

Religious Education

Creation and Science: Conflicting or Complementary?

- Identify what type of text some Christians say Genesis 1 is, and its purpose.
- Suggest what Genesis 1 might mean and compare ideas with ways in which Christians interpret it and show awareness of different interpretations.
- Make clear connections between Genesis 1 and Christian beliefs
- Show understanding of why many Christians find science and faith go together.
- Weigh up how far Genesis 1 is in conflict, or is complimentary, with a scientific account, giving good reasons for their views.

How do Christians live? What would Jesus do?

- Identify features of Gospel texts (e.g. teachings, parable, narrative).
- Suggest meanings of Gospel texts studied and compare ideas with ways in which Christians interpret biblical texts.
- Make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in the Christian community and in their individual lives.
- Make connections between Christian teachings and the issues, problems and opportunities in the world today.

Maths

Place value of numbers up to 10,000,000, including comparing, ordering and rounding

Mental and formal written methods of addition, subtraction, multiplication and division

Fractions

Converting units of measure

Science

Evolution and Inheritance

- Develop an understanding of the development of evolutionary ideas and theories over time
- Explain how human evolution has occurred
- Understand that adaptation and evolution is not a uniform process for all living things

Electricity

- Use recognised symbols for electrical components
- To predict and present results for electrical circuits
- To identify ways to change voltage
- Investigate how voltage affects bulb brightness

Geography

How is climate change affecting the world?

- Identify and explain why some communities are affected by changed in weather patterns.
- Reflect upon and evaluate different viewpoints and reach a personal judgement.
- Identify, describe, compare and contrast and explain how global warming is affecting weather patterns.
- Understand how and why countries around the world have acted to reduce global warming.

History – The Maya

- When and where did the Maya live?
- What made the Maya civilisation so successful?
- How do we know about the Maya?
- What did John and Frederick rediscover in 1839?
- How were the Maya ruled?

English

Variety of genres covered, including: balanced argument, recount, setting description, instructions and writing from different perspectives.

Whole class reading sessions will focus on a variety of high quality texts, covering a wide range of question types.

Whole class spelling lessons.

English objectives can be found on pages 1-3 of this document.

Music

- To use ICT to compose a piece of music.
- To understand the purpose of DAW (Digital Audio Workstation) and use it to edit and refine a composition.

Spanish

- Classroom vocabulary
- Telling the time
- School subjects

Computing

Spreadsheets

- Use a spreadsheet to investigate probability.
- Use a spreadsheet to calculate and plan an event.

Art and Design

Colour Theory

- Create a colour palette based upon colours observed in the natural or built world. Combine colours, tones and tints to enhance the mood of a piece.

P.E.

Basketball
Hockey

Year 6 Autumn term 2026 curriculum overview

English Objectives to teach in every term in Year 6

In addition to previous learning, pupils should learn how to...

Reading	Reading	Writing	Transcription
Becoming a Reader Develop an appreciation and love of reading Enjoy the challenge of more difficult books Read and <u>critically</u> discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves Read for a range of purposes Identify, discuss and compare themes Use pertinent and technically specific vocabulary when talking about books Word Reading Continue to use phonic knowledge and skills with unfamiliar words Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) Fluency <u>Read Year 6 texts fluently</u>	Reading Comprehension Use etymology to aid them in understanding unknown vocabulary <u>Infer deeper meanings from the vocabulary used</u> Empathise with emotions in deeper texts Comment on the effect that the reader's or writer's context has on the meaning of texts e.g. historical context, location <u>Apply previous retrieving objectives to year 6 texts</u> Check that the text makes sense to them and use questioning and discussion to further their understanding <u>Explain inferences with clear reasoning and precise language</u> Refine and verify predictions in discussion with others <u>Summarise the key points in a more complex text, using their own words to establish clear meaning</u> <u>Answer a range of question types on single and multiple texts</u>	Planning, Composing and Evaluating Collect ideas for writing from the world around them Develop their own ideas for writing through reading, imagination, research and personal experience, choosing which ideas to use and which to discard (GD KS2) <u>Plan for a clear purpose and (an often real) audience</u> Write effectively for a range of purposes and (often real) audiences, selecting language that shows good awareness of the reader (EXS KS2) Use the key narrative writing skills of telling, description, dialogue and action (see Appendix C) Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C) Fully engage the reader through lively interesting and thoughtful writing Distinguish between the language of speech and writing and choose the appropriate register (GD KS2) Select and use stylistic devices to support the purpose and effect of writing Improve their writing style by adding new techniques to their repertoire (from Appendix A – year 6) <u>Carefully select words (including some from Appendix B – Year 6) to create</u>	Spelling Revise previous spelling conventions <u>Combine phonics, morphology and spelling conventions to spell unfamiliar words</u> Use a dictionary to check the meaning and spelling of uncommon or more ambitious vocabulary (EXS KS2) Investigate spelling patterns and conventions <u>Use a thesaurus</u> <u>Use knowledge of word roots, prefixes and suffixes to aid spelling</u> Choose the correct spelling by using a visual strategy ('Does it look right?')

