



YEAR 6 – AUTUMN TERM 2025



Cultural Capital

- Broader understanding of the world.
 - Vocabulary
 - Cultural experiences
 - Personal skills



Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. Our cultural capital helps form our understanding, knowledge, experiences, thoughts and opinions. It helps us achieve goals, be successful, try different things and share our experiences with others.

Spirituality

We work together to encourage everyone to develop the 4 concepts of spirituality: self, others, world and beauty and beyond.



- Encounter - Learning about life
- Reflection - Learning from life
- Respond - Putting into action what we believe

Golden Threads



- Sustainability
- Diversity
- Religion
- Outdoor Learning

Substantive concepts, or golden threads of sustainability, diversity and religion will weave throughout the curriculum.

British Values

- Democracy
- Rule of Law
- Individual liberty
- Tolerance of different faiths and beliefs
- Mutual respect

We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Through engaging lessons, challenge and appropriate activities, we can give them a better understanding of themselves and others in the 'community of communities' in which they live. Children will develop their understanding of British values

ENGLISH

Grammar, punctuation and spelling

- Use a range of grammatical features within writing, including: adverbial phrases, relative clauses, range of sentence lengths, wide range of conjunctions, passive and active voice and expanded noun phrases.
- Use a wider range of punctuation in writing, including parenthesis, inverted commas, commas to clarify meaning, dashes and hyphens, ellipsis, semi colons and colons.
- Explore spelling patterns and rules: including prefixes and suffixes, homophones, irregular plurals.

Writing

- There's a boy in the girls' bathroom – writing for different purposes; diary, poetry.
- Quinta thank you letters, persuasive formal letter and leaflet – informal/formal language and layout devices.
- The Giant's Necklace – diary, newspaper report
- The Explorer – journey narrative.
- Information text based on a chosen South American country – layout devices, formal language, 3rd person.

Reading

- Read, discuss and answer questions on a wide range of texts in whole class reading; inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Fluently and effortlessly read a wide range of texts.
- Read and retrieve relevant key information from a range of fiction and non-fiction texts.
- Make comparisons within and across books.



Vocabulary – for effect
Tolerance of different faiths and beliefs – different lifestyles and experiences



Texts that promote reflection

MATHS

Place Value

- Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.
- Round any whole number to a required degree of accuracy.
- Use negative numbers in context, and calculate intervals across zero.

Addition, Subtraction, Multiplication and Division

- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- Identify common factors and multiples.
- Identify prime numbers to 100.
- Identify square and cube numbers.
- Use short and long multiplication
- Use short and long division
- Solve problems involving addition, subtraction, multiplication and division – order of operations.
- Use known facts to solve calculations and make estimations.

Fractions

- Identify and use equivalent fractions.
- Compare and order fractions.
- Add and subtract fractions.
- Multiply fractions by integers.
- Multiply fractions by fractions.
- Divide fractions by integers.
- Find fractions of amounts.
- Use fractions of amounts to find the whole.
- Solve problems involving fractions.



Vocabulary - Understanding of maths vocabulary.
Personal skills - Using maths within real-life contexts.

RE

Wisdom

- Discuss who gives us wisdom and explain their own ideas.
- Explain how religious beliefs shape the lives of individuals and communities.
- Show an understanding of the role of a spiritual leader in giving wisdom.
- Express own values of wisdom and remain respectful of those with different values.

Power

- Explain what people might mean by *power*.
- Explain how God's power is significant for different people.
- Explain the significance of believer's interpretations of God's power.
- Explain our own personal response to the concept of *power*.
- Explain how *power* affects our own and other peoples' lives.



Opportunities to deeply discuss life and our world



Vocabulary - associated with Wisdom and Power

Mutual respect - Deepen understanding of Christianity.



Respect different people's views and beliefs.



Religion – connections between the Bible and people's beliefs

GEOGRAPHY

Is South America one big rainforest? What can I tell about Oswestry from an OS map?

- On OS maps identify 6-figure grid references, map symbols, keys and calculating distances.
 - Locate countries and cities in South America.
 - Identify different environmental regions.
 - Identify key physical and human characteristics.
 - Understand different types of settlement and land use.



