Year 6 Curriculum Information Autumn 2 2026

English

Focus text: The Lost Book Of Undersea Adventure by **Teddy Kean**
Outcome: To narrate - Underwater Adventure Narrative

Focus text: Rescuing Titanic by **Flora Delargy**
Outcome: To inform - Survivor's Letter Home

Spelling, Punctuation and Grammar

- Challenge words
- Words with an /oa/ sound spelled 'ou' or 'ow'
- Words with a 'soft c' spelled 'ce'
- Develop understanding of how words are related by meaning as synonyms and antonyms
- Use expanded noun phrases to convey complicated information precisely
- Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials
- Using the colon to mark the boundary between independent clauses
- Using the colon to introduce a list
- Using hyphens to avoid ambiguity

Maths

- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- Compare and order fractions, including fractions > 1
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- Solve problems involving addition, subtraction, multiplication and division
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- Multiply simple pairs of proper fractions, writing the answer in its simplest form
- Divide proper fractions by whole numbers
- Associate a fraction with division and calculate decimal fraction equivalents
- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate
- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time using decimal places

Science - Animals Including Humans - Healthy Bodies

- In this topic, children build on learning from Years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system)
- It considers life processes that are internal to the body, such as the circulatory system
- The impact of lifestyle on bodies, particularly of humans, is also considered

History - Where did early Islamic Civilisation begin and what did they leave behind?

- To explore early Islamic Civilisation
- To place Baghdad in a spatial and temporal framework
- To explore and learn about everyday life in Baghdad
- To see how important learning was to some people in Baghdad and learn about the 'House of Wisdom'
- To understand the success Baghdad had in trading with other countries and learn why travel was so difficult at this time

PSHE – Celebrating Differences - Jigsaw

- To know that there are different perceptions of 'being normal' and where these might come from
- To understand that being different could affect someone's life
- To learn that power can play a part in bullying or conflict situation
- To know that people can hold power over others individually or in a group
- To understand why some people choose to bully others
- To learn that people with disabilities can lead amazing lives
- To know that difference can be a source of celebration as well as conflict

Computing – iProgram

This unit of work returns to the visual programming language Scratch. Using the context of games development, the children explore computational creation by designing games and explore the concepts of conditionals and data, iteration and incremental development and systematic testing.

R.E - Believing - What do religions say to us when life gets hard?

- Raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life
- Give simple definitions of some key terms related to different ideas about life after death
- Express ideas about how and why religion and cultural traditions can help believers and non-believers when times are hard

Art – Street Art

- Through sketching, to develop ideas and techniques for art work comprising stylised graffiti lettering
- Through sketching, to develop ideas for improving a public space with street art
- To express ideas through a satirical work of art designed for public spaces
- To develop techniques for creating street art using stencils
- To create street art using stencils

Design Technology - Frame Structures

This half term we will be looking at structures. The children will be designing, making and evaluating their very own shelter. Following some investigations, they will be given the opportunity to make their product, following a detailed step-by-step plan, listing tools and materials.

PE - Inspire, Create, Perform

The 'inspire create perform' unit looks to develop pupils' understanding of exploring, creating and performing movements and actions The pupils will have the opportunity to develop their knowledge of simple actions and use of space, relationships and dynamics. They will have fun with different stimuli and experiment with simple choreographic approaches!

Watch, Move, Connect (Rugby)

In this Tag Ruby unit we look to build on the 'watch, move, connect, units to explore the concepts involving tag rugby and develop an understanding of attacking and defending strategies

Music - Classroom Jazz 2

This Unit of Work builds on the improvisation skills learnt in Classroom Jazz 1. Learning new songs, music, notes and techniques to culminate into an end of term concert to show their learning. The children will be able to use musicianship skills, and pitch and rhythm whilst using proper clarinet embouchure and fingering to produce full pieces of music

Spanish - Welcome to School

- Recap core language
- Rooms in a school
- Classroom objects

Home Learning Opportunities

- Homework is set on a **Friday** and should be completed by **Wednesday morning**
- Practising spellings and times tables everyday has the most impact on learning
- Please bring your reading book and record every day & write in it every time you read
- Anything you read outside of school (comics, newspapers, magazines) can be written into your record by somebody at home
- PE kits should be worn on **Wednesdays** and **Fridays** - to be worn all day (don't forget to put trainers/pumps in your bag)

MOSS PARK PRIMARY SCHOOL