		<u>effects, sustain and develop ideas and create vivid description</u> Revise their work to ensure that the content and style of writing accurately reflects the purpose Proof-read their work for spelling, grammar and punctuation errors Edit their work effectively and make improvements based on this cc Change vocabulary and grammar to enhance effects and clarify meaning Check that the appropriate register is being used Grammar and Punctuation Use correct grammatical terminology when discussing their writing Understand that grammar can be used semantically and pragmatically Use grammar both semantically and pragmatically <u>Select vocabulary and grammatical structures that reflect what the writing requires, and use these mostly appropriately (EXS KS2)</u> Understand that punctuation can be used to avoid ambiguity and to enhance meaning (GD KS2) Use punctuation precisely both semantically and pragmatically	
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English + Objectives to teach in the Autumn Term of Year 6

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
Speaking, Listening and Discussion Give and justify an opinion in an appropriate manner Make notes when listening for a sustained period Use the conventions and language of formal debate Drama Interpret and rehearse scenes from published plays	Becoming a Reader Increase their familiarity with fiction genres including myths and legends Discuss and compare a range of children's authors and poets Show an understanding of texts through formal presentation and debate Fluency Prepare texts (including poems and playscripts) to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and word emphasis so that the author's intent is clear to an audience Reading Comprehension Allow questions to lead them on to new ideas, perspectives and conclusions Use what is 'not said' to enhance comprehension Explain purpose and viewpoint with reference to evidence in the text Explain the series of choices an author has made in structuring and organising their text Identify formality in texts and the use of standard and non-standard English Becoming a Researcher Précis longer passages	Planning, Composing and Evaluating Vary structure to expand ideas and provide emphasis Use a range of layout devices to structure text e.g. headings, sub-headings, columns, bullet points and tables Add depth and detail to paragraphs Manipulate word order for effect Use reported speech appropriately <u>Use speech to convey and develop a character (EXS KS2)</u> Evaluate the work of others and suggest improvements Grammar and Punctuation Understand the basic subject, verb, object structure of a sentence <u>Use a range of devices for cohesion within and across paragraphs e.g. conjunctions, adverbials of time and place, pronouns, synonyms (EXS KS2)</u> Use more extended noun phrases to convey complicated information concisely e.g. the colourful comic strip on the back page Use the 'perfect form' of verbs to mark relationships of time and cause Understand how colons are used Use colons appropriately (contributes to EXS KS2 and GD KS2) Understand how to use punctuation with bullet points Use punctuation consistently with bullet points (contributes to EXS KS2 and GD KS2)	Spelling Add suffixes beginning with vowel letters to words ending in -fer Spell common words which feature hyphens Spell words with the prefix tele- Spell words with the prefix circum- Spell and use common homophones Spell the words curiosity, definite, desperate, especially, frequently, harass, immediate(ly), marvellous, neighbour, opportunity, persuade, physical, profession, programme, pronunciation, recognise, sacrifice, secretary, shoulder, signature (EXS KS2, some for WTS KS2) Handwriting and Presentation Develop a neat, personal, handwriting style Choose the writing implement that is appropriate to the task

