

Curriculum Newsletter Autumn Term 2025 – Year 6

Topic

Term	Topic
Autumn Term	WW2/Light / Electricity
Spring Term	Evolution / Empire Windrush
Summer Term	Animals including humans /Ancient Greece

RE

- Creation and Covenant
- Prophecy and Promise

English

Reading

We will be reading a range of fiction and non-fiction texts and discussing key features of texts and the differences between different types of books and their layouts. In school reading includes independent reading and whole class shared reading. For maximum progress to be made, it is vital that children are still reading with an adult on a daily basis at home.

The Year 6 children can use their organisers to record books read. This will need to be signed by parents and will be checked by the teacher on their specific day.

Writing

This term we will be learning to write effectively in the following genres

- Significant authors
- Chronological reports
- Stories with historical settings
- Biographies/Diaries of Significant Individuals
- Poetry linked to Remembrance Day
- Poetry based on a chosen significant event in British History

Within each genre we will look at the key features and learn to recognise and use these within our own writing.

Grammar and Punctuation

Word	How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].
Sentence	Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].
Text	Linking ideas across paragraphs using a wider range of cohesive devices
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]
Terminology for pupils	subject, object active, passive

Spelling

Revisit

Strategies at the point of writing: Have a go Plurals (adding '-s', '-es' and '-ies') Apostrophe for contraction and possession

Rare GPCs

Words with 'silent' letters

Morphology/ Etymology

Use spelling journals to record helpful etymological notes on curious or difficult words

Word endings

Words with the letter string '-ough' Words ending in '-able' and '-ible'

Homophones

isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed

Hyphen

Use of the hyphen (co-ordinate, co-operate)

Dictionary

Use of a dictionary to support teaching of word roots, derivations and spelling patterns

Use of a dictionary to create word webs

Proofreading

Focus on checking words from personal lists.

Learning and practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list.
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.

Mathematics

Autumn 1

- Place Value

Terms – positional, multiplicative, additive, base10, Millions and thousandths

- Link to measurement- practical activities with mass, capacity, volume and money

Ordering and comparing, Greater than, less than, equals

- Fractions – link to division and decimal place value, whole part relationships (animals) Problem solving throughout
- Percentages making explicit links with fraction and decimals

Link to pie charts, Bar modelling, Problem solving throughout

Continue with fractions, decimals and percentages

- Mental Calculation – partitioning, doubling, halving, number pairs, multiples of 10 and adjusting, using known number facts, bridging through 10, counting on and counting back, Time differences and durations, Bar charts, Perimeter and its formula, Missing number problems linking to algebra
- Written methods for addition and subtraction, whole numbers, subtraction to check and vice versa
- Bar charts, finding totals and differences

Autumn 2

- Written methods for addition and subtraction, including decimals, Measures of length, cm and mm, mass kg and g, capacity, l and ml, practical activities and problem solving
- Mental calculation strategies, partitioning doubling and doubling, halving and halving, x by 5 and 10 and halving, \div by 5 by \div 10 and doubling by 20 by \times 10 and double \div 20 by \div by 10 and halving, x by 15, x by 10, halve and add, using known facts, grouping
- Bar model problems, e.g. Sam had 23 cars, Tom had 5 times as many. How many more did Tom have?
- Continue with mental calculation strategies- Link in with finding areas and solid volumes and exploring the formulae for these – practically on squared paper and using interlocking cubes.
Creating, e.g. time/distance line graphs where scale goes up in multiples the children need to practice, Missing number problems linking to algebra

- Written methods with reasoning for multiplication and division as the inverse- Make arrays using place value counters for 4 digit multiplication by single digit and link to grid method and then sort written method. Link this to division using the array, for example, $1\ 365 \times 3 = 4\ 095$, so $4\ 095 \div 365 = 3$ and link to $4\ 095 \div 3 = 365$. Link to measures: 1l 245ml juice in a jug, how much in 6 jugs?
- Written methods with reasoning for division and multiplication as the inverse- Use manipulatives for 4 digits by single digit. Checking using multiplication. Word problems that have remainders and the children need to decide what to do, e.g. 145 children going on trip, mini buses hold 9 children. How many mini buses are needed?
- Scaling up and scaling down. Link to doubling and fractions. Currency conversion and metric to imperial conversion through problem solving. Link this to the ratio.

Topic - WW2/ Light / Electricity

In **history** we will be looking at how WWII began, how it impacted the lives of Britons and how the war was won

In **geography** we will be looking at the different parts of London that were bombed during WW2

In **science** we will be looking at light and we will be revisiting the topic of electricity and building complex circuits

In **art** we will be looking at Evelyn Dunbar's observational drawings and propaganda posters from WW2

In **DT** we will be making electrically powered Christmas decorations.

Communication with parents

It is very important to us as a school that we work in partnership with parents. Therefore we welcome any feedback you can give us about your child and their experience in school. If you have any concerns or worries, please contact your child's class teacher, Mrs Williams or Miss Parillon.