p>Inner dialogue – Alfie’s reaction to seeing the paper - Modal verbs- Consistent tense</p> <p>Diary – perspective of Mum or Alfie after their argument- Varying sentence openers - Vocabulary for impact on reader</p> <p>Argument text – persuading men to join/not join the army- Cohesion: creating links between paragraphs</p> <p>Poetry – Kennings about not going to war- Compound adjectives (use of a hyphen)- Selecting vocabulary for impact</p> <p>Letter – from Alfie to an Agony Aunt asking what he should do- Parenthesis (commas, dashes, brackets)- Cohesion</p> <p>Book - Rose Blanche by Ian McEwan</p> <p>Diary – Using the model to help structure a diary entry</p>

	<p>Select appropriate grammar and vocabulary , understand how such choices can change and enhance meaning Describing settings, characters and atmosphere in narratives Integrate dialogue to convey character and advance action Evaluate and edit Assess effectiveness of own and others writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Proof read for spelling and punctuation errors Writing – Vocabulary, grammar and punctuation Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Use passive verbs to affect the presentation of information in a sentence Use the perfect form of verbs to mark relationships of time and cause Use commas to clarify meaning and avoid ambiguity Use hyphens to avoid ambiguity Learn the grammar for year 6 in National Curriculum Use and understand the grammatical terminology in National Curriculum accurately and appropriately in discussing writing and reading</p>	<p>(of when Rose noticing something different in town)/ adapting the model to write a diary entry after she has seen the boy try to escape- Semi-colons and colons Description – forest when Rose follows the van -Select language to enhance mood and atmosphere: metaphors, personification and figurative language Letter – Rose asking for advice of what to do next - Develop structure of sentences to engage the reader - Adopt an appropriate tone- Create cohesion: adverbials, repetition Narrative – retelling the story from Rose’s point of view- Create cohesion: adverbials, repetition, use a variety of devices for effect- Adopt an appropriate tone Poetry – Spring when the war has ended -Select language to enhance mood and atmosphere: pathetic fallacy and personification</p> <p>See English National Curriculum Appendix for specific spelling, vocabulary, grammar and punctuation</p>
<p>Maths Ongoing main skills</p>	<p>Number – number and place value Read, write, order and compare numbers up to 10000000 and determine the value of each digit Round any whole number to a required degree of accuracy Solve number and practical problems Number – addition, subtraction, multiplication and division Multiply multi- digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division Interpret remainders as whole numbers remainders, fractions, or by rounding, as appropriate Identify common factors, common multiples and prime numbers Number – fractions (including decimals and percentages) Use common factors to simplify fractions; use common multiples to express fractions in the same denomination Compare and order fractions, including fractions <1 Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000, giving answers up to three decimal places</p>	<p>Calculation – mental and written: Mental strategies for addition and subtraction Develop multiplication and division methods (short and long) Calculating with decimals Order of operations (BIDMAS, including square and cubed numbers)</p> <p>Position and direction (coordinates, translations, reflections)</p> <p>Fractions, decimals and percentages: Recall and use equivalents between fractions, decimals and percentage Find and recognise fractions and percentage of amounts Apply knowledge of fractions to solve problems</p>

	<p>Multiply one-digit numbers with up to two decimal places by whole numbers</p> <p>Measurement Solve problems involving calculation and conversion of units of measure, including 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 and vice versa, using decimal notation to up to three decimal places Convert between miles and kilometres</p> <p>Geometry- properties of shape Draw 2-D shapes using given dimensions Recognise, describe and build simple 3-D shapes , including making nets</p> <p>Geometry – position and direction Describe positions on the full coordinate grid (all four quadrants)</p> <p>Statistics Interpret and construct pie charts and line graphs and use these to solve problems</p>	
Computing	<p>Select , use and combine software on a range of devices to design and create a range of programs that accomplish given goals Understand computer networks including the internet ; how they provide services, communication and collaboration Use search technologies effectively and appreciate how results are selected and ranked. Evaluate digital content</p> <p>e-safety To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p>	<p>Computing Systems and networks – communication Develop online searching skills Enhance online communication and collaboration Use a range of search engines appropriate to finding the information needed Understand that search engines rank pages based on the number and quality of inbound links</p> <p>Creating media- 3D modelling Create 3D graphical objects on a computer Alter the view of a 3D space Modify 3D objects Combine 3D objects to create the desired effect Apply blank 3D objects as place holders to create holes.</p> <p>e-safety 3D Core Theme 1 Unit 5 LESSON 6: Internet Safety – Fake News</p>
Science	<p>Working Scientifically Describe scientific understanding using diagrams and/or models Explain how evidence answers enquiry questions Make predictions using models/diagrams to support ideas</p>	<p>Light Recognise that light travels in straight lines and that we see things when objects give out or reflect light. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then our eyes Use the idea that light travels in straight lines to explain the shapes of shadows.</p> <p>Electricity</p>

