

Curriculum Framework Overview Year 6 2026-2027 – Autumn Term 1

Year 6	Week 0 – first 2 days	Week 1	Week 2 – PiXL Week	Week 3	Week 4	Week 5	Week 6	Week 7
Writing		Non-chronological report			Narrative			
		Holes Louis Sachar	Holes Louis Sachar	Holes Louis Sachar	Holes Louis Sachar	Holes Louis Sachar	Holes Louis Sachar	Holes Louis Sachar
Reading		Theme: Summer Adventures	Theme: Roald Dahl	Theme: Best Books of 2023	Theme: Deaf Awareness	Theme: Poetry	Theme: Black History Month (Michelle Obama)	Theme: Black History Month (Abolition of Slavery)
		Text: The Ordnance Survey (NF)	Text: The Glorious Worlds of Roald Dahl (NF)	Text: Away With Words	Text: The Salt-Stained Book	Text: One Vote	Text: Work It Girl: Michelle Obama (NF PB)	Text: Abolition of the Slave Trade: Newsround Article (NF)
Maths		Place value			Addition, subtraction, multiplication and division			
	Rich number problems	Numbers to 1 mil Numbers to 10 mil	Number line to 10 mil	Compare and order numbers to 10 mil Round numbers Negative numbers	Add and subtract Factors and multiples	Multiplication Short division	Long division	BODMAS Mental methods
Science		Living things: Classifying big and small						
LO		I can organise a diagram to show the Linnaean system.	I can classify the cold-blooded vertebrate groups using their common characteristics.	I can classify the warm-blooded vertebrate groups using their common characteristics.	I can classify invertebrates using their characteristics.	I can name the plant groups and describe their characteristics.	I can describe and classify micro-organisms.	Assessment
Key knowledge		Carl Linnaeus was a Swedish scientist who developed a system for classifying and naming living things based on	Fish, amphibians and reptiles are vertebrates because they have backbones. Fish live	Warm-blooded animals maintain a fairly constant body temperature. Birds and mammals are	An invertebrate is an animal without a backbone. Most animals on Earth are invertebrates.	The plant kingdom contains all plants. Mosses and ferns reproduce using spores. Conifers	Micro-organisms (also known as microbes) are mostly unicellular (single-celled) organisms that can only be viewed under a microscope and include	

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		their similarities and differences.	entirely in water and use gills throughout life. Amphibians live both in water and on land during their life cycle. Reptiles mainly live on land and have dry scales.	warm-blooded vertebrates. Like all vertebrates, they have a backbone.	Worms, snails, spiders and insects.	and flowering plants reproduce using seeds. Only flowering plants produce flowers. Only conifers produce cones.	organisms such as bacteria, protists (e.g. algae) and some fungi. Bacteria are used in industry, food preparation, medicine and in our bodies. Bacteria can cause disease. Bacterial diseases can be treated with antibiotics.	
Key vocabulary		binomial system characteristic classify life processes Linnaean system organism	vertebrate fish amphibian reptile classification key cold-blooded	bird mammal warm-blooded	classification key exoskeleton insect invertebrate snail spider (arachnid) worm	conifer fern flowering plant moss	micro-organism microscopic bacteria fungi Yeast mould protist	
History		What can the census tell us about local areas?						
LO		I can explore the purpose of the census.	I can make inferences about Victorian children using a range of sources.	I can explore the jobs available in the past using the census.	I can use the census to make inferences about women's lives in the 1900s.	I can investigate how the census changed between 1911 and 1921.	I can conduct an enquiry about my local area using the census.	Assessment
Key knowledge		A census is an official survey of the population. The census records information about people, families, homes and occupations. Historians use census records as primary evidence.	The census can help us to understand that Victorian children had different experiences depending on class, gender and location – In 1841, there was no single legal starting age for work , and many	Industrialisation created new jobs and changed working life. Occupations can reveal information about local industries and living standards.	Women's roles in society changed during the late nineteenth and early twentieth centuries. Census records can reveal employment, marital status and	The information collected by the census has changed over time. Historical records can be used to track an individual's life.	Census records can reveal how a local area has changed. Population, occupations and housing patterns often change over time. Local history reflects wider national developments.	