*Diversity – cultural heritage across South American countries.
Broader understanding of the world – Physical and human geography comparisons across South America*



PSHE

Me and My Relationships

- Demonstrate positive strategies for negotiating and compromising within a collaborative task.
- Recognise some of the challenges that arise from friendships;
- Recognise basic emotional needs and understand that they change according to circumstance;
- Assertiveness—explain and understand bystander behaviour in the context of bullying.
- Cooperation—understand and give examples of negotiation and compromise.



Valuing Differences

- Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences..
- Know that all people are unique but that we have far more in common with each other than what is different about us;
- Consider how a bystander can respond to someone being rude, offensive or bullying someone else;
- Demonstrate ways of offering support to someone being bullied.
- Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
- Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.



*Democracy -elections, Individual liberty – Human rights
Mutual respect – listening and respecting others in context.*

SCIENCE

Living Things

- Introduction to reasons for classification.
- Identify living things using keys.

Animals and humans

- Understand animals and humans - Healthy diet, exercise, circulatory system, nutrients and transportation

Evolution and inheritance

- Understand evolution and inheritance - fossils and inheritance
- Understand the term 'adaptation'.

Electricity

- Learn about electrical circuits and symbols and to investigate the effect of changing components in a series circuit.

Light

- Understand that how light travels and how we see things.
- Identify how shadows are formed.



Vocabulary - Scientific vocabulary



Mutual respect - in collaborative group work.



Opportunities for door learning

MFL

· Recapping key vocabulary—greeting, colours and numbers

“Nuestro colegio” (our school)

· Learn and apply vocabulary for school subjects, express preferences and opinions verbally and in writing.

Time

· Practise telling and writing the time in Spanish
· Ask and answer questions about time and subject timetables in a real life context.
· Comparison and contrasts between Spanish and English education system, subjects, structure with discussion of advantages/disadvantages of each.
· Find out about Christmas customs from a religious perspective .



Diversity - Intercultural understanding



Vocabulary - associated with subjects, time and preferences.

MUSIC

Music and technology

• Use body percussion, instruments and voice.
• Respond and use musical activities centred around particular keys.
• Understand and respond to music using different time signatures.
• Use and understand musical notations.
• Play and perform in solo and in ensemble.



Broader understanding of the world – listen and appraise music from across the world.

Vocabulary – specific musical terminology

ART

2D drawing to 3D making

Children will explore the relationship between 2D and 3D. Explore challenges faced by working in 3 dimensions. Explore drawing and mark making skills and see how they transfer to different disciplines and genres.



Broader understanding of the world – Increased awareness of art surrounding us

Diversity – Artists from different backgrounds and time periods



Individual liberty and mutual respect- Within their own art and towards others



COMPUTING

Communication and Collaboration

- Explore how data is transferred over the internet.
- Understand IP addresses and the rules (protocols) that computers have for communicating with one another.
- Consider how people can work together when they are not in the same location.
 - Evaluate which methods of communication suit particular purposes.
 - Categorise different forms of internet communication.

Web Page Creation

- Create websites for a chosen purpose.
- Identify what makes a good web page and use this information to design and evaluate their own website using Google Sites.
- Pay specific attention to copyright, fair use of media and creative commons, the aesthetics of the site, and navigation paths.
- Understand how to be a respectful and responsible user of technology online.

Rule of Law – Knowing age restrictions



Individual liberty – Choice what to document



Cultural experiences – exposure to computer technology and new visit.

Vocabulary – related to computing and ICT.

Personal skills – problem solving, creation

PE

Athletics and Fitness

- Learn the following athletic activities: long distance running, short distance running, triple jump, discus and shot put.
- Explore and develop different areas of health and fitness, learning different components of fitness including speed, stamina, strength, co-ordination, balance and agility.

Dance and Gymnastics

· Work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics

- Learn how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences.

Personal skills - Achieving goals

Mutual respect - working as a team, competitive play, sportspersonship.



DT

Design, make and evaluate an electrical card (product) for a loved one (user) for Christmas (purpose). Linked to Electricity topic in Science.

Vocabulary – circuit, components, current, positive, negative



Personal Skills – collaboration with younger pupils

