

Upper KS2 Half Termly Curriculum Overview

Year 6 - Autumn 1 2026/2027

Dear Parents,

Welcome to Year 6! I am very excited to begin this new year and to learn about everyone as they start their final year at primary school. Year 6 is such an important and rewarding time, and I am looking forward to all the learning, achievements and memorable experiences that we will share together. This overview will give you a taste of the subjects and topic we'll be exploring during the first half of the autumn term. Kind regards, Miss Nesbitt

Catholic life of the school

On a Monday morning, we begin the week by gathering to reflect on the week ahead and pray together. On Wednesday we have Key Stage assemblies and on Friday, we have Celebration Assembly, when we celebrate the achievements of children from each class.

In class, the children will continue to plan and lead Collective Worship with their teacher on Tuesday, Thursday and Friday.

The children will attend a variety of school Masses/services, in Church and in school, throughout the year. The Wednesday Word is available online for each child, every Wednesday. Please look out for this and share it with your child.

<http://www.wednesdayword.org/school/index.htm>

Each child in the class will be given the opportunity to take home a prayer bag, to share some reflective time with their family. Please feel free to add a prayer, photograph or picture to the class book.

We will be collecting for the local Food Bank, each Monday in October. The children are asked, where possible, to bring in one item as a donation, as part of our Harvest Festival celebrations. Thank you for your support.

Health and well-being

We encourage all the children to be active at playtimes and have a variety of equipment for the children to enjoy. Children will be encouraged to drink water throughout the day; therefore, it is important that the children have their bottles in every day. In Year 6 we encourage the children to use refillable water bottles as opposed to single use plastic bottles.

Healthy snacks are promoted every day, and the children will be given the opportunity to eat their snacks during morning playtimes. Please avoid sending nuts in any form into school as we do have children with allergies. Please avoid sending nuts in any form into school as we do have children with allergies.

We take part in the Daily Mile, and we are working hard to build our stamina and fitness levels.

Information and dates to remember:

Tuesday 15th September - Whole school mass 9.25am

Mon 21st September Y6 Condover Hall meeting for parents
3.30pm in Year 6

2nd/9th/16th/23rd October Foodbank Fridays

Mon 5th /Tues 6th Parent Teacher Consultations

Wed 7th October Flu Immunisations

Wed 21-23rd October Y6 Condover Hall Residential

Fri 23rd October School closes for Half Term

Fri 30th October Deadline for Y6 applications for
Secondary School

Homework Information will be set on Google Classrooms

English homework

English homework will be set each Friday and is to be handed in on the following Tuesday.

Spellings will be given out on a Monday and tested the following Monday. The children also need to know the Y3-4 and Y5-6 spellings that can be found in the centre of their reading records.

Maths homework will be set on a Tuesday and is to be handed in on Friday of the same week.

Reading Each child should read for a minimum of 20 minutes per night and complete their reading records.

Concerns and messages

If you have any concerns or problems, please do not hesitate to email me on

teachers@socps.co.uk

Year 6

General Class

Information

Mental Maths

The children will continue to complete daily Mental Maths lessons and be assessed at the end of the term on their progress. Each child will use morning Maths books to complete their mental maths tasks.

Later in the term, children will bring a Maths worksheet home for homework. This will have lots of different types of maths questions for your child to have a go at.

Every Monday morning, the children will be taught in small groups led by an adult. The teaching will focus on the key objectives in Maths, recapping, consolidating or teaching, at the pupil's appropriate stage and level of learning.

This small group work will help to address any mistakes or misconceptions the children may have with number and close any gaps in their knowledge. The aim is to increase a pupil's confidence, accelerate progress and secure fluency in basic skills.

To best help your child in Maths, please support with homework tasks and practise fluency in times tables and number bonds.

Reading

The children will develop their reading in class throughout the week through shared reading and guided reading sessions. I shall be monitoring their reading progress carefully each week with my own records. Our class reading books for this half term are Anthony Browne's 'King Kong', 'When We Were Warriors' by Emma Carroll and 'War Horse' by Michael Morpurgo.

Your child will bring home two books; a reading banded book and a Sharing Book to read and enjoy with you.

Reading Banded Book

The reading banded book should be at a level the child can read at comfortably and not struggle, with some fluency and understanding. The band will be directed by the Class Teacher.

The reading records are for parents to record your child's reading at home. We ask all our children to read for 15 minutes each night. Although I will be keeping my own record of your child's reading progress it would be really helpful if you could make comments in your child's reading record book each time they read, to let me know how they have coped with a book at home. Home reading records are checked regularly.

Sharing book

In order to encourage your child to develop their vocabulary and become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together.

Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!

The school continues to run an early-doors reading and number club (£3) 8am – 8:45am each morning. We ask that children are in the club by 8.20am. Please

RE Creation and Covenant

Expressing a point of view about what the story of the Fall says about human beings and suffering, giving reasons why they think this.

Show understanding of the literary forms found in the texts studied, including metaphor and symbolic language.

Show understanding of the Christian belief that in Jesus a new covenant is made and through him the relationship with God can be restored.

RE Creation and Covenant

Show understanding of the Christian belief of the first sin or 'original sin' by making links with the second story of Creation.

Explain some Christian beliefs about the Sacrament of Baptism.

