CORBY PRIMARY ACADEMY

Curriculum Framework Overview Year 6 2026-2027 – Autumn Term 2

Year 4	Week 1	Week 2 – Pixl week	Week 3	Week 4	Week 5	Week 6	Week 7
English	Non-chronological report			Retell			
	The Day of the Dead	The Day of the Dead	The Day of the Dead	The Piano	The Piano	The Piano	The Piano
Reading	Theme: Bonfire Night.	Theme: Remembrance.	Theme: Awesome Men	Review of PiXL assessment and key questions	Theme: Time Travel	Theme: Christmas.	Theme: Christmas
	Text: History of Bonfire Night Article (NF)	Text: Code Name: Kingfisher	Text: On the Origin of Species (NF)		Text: The Reluctant Time Traveller	Text: A Christmas Carol	Text: Tinsel
Maths	Fractions and percentages						Measurement: Converting Units
	Equivalent fractions Simplify fractions	Compare fractions	Compare and order fractions Add and subtract fractions	Add and subtract fractions Multiply fractions	Multiply fractions	Divide fractions	Metric and imperial measures Convert units Miles and kilometers
Science	Light and Reflection						
LO	I can describe the pathway of light.	I can describe how we see.	I can describe how shadows change.		I can describe how light is reflected.	I can describe how a periscope works.	End of unit assessment
Key knowledge	Something that emits light is a light source. Light travels in straight lines and cannot bend.	We see luminous objects by the light shining directly into our eyes and non-luminous objects by light reflecting off them and into our eyes. Eyes can be protected from too much light by not looking directly at light sources and the pupils changing size.	The position and distance of the light source can affect a shadow's size. The closer an object is to a screen, the smaller the shadow will be. Shadows are affected by the distance between the object and the screen. The shape of the shadow is the same as the object that cast it.		Reflection happens when light bounces off a surface. Smooth, shiny surfaces such as mirrors reflect light well. Light travels in straight lines before and after reflection. We see objects because light reflects from them and enters our eyes. A mirror changes the direction of light by reflecting it.	A periscope uses mirrors to reflect light. A periscope usually contains two mirrors. Light reflects from one mirror to the next before entering the eye. Reflection changes the direction of the light. Periscopes allow us to see over or around obstacles.	

CORBY PRIMARY ACADEMY

Curriculum Framework Overview Year 6 2026-2027 – Autumn Term 2

				Light can be represented using ray diagrams.		
Key vocabulary	light ray light source luminous straight emit	eye iris non-luminous pupil reflective	cast fair test opaque shadow variable	incoming ray reflected ray ray diagram	periscope mirror reflection light ray obstacle	
Geography	**Why does population change?**					
LO	I can understand the change and distribution of the global population.	I can define birth and death rates and describe why they change.	I can recognise the push and pull factors influencing migration.	I can understand the impact climate change can have on the global population.	I collect data showing how population impacts the amount of traffic and litter in an area. (Fieldwork)	I can write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.	End of unit assessment
Key knowledge	The world's population is growing over time, but people are not spread evenly across the Earth. People tend to live in places that offer opportunities and resources, while physical features and climate can make some areas less suitable for settlement.	Birth rate is the number of babies born in a population, and death rate is the number of people who die in a population over a given time. Birth and death rates can change because of factors such as healthcare, living conditions, education, disease, and access to food and clean water.	Migration is when people move from one place to another. People may migrate because of **push factors**, which encourage them to leave a place, or **pull factors**, which attract them to a new place, such as better jobs, safety, education, or living conditions.	Climate change can affect where people live by increasing risks such as flooding, droughts, extreme weather, and rising sea levels. These changes can impact food supplies, water availability, health, and migration, causing populations to move or adapt to new conditions.	Population can affect the environment and local areas in different ways. By collecting and analysing data, we can identify patterns, such as whether places with more people tend to have higher levels of traffic and litter.	Fieldwork helps geographers collect and analyse data to investigate real-world issues. By interpreting findings and evaluating evidence, we can make informed suggestions to improve situations and help communities and environments.	
Key vocabulary	population densely populated sparsely populated population density population distribution	cartogram birth rate death rate natural increase or decrease	migration migrants pull factors push factors refugee	region climate climate change fossil fuels greenhouse gases	impact quantitative qualitative air pollution noise pollution Likert scale	digital technologies conclusions improvements	

