



What We Are Learning

Autumn Term 2025

Year 6

English

Autumn Term 1

'Holes' by Louis Sachar

- Revision of VIPERS skills
- Summarising key ideas and character development
- Development of inference skills
- Forming impressions of characters and settings
- Features of writing to inform
- Features of narrative writing

Autumn Term 2

Continuation of 'Holes' by Louis Sachar

- Embedding of VIPERS skills
- Features of narrative writing
- Features of dialogue
- Showing character through dialogue
- Identifying how authors create tension (revisited)

'A Christmas Carol' by Charles Dickens

- Introduction to historical context
- Word etymology
- Sentence structure
- Features of descriptive writing
- Features of review writing revisited
- Enjoyment of drama
- Choices made when staging a performance (knowledge development)

Through the study of English, your child will be expected to develop the following skills:

Skills

- **Reading** – Develop inference, summarising, and analysis of how authors create characters, settings, and tension.
- **Writing** – Use features of different text types, including narrative, descriptive, informative, and review writing, with effective dialogue and varied sentences.
- **Context & Creativity** – Explore historical context, word origins, and drama through performance choices.

Parents can support their child by looking at some images of deserts – what would humans and animals need to survive in the desert? Look at some images of Victorian London – how does this compare to London now?

Autumn Term**Place Value**

- Numbers to 1,000,000 / 10,000,000
- Read and write numbers to 10,000,000
- Powers of 10
- Number line to 10,000,000
- Compare and order any integers
- Round any integer
- Negative numbers

Addition, Subtraction, Multiplication, Division

- Add and subtract integers
- Common factors
- Common multiples
- Rules of divisibility
- Primes to 100
- Square and cube numbers
- Multiply up to a 4-digit number by a 2-digit number
- Solve problems with multiplication
- Short division
- Division using factors
- Long division (including with remainders)
- Solve problems with division
- Solve multi-step problems
- Order of operations
- Mental calculations and estimation
- Reason from known facts

Fractions

- Equivalent fractions and simplifying
- Equivalent fractions on a number line
- Compare and order (denominator)
- Compare and order (numerator)
- Add and subtract simple fractions
- Add and subtract any two fractions
- Add mixed numbers
- Subtract mixed numbers
- Multiply fractions by integers
- Multiply fractions by fractions
- Divide a fraction by an integer
- Divide any fraction by an integer
- Mixed questions with fractions
- Fraction of an amount
- Fraction of an amount – find the whole

Measurement (Converting Units)

- Metric measures
- Convert metric measures
- Calculate with metric measures
- Miles and kilometres
- Imperial measures

Through the study of Maths, your child will be expected to develop the following skills:

Skills

- **Number and Calculation Fluency**
- **Fractions Mastery**

- **Measurement and Conversion Skills**

Parents can support their child by looking at **real-Life fractions and percentages** – Involve your child in shopping: ask them to work out discounts (e.g., *20% off £15*) or compare fractions when cooking (*Is $\frac{3}{4}$ bigger than $\frac{2}{3}$?*).

Science

Autumn Term 1- Staying Alive

This topic looks at:

- The role of the heart, blood and blood vessels within the body.
- How and why our bodies change during exercise.
- A recap of the skeletal system, muscular system and digestive systems from early KS2 and in preparation for KS3.
- The seven components of a balanced diet and deficiency diseases.
- The dangers of smoking and vaping.

Key words: circulation, artery, vein, oxygen, carbon dioxide

Autumn Term 2- Electricity

This topic looks at:

- How to build and draw simple series circuits using recognised symbols.
- How and why the brightness of a lamp changes with the number and voltage of cells used within the circuit
- Conductors and insulators
- Precautions for working safely with electricity
- How electricity is generated

Key words: series circuit, voltage, conductor, insulator, current

Through the study of science, your child will be expected to develop the following skills:

Skills

- More advanced graph drawing (comparative bar charts and line graphs)
- Calculating means from data collected

Parents can support their child in science by encouraging them to explain what they have learned at school in their own words, as this helps secure understanding and builds confidence. They can also use the help sheet on Edulink to review key vocabulary and ideas together, giving children extra practice with scientific language. Using these methods regularly at home will strengthen their learning and make it easier for them to apply their knowledge in class.

Autumn Term**Gustav Klimt****Designing**

- To develop and understand Klimt as an artist and what inspired him.
- To create a well-presented title and research pages showing composition, use of key Klimt patterns and shapes and showing colour blending.
- To observe a piece of work called Adelle Bloch Bauer. Pupils will incorporate the patterns used to come up with their own example.
- To show an understanding of use of different medias such pen to create an ink effect.
- To show control and creativity in sketchbook work and final pieces.
- To explain what are earth colours and how they are used in Klimt's work.

Making and Evaluating

- To create a final piece which shows a reflection of Klimt's work.
- To control medias such as graphite stick, paint.
- To show an understanding of how collage is applied.
- To evaluate their final piece explaining in detail what they have learnt about the artist, how their work links to the artist. What can be improved in their work and what is good about their work. To show an understanding of skills and techniques learnt within the topic.

Through the study of Art, your child will be expected to develop the following skills:

Skills

- How to mix and blend paints effectively.
- How to apply collage techniques.
- Using colouring pencils effectively.

Parents can support their child by encouraging them to experiment and practice at home.

Autumn Term 1**Communication and collaboration**

- Internet addresses
- Data packets
- Working together
- Shared working
- How we communicate
- Communicating responsibly

Autumn Term 2**Web page creation**

- What makes a good website?
- How would you lay out your web page?
- Copyright or copyWRONG?
- How does it look?
- Follow the breadcrumbs
- Think before you link!