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		Census records help us understand how people lived in the past.	children from poor families began earning money very young. Typical ages were: • 5–8 years old: Some children worked in factories, mines, as chimney sweeps, or in agriculture. • 9–13 years old: Large numbers of working-class children were employed full-time, often for long hours. • 14 years and over: Many children entered apprenticeships, domestic service, skilled trades or regular adult employment.	Many occupations from the Victorian and Edwardian periods no longer exist. Census records show employment patterns.	household responsibilities. Evidence allows historians to infer aspects of people's lives that are not directly stated. Experiences varied according to class and location.	Evelyn Dove's life reflects wider changes in British society. Census changes reflect changing government priorities and social attitudes.	Historians use evidence to answer enquiry questions about communities.	
Key vocabulary		enumerator census census return census data primary source secondary source	child labour commissioner observation reliable	working class middle class Office for National Statistics (ONS) occupation scholar	boycott protest suffrage suffragette suffragist suffrage movement	biography secondary source The National Archives verify	gazetteers historical enquiry local history	
Art		Craft and design: Photo opportunity						
LO		I can apply an understanding of composition to create an effective photomontage advertising poster.	I can apply an understanding of abstract art through photography.	I can demonstrate an understanding of design choices using digital photography techniques.	I can apply an understanding of photography to design and recreate a famous painting.	I can demonstrate observation and proportion to create art on photorealistic style.		

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Key Knowledge		Composition is the arrangement of visual elements within an artwork or design. A photomontage combines multiple photographs or images into a single composition. Advertisements are designed to communicate a message, promote a product, service, event or idea.	Abstract artists use colour, shape, line, pattern, texture and form to communicate ideas, feelings or visual interest. Abstract photography focuses on parts of objects, unusual viewpoints, reflections, shadows, patterns or textures rather than the whole subject.	Design choices are the decisions an artist or photographer makes to achieve a particular effect or communicate a message. Digital photographers use elements such as composition, colour, lighting, perspective and focus to influence how an image is viewed. Different photography techniques can create different moods, meanings and visual effects.	A recreation aims to capture the appearance, mood and key features of an original artwork. Photographers use composition to arrange people, objects and backgrounds in a way that reflects the original painting.	Proportion is the relationship between the sizes of different parts of an object or image. Photorealism is an art style that aims to make artwork look as realistic as a photograph. Artists use careful measurement and comparison to ensure accurate proportions.		
Key Vocabulary		arrangement cityscape composition Dada image layout photomontage	macro monochromatic monochrome photography	album appealing colour composition digital editing emulate focus frame replacement	composition edit famous frame painting photograph pose prop recreate software	grid large scale observation photorealism photorealistic portrait proportion scale selfie self-portrait		

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Design & Technology								
PSHE	Working together Zones of Regulation Academy/Class Rules	Solve the friendship problem	Dan's day	Behave yourself	Assertiveness skills	Don't force me	Acting appropriately	What is my relationship with authority?
LO	I can work together to achieve a shared goal.	I recognise some of the challenges that arise from friendships and can suggest strategies for dealing with such challenges.	I can describe the consequences of reacting to others in a positive or negative way and suggest ways that people can respond more positively to others.	Recognise and empathise with patterns of behaviour in peer-group dynamics; Recognise basic emotional needs and understand that they change according to circumstance; Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.	I can recognise and demonstrate assertive behaviours.	I can recognise that everyone has the right to be free to choose who and whether to marry or have a civil partnership.	I can recognise safe and unsafe behaviours and identify physical and emotional responses that people may have to them.	I understand what authority means.
Key knowledge	Successful collaboration means working together towards a shared goal	Friendships can sometimes involve challenges such as disagreements, feeling left out, peer pressure, or misunderstandings, and these can be	The way we respond to others can affect relationships and feelings. Positive responses can build trust, cooperation, and strong	People's behaviour in groups can be influenced by peer pressure and a desire to belong. Understanding others' emotions and	Assertive behaviour helps people express their thoughts, feelings, and choices clearly and respectfully. Recognising peer	The ages at which a person can marry or have a civil partnership is 18.	Some inappropriate touch is also illegal.	Learn what authority means. Develop our skills of respect.