CORBY PRIMARY ACADEMY

Curriculum Framework Overview Year 6 2026-2027 – Autumn Term 2

Art							
Art							
Design & Technology	Textiles: Waistcoats						
LO		I can design a waistcoat.	I can mark and cut fabric to a design.	I can assemble a waistcoat.	I can decorate a waistcoat.		
Key Knowledge		It is important to design clothing with the client/target customer in mind	A template helps to accurately mark out a design on fabric.	Careful measuring, cutting, and sewing help create a well-finished garment that fits its intended purpose.	Different decorative features, such as embroidery, fabric paint, appliqué, or embellishments, can be used to create a unique and purposeful design.		
Key Vocabulary		annotate decorate design criteria fabric target audience waistcoat	adapt fabric fastening shape template waistcoat	fabric knot running-stitch seam sew thread	adapt annotate decorate detail design criteria		
PSHE	Valuing Difference						
LO	Tolerance and respect for others	How can we be allies against racism?	We have more in common than not	Respecting differences	How can we respect different relationships?	Boys will be boys? – Challenging stereotypes	How can we challenge sexism?
Key knowledge	Prejudice is forming unfair opinions about people before knowing them, and discrimination is treating people unfairly because of who they are. Communities are made up of people from different backgrounds, cultures, faiths, and beliefs. Living in a diverse society	A person's **identity** is shaped by factors such as their race, ethnicity, nationality, and heritage. People should be treated fairly and with respect regardless of their background. **Racism** is unfair treatment based on a person's race, ethnicity, nationality, or heritage and	Although every person is unique, people share many similarities, such as feelings, needs, rights, and the desire to be treated with kindness and respect. When someone is being bullied, bystanders can play a positive role by offering support, challenging unkind behaviour safely, and	Respect can be shown through both **verbal communication** (the words we use) and **non-verbal communication** (our actions, facial expressions, body language, and tone of voice). Showing respect helps build positive relationships, makes people feel valued, and	Relationships can be with family, friends, or people we work and learn with. They may be formed through birth, marriage, adoption, choice, or shared experiences. Relationships change throughout life and look different for different people. Some people choose to have	A **stereotype** is a fixed idea or assumption about a group of people that may not be true for everyone. The media, including television, advertising, films, games, and social media, can sometimes reinforce gender stereotypes by showing people in limited or traditional roles. People	Sexism is treating someone unfairly or differently because of their gender (whether they are a boy, girl, or another gender) Sexism can be very damaging and limit people's life chances.

CORBY PRIMARY ACADEMY

Curriculum Framework Overview Year 6 2026-2027 – Autumn Term 2

	brings a variety of experiences, ideas, and perspectives that enrich communities. Showing mutual respect for different faiths and beliefs helps everyone feel valued, included, and able to live together positively.	is against the law under the **Equality Act**. An **ally** is someone who stands up against racism and discrimination and supports others through respect, kindness, and inclusion.	reporting concerns to a trusted adult. Supporting someone who has been bullied can help them feel safe, valued, and less alone.	creates a safe and inclusive environment.	romantic relationships, and all healthy relationships are valid and deserve respect.	are all unique and there is a wide range of ways to think, behave, look, and express interests. Challenging stereotypes helps create a fairer and more inclusive society where people are free to be themselves.	The Equality Act is a law that aims to protect people from discrimination based on nine protected characteristics, one of which is race.
Key vocabulary	unique identity prejudice respect diversity tolerance discrimination	identity racism ally	unique diversity biological sex sexual orientation	point of view cultural norms respect disrespect body language empathy	relationships respect adoption	stereotype gender stereotype media influence assumption digital platforms prejudice discrimination assertive upstander	sexism gender equality
Computing	Networks		Spreadsheets				
LO	I can explore how the internet can be used for communication and collaboration, and how to do this safely and respectfully	I can explore who is in charge of the internet and how rules and website blocking can affect people, society and online platforms.	I can understand and use basic formatting in excel.	I can use basic functions in Excel to calculate data.	I can create and format charts in Excel	I can sort and filter data in a spreadsheet to find specific information.	I can use advanced functions in Excel to analyse and answer questions about data
Key Knowledge	The internet allows people to communicate in different ways, such as email, messaging and video calls.	No single person or organisation owns the internet; it is made up of many connected networks. Filters and firewalls are used to control access to online content.	A spreadsheet is used to organise and present information using rows, columns and cells. Every cell has a unique cell reference made from	Functions are built-in formulae that automatically carry out specific calculations in a spreadsheet. All formulae and functions begin with an equals sign	Charts are visual representations of data that help us identify patterns, compare values and present information clearly.	Sorting organises data into a logical order, such as alphabetical order (A-Z) or numerical order (smallest to largest), making information easier to find.	Advanced functions can be used to analyse data and perform calculations automatically in a spreadsheet. COUNT counts cells containing numbers,