Reflect in how human beings have not always lived as God has wanted and the effects of this on human beings and the environment.

Describe the work of a Catholic scientist who contributed to the understanding of the beginning of the universe.

English**Reading**

Reading books that are structured in different ways and reading for a range of purposes.

Recommending books that they have read to their peers, giving reasons for their choices.

Identifying and discussing themes and conventions in and across a wide range of writing.

Making comparisons within and across books.

Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

Asking questions to improve their understanding.

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Predicting what might happen from details stated and implied.

Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Writing:

Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.

Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Noting and developing initial ideas, drawing on reading and research where necessary.

Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

In narratives, describing settings, characters, atmosphere and integrating dialogue to convey character and advance the action in longer passages.

Using a wide range of devices to build cohesion within and across paragraphs.

Using further organisational and presentational devices to structure text and to guide the reader.

Assessing the effectiveness of their own and others' writing.

Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Ensuring the consistent and correct use of tense throughout a piece of writing.

Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proof-read for spelling and punctuation errors.

Grammar and Punctuation:

recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

Using expanded noun phrases to convey complicated information concisely.

Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.

Using commas to clarify meaning or avoid ambiguity in writing.

Using brackets, dashes or commas to indicate parenthesis.

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Mathematics**Number**

To recap numbers to 10,000.

Revise adding and subtracting 10, 100, 1000.

Read and write numbers to 100,000.

Find numbers between 2 points.

Read, write and represent numbers to 10,000,000.

To revise rounding to the nearest 10, 100 or 1000.

To round any number to ten million.

To 'revise' negative numbers.

Addition and Subtraction

Add and subtract numbers with more than 4 digits.

Multiplication and Division

Multiply 4 digits by 1 digit.

Multiply 2, 3 and 4 digits by 2 digits.

To revise dividing 4 digits by 1 digit.

To revise division with remainders.

To complete calculations involving short division.

To begin dividing with factors.

To begin to complete calculations involving long division.

To divide 4-digit numbers by 2 digits.

To understand that factors of a number multiply together to give that number.

To find common factors of 2 numbers.

To find common multiples of numbers.

To know and use the vocabulary of prime numbers, prime factors and composite numbers.

To explore the relationships between square and cube numbers.

To understand BODMAS.

PE**PE Monday (Outdoor)**

Dynamic balance, agility and social skills.
 Make up a sequence and adapt it to different apparatus layouts.
 Use combinations of dynamics (pathways) to use space effectively.
 Make up own rule for longer, more complex sequences.
 Plan a sequence and adapt it to limited equipment. Work as a group and share roles fairly.
 Investigate different ways of working with a partner or small group.

PE Friday (Indoor)

Understand that when team has ball they are attacking and when they haven't, they are defending.
 Understand different ways of attacking and encourage them to use positions for their team carefully.
 Understand different ways to attack and defend. Choose right formations and tactics for attack and defence.
 Know how they support other players in attack and defence.
 Know some ideas for warm up exercises and routines.
 Know what makes a good warm up.
 Know how playing invasion games helps your fitness and benefits of playing outside of school.

Please ensure that your child has the correct PE uniform of navy jogging pants, navy sweatshirt, white t-shirt, royal blue shorts and trainers.

Art and Design Technology**Photo Opportunity**

To create a fun and inspirational, photomontage using photography and drawing methods.
 To look at: composition, colour, light, abstract images and underlying messages.
 To gain a new perspective on the way they look at the people and objects around them.

PSHE**Families and friendships**

To recognise and respect that there are different types of families, including single parents, same-sex parents, stepparents, blended families, foster and adoptive parents.
 That being part of a family provides support, stability and love.
 About the different ways that people can care for each other.
 What to do and whom to tell if family relationships are making them feel unhappy or unsafe.

RSE – Journey in Love

The wonder of God's love in creating new life:

Social and Emotional

To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families.

Science**Living Things; Classifying Big and Small**

Define the term 'organism' and name the seven life processes of all living things.
 Describe the work of Carl Linnaeus
 Define the term 'vertebrate' and invertebrate' and name the different groups.
 Be able to name the plant groups
 Define the term 'micro-organism' and name some examples.

Computing**Computing systems and networks: Bletchley Park and the history of computers**

Explain that codes can be used for several different reasons and decode messages.
 Explain how to ensure and password is secure and how this works
 Explain the importance of historical figures and their contribution towards computer science.
 Develop ideas for a computer of the future and create design.

Geography**Why does population change?**

Begin to describe what might influence the environments people live in
 Define migration, discussing push and pull factors
 Explain why some people have no choice but to leave their homes
 Describe the cause of climate change, explaining its impact on the global population.

Music**Happy Pharrell Williams**

To identify and move to the pulse with ease.
 To think about the message of songs.
 To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
 Listen carefully and respectfully to other people's thoughts about the music.
 Use musical words when talking about the songs.
 Talk about the music and how it makes you feel, using musical language to describe the music.
 To sing in unison and to sing backing vocals.
 To demonstrate a good singing posture.
 To follow a leader when singing.
 To experience rapping and solo singing.
 To listen to each other and be aware of how you fit into the group.
 To sing with awareness of being 'in tune'.
 Play a musical instrument with the correct technique within the context of the song.
 To rehearse and perform their part within the context of the song.
 To listen to and follow musical instructions from a leader.