		<p>Associate the brightness of a lamp or the volume of buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variations in how components function.</p> <p>Use recognised symbols in simple circuit diagrams.</p>
Humanities	<p>History Sequence key events, objects, themes, societies , periods and people studied in KS 2, using dates, period labels and terms Comment with confidence on the value of a range of different types of source for enquiries Evaluate a range of sources for historical enquiry considering factors such as purpose, audience, accuracy, reliability and how the source was compiled Compare similarities, differences and changes within and across some topics in terms of importance, progress or type and nature of the change Explain the role and significance of different causes and effects of a range of evens and developments Explain how and why it is possible to have different interpretations of the same event or person</p>	<p>Form reasonable opinions using chronological understanding Apply appropriate historical terms when responding to different sources verbally and in writing Evaluate and critique trends by addressing and devising historically relevant questions Evaluate the reliability of a range of sources</p> <p>Turning points in British history: World War I and II Tommy in the Trenches survival guide: Evaluate a range of sources and construct well informed responses Persuasive: using animals in war: Write to persuade based on opinions and evidence Comprehension on the Battle of the Somme: Research information and draw conclusions Evacuation of children How the role of women changed during / after the war The British Empire and the countries that supported Britain during the war. How Hitler came to power End of the War and how opinions are formed: Analyse historical findings to form opinions. Map historical changes Propaganda posters (English): Critique a range of sources and construct well informed responses Rationing: recipe for a Christmas cake: Write for a purpose based on historical research The Holocaust Windrush The contributions of The Empire to WW1 and WW2 The Blitz</p>
Music	<p>Singing Perform a solo with awareness of pitch and dynamics</p>	<p>War Songs: comparison between world wars</p>

	<p>Perform in a group with a two part harmony</p> <p>Rhythm Improvise in compound time</p> <p>Listening and appraising Identify instruments within a piece of music</p>	<p>Charanga scheme: Year 6, Unit 2: Classroom Jazz 2</p> <p>Identify improvements in own music with specific reference to the inter-related dimensions of music. Identify different genres of music.</p>
DT	<p><u>Combining different fabric shapes</u></p> <p>Prior learning Experience of basic stitching, joining textiles and finishing techniques. Experience of making and using simple pattern pieces.</p> <p>Designing Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design. Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.</p> <p>Making Produce detailed lists of equipment and fabrics relevant to tasks. 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.</p> <p>Evaluating Investigate and analyse textile products linked to final product. Compare the final product to the original design specification. Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work.</p> <p>Technical knowledge and understanding A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. Fabrics can be strengthened, stiffened and reinforced where appropriate.</p>	<p>Countdown Calendars Designer: Frances Crowe</p>
Art	<p>Use a range of materials with increasing success, skill and mastery. Show a developed understanding of perspective. Interpret the texture of a surface using colour. Understand the effect of light on objects and people from different directions. Effectively evaluate and discuss their own work and that of others with purpose taking into consideration a variety of aspects.</p>	<p>Pastel / Paint- how war is represented through art. Explore representations of war Artist: Anna Airy</p>
Religious Education	<p>Christianity – qualities of God Explore what Christians believe about god using a selection of Bible texts.</p>	