CORBY PRIMARY ACADEMY

Curriculum Framework Overview Year 6 2026-2027 – Autumn Term 2

	People can collaborate online by working together on shared documents. Communicating online should be done safely, respectfully and responsibly.	Different organisations and governments can influence what people can access online through filtering and censorship.	a column letter and row number (e.g. A1). Formatting changes how data looks, making information clearer and easier to read.	(=) so Excel knows to perform a calculation. Different functions are used for different purposes: SUM adds values, AVERAGE finds the mean, and MIN/MAX find the lowest and highest values.	Different charts are used for different purposes: bar charts compare values, pie charts show parts of a whole, and line charts show changes over time. Charts can be improved by adding titles, labels and formatting to make them easier to understand.	Filtering displays only the data that matches chosen criteria, helping users focus on specific information within a large dataset. Filtering does not delete data; rows that do not meet the criteria are temporarily hidden and can be shown again by clearing the filter.	COUNTA counts cells that are not blank, and COUNTIF counts cells that meet a specific condition. The IF function tests a condition and returns one value if the condition is true and a different value if it is false.
Key vocabulary	internet chat video call collaborate respectful communication online safety	censorship firewall filter freedom of speech responsible use	cell row column workbook worksheet formatting	formula function SUM AVERAGE MIN MAX	chart bar chart pie chart line chart chart labels workbook	sort filter criteria dataset ascending descending	COUNT COUNTA COUNTIF IF condition function
Music	Christmas performance						
LO							
Key Knowledge							
Key vocabulary							
Religious Education	Hinduism						
LO	I know how Hindus may worship at home.	I can consider how religious beliefs can impact on a person's way of life.	I know words and books that are special to Hindus	I can retell the story of Rama and Sita.	I can explain what Diwali is and why it is celebrated	I can identify and comment on similarities and differences between Diwali and another festival I know well.	

CORBY PRIMARY ACADEMY

Curriculum Framework Overview Year 6 2026-2027 – Autumn Term 2

Key Knowledge	Many Hindus worship at home as part of their daily life. A Hindu home may have a special place for worship called a shrine. A shrine often contains images or murtis (statues) of Hindu deities such as Vishnu, Lakshmi, or Ganesha.	Religious beliefs can influence the choices people make in their daily lives. Many Hindus believe in dharma (living in the right way and doing one's duty). Hindus may make choices based on values such as kindness, respect, honesty, and non-violence (ahimsa). Some Hindus choose to follow a vegetarian diet because they believe it is wrong to harm living things.	Hindus use special religious words to describe their beliefs, worship, and traditions. Understanding Hindu vocabulary helps us learn about Hindu culture and religion. Some Hindu words come from an ancient language called Sanskrit. Hinduism does not have a single holy book, but many ancient texts and scriptures. The Vedas - a collection of hymns praising the Vedic gods. Veda means 'knowledge'. The Ramayana - long epic poems about Rama and Sita. The Mahabharata - which includes the Bhagavad Gita. The Puranas - a collection of stories about the different incarnations and the lives of saints.	The story of Rama and Sita comes from the Hindu epic called the Ramayana. Rama is a prince who is believed by many Hindus to be an avatar (earthly form) of Vishnu. Sita is Rama's wife and is admired for her loyalty, bravery, and goodness. She gets kidnapped. Rama, rescues Sita. The return of Rama and Sita to their kingdom is celebrated during the Hindu festival of Diwali. The story teaches Hindus about loyalty, courage, duty, faithfulness, and the triumph of good over evil.	Diwali is one of the most important festivals in Hinduism. Diwali is known as the Festival of Lights. The festival celebrates the victory of good over evil and light over darkness. Many Hindus celebrate Diwali by remembering the return of Rama and Sita to their kingdom after defeating Ravana.	Festivals are special celebrations that bring people together and help them remember important beliefs, events, or traditions. Diwali is a Hindu festival known as the Festival of Lights. Different religions and cultures have festivals that share similar features, such as family gatherings, special foods, decorations, gifts, or worship.	
Key vocabulary	shrine puja worship diety	dharma ahisma belief community	The Vedas The Ramayana The Mahabharatea The Puranas scripture	Ramayana Rama Sita Diwali	Diwali Festival of Lights Rama Sita celebration	Festival tradition celebration belief	