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		managed by communicating respectfully and being assertive about your feelings and needs.	relationships, while negative responses can cause conflict, hurt feelings, and damage relationships.	needs can help us respond with empathy, while assertiveness helps us make safe and respectful choices when we feel pressured to do something we are uncomfortable with.	pressure and using assertive strategies can help individuals make their own decisions and resist being influenced into doing something they do not want to do.			
Key vocabulary	collaboration teamwork	balanced friendship respectful assertive	sensitive thoughtful response excluded disrespect	assertiveness resolution rejected	assertiveness peer pressure neglect controlling abuse	marriage civil partnership forced marriage illegal abuse preferences	appropriate inappropriate illegal assertive bystander upstander	authority politicians society
Computing		Blogging				Networks		
LO		I can understand blogs and their features.	I can plan the theme, content and structure for a blog post.	I can write and style a blog post.	I can review and comment on blog posts with an understanding of online safety	I can understand what a computer network is and identify examples.	I can understand the difference between the internet and the World Wide Web.	
Key Knowledge		A blog is a website or section of a website where information is regularly published. Blogs are used to share ideas, experiences, opinions, news or information.	A blog post has a clear title, an introduction that captures the reader's interest, main sections organised into paragraphs, images or other media where appropriate, a	A blog post should have a clear purpose and audience. Effective blog posts are organised into sections.	A comment is a response that a reader leaves on a blog post. Comments allow readers to share opinions, ask questions and give feedback.	A computer network is a group of devices connected together. Devices on a network can communicate and share information. Printers, laptops and the Internet	The internet is a global network of connected computer networks. Information travels across the internet as data. The internet provides many services, including email, video calls, online games and the World Wide Web. The World Wide Web (WWW) is a service that uses the internet.	

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			conclusion or final thought.			are examples of a network.		
Key vocabulary		blog blogger blog post vlog	theme content structure audience purpose	draft revise edit publish hyperlink	commenting approval netiquette approval	network lan wan router wi-fi Internet	World Wide Web (WWW) website web browser email	
Music		Dynamics, pitch and texture						
Lesson		I can appraise the work of classical composer (Felix Mendelssohn).	I can improvise as a group using dynamics and pitch.	I can improvise as a group using texture.	I can use knowledge of dynamics, texture and pitch to create a group composition.	I can use knowledge of dynamics, texture and pitch to create a group composition.	I can use teamwork to create a group composition featuring changes in texture, dynamics and pitch.	
Key Knowledge		Composers use pitch, dynamics and texture in order to create an image in the listener's mind.	Improvisation means making up music 'on the spot'. Dynamics means how loud or quiet music is. Pitch describes how high or low a sound is.	Improvisation means making up music 'on the spot'. Texture describes how many layers of sound are heard in music and how they work together.	Texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.	Texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.	Texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.	
Key Vocabulary		depict	conductor dynamics improvise pitch texture	conductor dynamics improvise pitch texture	graphic score notate notation timbre	composition practising ensemble	composition practising ensemble	

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Religious Education		Hinduism						
LO		I can extend prior knowledge about the country of India.	I can extend prior knowledge about the country of India.	I can consider how people see things differently. I can suggest answers to questions about how people can see and experience things differently.	I can understand what Hindus believe about God.	I can describe the key features of a Mandir.	I can compare religious buildings within and between religions.	
Key Knowledge		India is located in Asia and is a diverse country with rich history, varied landscapes, cultures, religions and way of life.	India is located in Asia and is a diverse country with rich history, varied landscapes, cultures, religions and way of life.	People can experience and understand the same thing in different ways, explore the Hindu belief that God can be understood from different perspectives, and use stories and activities to develop their understanding of Hindu beliefs about God.	Understand the Hindu concept of God by exploring stories about Krishna and other deities, learning how different deities express different qualities of the divine, and comparing Hindu beliefs about God with beliefs found in another religion.	The Mandir is a Hindu place of worship, and understand how worship, rituals, and sacred spaces help Hindus express belonging, commitment, and their relationship with God.	Understand that there is diversity in how beliefs are expressed both within Hinduism and across different faiths.	
Key Vocabulary		culture food school	culture food school	viewpoint opinion Brahma Vishnu Shiva	deities Brahma Vishnu Shiva	mandir shrine arti prashad,	mandir church comparison	
Physical Education		Fitness						