	<p>Express creatively, looking at stained glass windows, what has been learned about how Christians feel about their god.</p> <p>Explain how cathedrals play an important role for Christians</p> <p>Hinduism</p> <p>Explore Hindu ideas about Karma and about cause and effect, including our own actions.</p> <p>Read and learn from the Hindu story 'the man in the well'.</p> <p>Explore the Hindu four aims of life.</p>	
<p>Relationships and health Education</p>	<p>Aspirations</p> <p>Recognise own strengths and how to contribute to different groups</p> <p>Identify and talk about their own and others' strengths and weaknesses and how to improve</p> <p>Self-assess, understanding how this will help future actions</p> <p>Identify the skills needed to develop to make contribution in the working world in the future</p> <p>Be able to reflect on past achievements</p> <p>Recognise achievements of others as being worthwhile and important</p> <p>Work collaboratively towards common goals</p> <p>Make connections between learning, the world of work and their future economic wellbeing</p> <p>Begin to set personal goals</p> <p>Recognise how their behaviour and that of others may influence people both positively and negatively</p> <p>e-safety</p> <p>To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p> <p>Racism and dealing with racist incidents</p> <p>https://www.antiracism.education/primary</p> <p>Heart Start – first aid</p>	<p>3D scheme</p> <p>Aspirations- Unit 3 lessons 1,2, 3 and 4</p> <p>Safety – Unit 5 lesson 6</p>
<p>Physical Education</p>	<p>Invasion games</p> <p>Identify and stay out of the oppositions safe zone</p> <p>Know and understand the purpose of a safe zone</p> <p>Attempt to gain possession</p> <p>Know and understand the term 'to gain possession'</p> <p>Continue to implement and develop a broader range of skills, learning how to use them in different ways</p> <p>Enjoy communicating, collaborating and competing with each other</p> <p>Develop an understanding of how to succeed in different physical activities and sports and learn how to evaluate and recognise own success.</p> <p>Understand what makes a performance effective and apply these principles to own and others' work</p> <p>Become more competent, confident and expert in techniques, and apply them across different sports and activities.</p> <p>Develop the confidence and interest to get involved in exercise, sports and activities outside school.</p>	<p>Using 'Fit for Sport' scheme</p> <p>Invasion Games units 11 and 12</p> <p>Gymnastics units 12 and 13</p> <p>Games units 9 and 10</p>

	<p>Gymnastics Adapt an individual sequence to become a group sequence Know and understand how people can be arranged in different ways in 1 sequence Perform a sequence with a partner for 1 minute Know and understand how to relate actions between a pair in a sequence Continue to implement and develop a broader range of skills, learning how use them in different ways and link them to make actions and sequences of movement Enjoy communicating and collaborating</p> <p>Games Throw and catch continuously over a net Know and understand the term 'volley' and be able to identify a volley within a game Hit a ball in a predetermined direction Know and understand how to aim and hit in a predetermined direction Continue to implement and develop a broader range of skills, learning how to use them in different ways Enjoy communicating, collaborating and competing with each other Develop an understanding of how to succeed in different activities and sports, and learn how to evaluate and recognise own success Become more competent, confident and expert in techniques Develop the confidence and interest to get involved in exercise, sports and activities outside school.</p>	
<p>Modern Language (Spanish)</p>	<p>Communicate with others with improved confidence and accuracy. Learn to ask and answer questions Incorporate a negative reply if and when required. Learn to listen to longer passages and show understanding of words and phrases explored in current and previous units. Read aloud short pieces of text applying knowledge learnt. Understand most of what is read in Spanish based on familiar language Write some short phrases based on familiar topics and begin to use connectives and conjunctions and the negative form. Better understand the concept of gender and which articles to use for meaning Compare to English</p>	<p>Language Angels scheme <u>Me Presento</u> - Revising Spain & Spanish speaking countries, numbers 1-10 and 'how are you?' -saying your name -where do you live? -nationality & ID cards <u>Que tiempo hace?</u> - weather vocabulary - reading & listening to forecasts - map work - writing own weather forecast <u>Mi Casa</u> -types of homes & locations - 10 rooms in the house - En mi case hay... - longer passage to include other details <u>En el colegio/ Mi clase</u> - 10 school subjects - expressing opinion on subjects</p>

		<ul style="list-style-type: none">-class survey- telling the time- verb 'ir' (to go)
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