CORBY PRIMARY ACADEMY

Curriculum Framework Overview Year 6 2026-2027 – Autumn Term 2

Physical Education	Handball						
LO	To use attacking skills to maintain possession under pressure.	To select the appropriate skill to create space, move towards goal and away from defenders.	To select and apply the appropriate skill to score goals.	To use defending skills to prevent an opponent from scoring.	To use the appropriate defensive technique for the situation.	To apply rules, skills and principles to play in a tournament.	Assessment
Key Knowledge	Maintaining possession means keeping control of the ball while under pressure from defenders. Players should use appropriate attacking skills to protect the ball and keep it away from opponents. Moving into space creates passing options and helps the team keep possession.	Creating space gives players more time and opportunities to keep possession or attack. Players should move away from defenders to receive the ball safely. Attacking players need to recognise gaps in the defence and move into them.	Scoring goals is the main aim of attacking in handball. Players should choose the most effective technique based on their position, the defenders, and the goalkeeper. Accurate shooting is often more effective than simply shooting with power. Players should look up before shooting to identify the best area of the goal to aim for.	Defending is the act of stopping the opposing team from creating chances or scoring goals. Good defenders stay between the attacker and the goal whenever possible. Players should watch both the ball and the attacker when defending. Marking an opponent makes it more difficult for them to receive the ball.	Different defensive situations require different defensive techniques. Marking is effective when preventing an opponent from receiving the ball. Closing down is used to reduce the attacker's time and space. Intercepting is useful when an opponent is about to receive a pass.	Players must follow the rules of the game to ensure fair play. Successful teams apply attacking and defending skills during matches. Effective communication helps teams work together.	
Key vocabulary	possession attack pass receive	space attacker defender pass	goal shoot accuracy power	defend marking tackle pressure	defend marking closing down tackle	tournament rules principles fair play	
Physical Education	Football						
LO	I can maintain possession when attacking.	I can apply attacking skills with control under pressure.	I can select the appropriate skill, choosing when to pass and when to dribble.	I can move into and create space to support a teammate.	I can use the appropriate defensive technique for the situation.	I can apply rules, skills and principles to play in a tournament.	Assessment

CORBY PRIMARY ACADEMY

Curriculum Framework Overview Year 6 2026-2027 – Autumn Term 2

Key Knowledge	Possession means keeping control of the ball and preventing the other team from winning it. Accurate passing helps a team maintain possession.	Attacking skills include dribbling, passing, receiving and shooting. Keeping the ball close makes it harder for opponents to win possession. Quick decision-making helps attackers choose the best option.	Passing and dribbling are both important attacking skills. Players should pass when a teammate is in a better position or when passing will help maintain possession. Players should dribble when there is space to move into or when they can beat a defender.	In games, players should avoid standing too close together. Moving into space makes it easier for teammates to pass the ball.	Defending helps prevent the opposing team from keeping possession, passing forward, or scoring. When defending, players should stay balanced, low, and ready to move. Good defenders stay goal-side, positioning themselves between the attacker and the goal.	Players must follow the rules of the game to ensure fair play. Successful teams apply attacking and defending skills during matches. Effective communication helps teams work together.	
Key vocabulary	possession attack pass receive	attack dribble control pressure	pass dribble space decision making	space decision making possession support	defender marking tackle jockey	tournament rules principles fair play	
MFL	**Planets – Los planetas**						
LO	I can name and identify 10 key elements of the Solar System.	I can use adjectives to describe elements of the Solar System	I can use the correct adjective endings to describe Solar System elements.	I can use questions to interview an astronaut.	I can introduce myself and answer questions an astronaut.	Assessment	
Key Knowledge	el planeta (the planet) la Tierra (the Earth) el Sol (the sun) la Luna (the moon) género (gender)	Spanish adjectives must agree with the noun's gender. Adjectives may change their spelling when describing masculine or feminine nouns	Sentences can be extended using conjunctions and intensifiers. "Y" means "and" in Spanish. Intensifiers such as "muy" and "bastante" add more detail to a description.	We can answer simple questions using sentence stems such as **Me llamo...**, **Tengo... años** and **Vivo en....** Spanish question words help us understand the meaning of a question, even if we cannot yet create our own questions independently.	Spanish questions often begin with question words such as **cómo**, **cuántos** and **dónde**. Simple personal information can be given using sentence stems such as **Me llamo...**, **Tengo... años** and **Vivo en....**		

CORBY PRIMARY ACADEMY

Curriculum Framework Overview Year 6 2026-2027 – Autumn Term 2

Key vocabulary	There are 10 key Solar System elements that can be named in Spanish. Spanish nouns have a gender (masculine or feminine) We can sort Spanish nouns by their gender	grande (big) pequeño/pequeña (small) rojo/roja (red) azul (blue) frío/fría (cold) cálido/cálida (hot/warm)	y (and) muy (very) bastante (quite) es (is) porque (because) descripción (description)	**¿Cómo te llamas?** = What is your name? **¿Cuántos años tienes?** = How old are you? [**¿Dónde vives?** = Where do you live? **Me llamo...** = My name is... **Tengo ... años** = I am ... years old **Vivo en...** = I live in...	¿Cuántos planetas hay? = How many planets are there? Hay... = There is/are... brillante = bright		