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LO		I can develop an awareness of what your body is able to do.	I can develop speed and stamina.	I can develop strength using my own body weight.	I can develop co-ordination.	I can develop agility.	I can develop balancing with control.	Assessment
Key Knowledge		Develop an awareness of what their bodies can do by exploring different movements and physical skills, recognising their strengths and areas for improvement.	Develop their speed and stamina by taking part in sustained physical activities, learning how their bodies respond to exercise, and understanding how regular practice can improve fitness.	Develop strength by using their own body weight in a range of activities and exercises, learning how muscles work to support movement, balance and control.	Develop their co-ordination by practising movements that require control, timing and accuracy, learning how different parts of the body work together.	Develop their agility by practising quick changes of direction, speed and body position, learning how to move efficiently and respond rapidly to different challenges.	Develop their balancing skills by exploring how to hold and maintain different positions with control.	
Key vocabulary		movement balance control stretch position flexibility	speed stamina endurance pace fitness energy	strength muscles stability core power control	co-ordination timing accuracy rhythm control precision	agility quickness reaction footwork direction movement	balance stability posture control focus concentration	
Physical Education		Netball						
LO		I can develop attacking skills to maintain possession.	I can use a variety of attacking skills to lose a defender.	I can move into and create space to support a teammate.	I can use defending skills to gain possession.	I can develop accuracy when scoring under pressure.	I can use and apply skills, principles and tactics to a game situation.	
Key Knowledge		Possession means keeping control of the ball and preventing the opposition from winning it.	An attacker can lose a defender by using speed, changes of direction and changes of pace. Dodging, side-stepping and feinting can make it	Space is an area of the playing field where a player can move without immediate pressure from a defender. Supporting a teammate means	Defending is the act of preventing the opposition from keeping possession, progressing or scoring. Good defenders stay between the	Accuracy is the ability to direct the ball or object towards a target successfully. Players need to keep their eyes on	Skills are the techniques used in a game, such as passing, receiving, dribbling, shooting, tackling or intercepting. Attacking principles include creating space, maintaining possession and scoring.	

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			difficult for a defender to predict movement.	moving into a position where you can receive a pass or help keep possession.	attacker and the target	the target when preparing to score. Good body position and balance can improve accuracy.	Defending principles include delaying attackers, marking opponents and regaining possession.	
Key Vocabulary		possession attack space pass receive	attacker defender space dodging feint	space support possession width depth	defending possession marking pressure interception	accuracy target pressure control balance	skill tactic strategy principle attack defend possession	
MFL		Phonetics Lesson 4	At School					
LO		I can improve my pronunciation.	I can pronounce ten school subjects and the Spanish verb 'to study.' En el colegio - 1	I can say at what time we study different subjects. En el colegio - 2	I can say on which day we study specific subjects. En el colegio - 3	I can express an opinion about a school subject. En el colegio - 4	I can justify my opinion about school subjects with reason. En el colegio - 5	Assessment En el colegio - 6
Key Knowledge		The fourth and final set of phonics sounds / phonemes in Spanish.	The names of up to 10 subjects in Spanish. The verb 'to study.' Is 'estudiar'	¿A qué hora...? means At what time...? To know that A las... means At ... o'clock.	The names of the days of the week are lunes, martes, miércoles, jueves, viernes, sábado and domingo.	The difference between me gusta, me gustan, me encanta and odio. can ask someone if they like a subject using ¿Te gusta...?	How to use porque (because). How to use adjectives including aburrido, divertido, difícil, fácil, útil and interesante.	
Key Vocabulary		The sounds introduced in this lesson are: B V CC QU Z	En el colegio = At school	A las... = At ... o'clock	los lunes = on Mondays los martes = on Tuesdays	me gusta / me gustan = I like	porque es / son... = because it is... aburrido = boring divertido = fun difícil = difficult fácil =	

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		el español = Spanish el inglés = English la geografía = geography la historia = history la informática = ICT la música = music la educación física = PE la plástica = art las matemáticas = maths las ciencias = science *Estudio... = I study...		los miércoles = on Wednesdays los jueves = on Thursdays los viernes = on Fridays	no me gusta / no me gustan = I don't like me encanta / me encantan = I love odio = I hate ¿Te gusta... / Te gustan...? = Do you like...?	easy útil = useful interesante = interesting	
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