Upper KS2 Half Termly Curriculum Overview
Year 6 - Autumn 2 2026/2027

Dear parents and guardians, Welcome back, I hope you all enjoyed a relaxing October school holiday. The children have made an excellent start to Year 6 in our first half term. I expect the same great independent learners this half term, where we are providing an exciting, broad and balanced curriculum. You can find details of the skills we are covering in this overview. Kind regards, Mrs Ransome

Catholic life of the school

On Monday morning we begin the week by gathering as a whole school to reflect and pray together. On a Wednesday we do this as a Key Stage. 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 also 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

During the season of Advent, the children will have the opportunity to give Mary and Joseph a place to stay for the night, with the Travelling Nativity. It will give families a chance to reflect together on the meaning of Christmas and to enjoy some activities together. Our 'ordinary time' prayer bags will stop for Advent.

We are also collecting packed shoe boxes for Operation Christmas Child. Please could you follow the guidance given on the leaflet as to the items that are appropriate/inappropriate to pack. These should be brought into school by Monday 17th November.

We will also do a coin collection for Mary's Meals, a local charity for those in need. 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 currently hard to build our stamina and fitness levels.

Information and dates to remember:

WC 2nd Nov: Judaism week.
Fri 6th Nov: Own Clothes Day
Monday 9th to Friday 13th Nov: Anti-bullying Week
Monday 17th to Friday 21 Nov: Road Safety Week
Mon 16th Nov: Operation Christmas Child boxes to be in
Wed 18th Nov: Tempest Photographs
Thurs 26th Nov: Year 5 Class Assembly
Sun 29th Nov: Advent begins
Thurs 10th December: Y3 & Y4 Christmas Production
Thurs 10th December: Y5 & Y6 Christmas Production
Friday 11th December: Christmas Jumper Day
Friday 16th December: Christmas Dinner Day
Monday 14th December: Santa Dash
Thursday 17th December: Christmas Mass/Carols, 11am
Friday 18th December: School closes for the Christmas break.

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 Friday and to be learned at home. 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

Big Maths

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 for that week 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 'Can we save the tiger?' by Martin Jenkins, 'The place for me': Stories about the Windrush Generation. We will also be continuing '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 8am – 8:45am each morning. We ask that children are in the club by 8.20am.

Year 6 Autumn 2 2026/2027

RE- Prophecy and Promise: Branch 2

Reflecting on their own experience, considering the women in their lives who have been important or significant.
Show understanding of Old Testament scripture passage that show the importance of women in salvation history, recognising authorial intention and historical context.
Think about the role of women in the story of salvation and compare to the role of women's religious orders in the Church today.

RE – Prophecy and Promise: Branch 2

Show understanding of Christian belief that Mary is fulfilment of the Old Testament promises.
Exploring how they and others interpret their own and the owners meaning, in response to a variety of sung settings of the Magnificat.
Use theological language to describe and explain the belief that Mary became the 'Mother of God'
Comparing their own and others' experiences about the importance of Mary the mother of Jesus in their spiritual life.

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.

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.

Autumn 2 Curriculum Map for Year 6 2026/2027

PE

PE Monday – Gymnastics

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 – Ball Games

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.

Design Technology – Textiles Waistcoat

Consider a range of factors in their design criteria and use this to create a waistcoat design.
Use a template to mark and cut out a design.
Use a running stitch to join fabric to make a functional waistcoat.
Attach a secure fastening, as well as decorative

RSHE

Safe relationships and respecting ourselves and others

To compare the features of a healthy and unhealthy friendship about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong.
To use strategies to respond to pressure from friends including online.
To assess the risk of different online 'challenges' and 'dares'.
To recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable.
To get advice and report concerns about personal safety, including online.
To learn about the link between values and behaviour and how to be a positive role model.
To discuss issues respectfully.
To listen to and respect other points of view.
To constructively challenge points of view they disagree with.
To participate effectively in discussions online and manage conflict or disagreements.

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.

Music - Classroom Jazz

To identify and move to the pulse with ease.
To think about the message of songs
To listen carefully and respectfully to other people's thoughts about the music.
To use musical terminology when talking about the songs.
To talk about the music and how it makes you feel, using musical language to describe it.

Computing – Online Safety

Discuss various issues online that can leave pupils feeling sad, frightened, worried or uncomfortable and can describe numerous ways to get help.
Explain how sharing online can have both positive and negative impacts.
Be aware of how to seek consent from others before sharing material online and describe how content can still be shared online even if it is set to private.
Explain what a digital reputation is and what it can consist of.
Understand the importance of capturing evidence of online bullying and demonstrate some of these methods on the devices used at school.

History

How did World War Two Impact Great Britain?

To understand that historical periods have characteristics that distinguish them.
To understand the process of democracy and parliament in Britain.
To know that there are different reasons for the decline of different empires.
To understand the impact of war on local communities.
To understand the changing role of women and men in Britain.

Science – Evolution and Inheritance

Define and identify variation in organisms and recall that is caused by inherited and environmental factors.
Recall that living things produce offspring of the same kind but are not normally identical to their parents.
Describe patterns of inheritance from parent to offspring in a given example or family tree.
Describe what an adaptation is; it cannot be chosen and is usually inherited.
Describe key characteristics that would help an organism to survive and explain how an adaptation helps the organism to survive.
Explain how variation may affect survival within a population and recall what natural selection means.
Recall what evolution is, identify differences between a living thing and its ancestor and describe key steps in the evolution of a species.
Recall different types of evidence that can be used to explain evolution and describe methods that make scientists' results or conclusions more trustworthy.