Through the study of Computing, your child will be expected to develop the following skills:

Skills

- **Digital Communication and Collaboration** – Pupils will learn how information is shared online, the importance of working together responsibly, and how to communicate effectively and safely in digital spaces.
- **Web Design and Online Awareness** – Pupils will develop skills in planning and creating web pages, understanding good design principles, and recognising issues such as copyright, navigation, and linking content responsibly.

Parents can support their child by hosting a **family email challenge**: Ask your child to draft a short, polite email to a family member (real or pretend) about something fun, like organising a game night. Discuss together what makes the email clear, respectful, and well-structured.

Cooking and Nutrition

Students make various recipes using oven and hob.

Prior learning includes Year 5 - Introduction to basic cutting techniques. H&S with food preparation. Use of Oven.

Key activities include

- Healthy eating
- Nutrition
- Allergies
- Use of hob, grill and oven
- Adaption of recipes
- Sustainability
- Source of materials
- Advanced cutting & chopping skills
- Blenders & Mixers

Through the study of cooking and nutrition, your child will be expected to develop the following skills:

Skills	
Week 1	Booklet health and safety
Week 2	Cheese Scones - Rubbing in method/safety/timing/oven/grating/sizing
Week 3	Tortilla Toasties - Dextrinisation Chopping skills/safety/timing/hob- grating
Week 4	Pasta Salad - Using hob/ chopping grating/safety/presentation/draining, gelatinisation
Week 5	Muffins - oven/safety/presentation/timing/folding/sizing
Week 6	Cowboy Bean Bake - hob/safety/chopping/using meat/draining, cross contamination
	Half Term
Week 7	Mini drizzle cakes - Oven/safety/creaming in/sizing/zesting
Week 8	Chicken Goujons - Oven/safety/safety using raw meat
Week 9	Assessment Planning - Time /following brief/planning/ healthy eating
Week 10	Assessment Making - Chopping/ independent working/grating/peeling/presentation
Week 11	Lemon Cheesecake - Partner work/ using mixer/folding method/ following recipe/chopping/presentation/timing
Week 12	Cheesecake -- Partner work/ using mixer/folding method/ following recipe/chopping/presentation/timing
All dairy/meat put in the fridge at the beginning of the day.	Labelled container and dish for cheesecake
Support at home, weighing ingredients, reading recipe prior the lesson. Washing up at home and helping to cook meals for the family.	

Product Design

Students learn how to use machines and create a pencil holder.

Students are taught how to think very creatively and produce their own designs.

Prior learning includes Year 5 - Use of basic hand tools to cut, shape and apply quality finish to work.

Working to scale and with templates. Use of acrylic.

Key activities include

- Initial design
- Shading & annotation
- Development of designs
- Scroll saw & belt sander
- Hand tools
- Quality finish
- Use of wood and appropriate equipment

Textiles

Students learn how to use a sewing machine and create a pencil case.

Students are taught how to think very creatively and produce their own designs.

Prior learning includes Year 5 - Basic hand sewing including running and back stitch.

Cutting felt, working to scale, design and shading techniques. Use of felt.

Key activities include

- Setting up and using a sewing machine
- Sewing machine driving test
- Introduction to CAD & CAM with an Embroidery Machine
- Hand sewing methods
- Tie Dye
- Applique
- Use of cotton and calico

Through the study of DT, your child will be expected to develop the following skills:

Skills

- Drawing, shading techniques and annotation of drawings.
- How to safely use and develop the skills in using a scroll saw and belt sander.
- Finishing and assembling techniques in wood.

Parents can support their child by encouraging their child to draw and allowing them to assist you with any DIY activities, explaining what you are doing and why, especially when unforeseen problems arise that require solving.

Autumn Term 1**Chez moi**

- To say where they live
- To learn vocabulary for rooms in the house (masculine and feminine nouns)
- To say what rooms there are and aren't in their house
- To use basic connectives et, mais to develop sentences
- To give basic information about themselves: name, age, where they live and details about their house

Autumn Term 2**À l'école**

- To learn vocabulary for the school subjects
- To say what they think of certain subjects and why
- To tell the time in French
- To say what time they have different subjects
- To give a presentation about school and school subjects

Through the study of French, your child will be expected to develop the following skills:

Skills

- Speaking: Giving information about themselves
- Writing: To write a couple of sentences of where they live
- Listening: Understanding the vocabulary for home and school
- Reading: Understanding information about a school day

Parents can support their child by using the available resources on their Google French Classroom such as Linguascope to engage with language games.

Autumn Term - Geography

UK Geography Recognising physical and human features including map skills.

- To define Geography and why we study it.
- To locate human and physical features.
- To name and locate the countries and major cities of the UK.
- To be aware of some of the geographical regions of the British Isles.
- To explore and understand the history of the UK.
- To identify and locate physical and human features around the British Isles.
- To describe key aspects of physical and human geography.

Through the study of Geography, your child will be expected to develop the following skills:

Skills

- **Locational Knowledge** – naming and locating UK countries, major cities, and geographical regions.
- **Human and Physical Geography** – identifying and describing key features such as rivers, mountains, settlements, and land use.
- **Map and Enquiry Skills** – using maps, atlases, and other sources to locate features, ask questions, and draw conclusions.
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Parents can support their child by looking at maps of the UK together (paper or online) and encourage your child to locate cities, regions, and physical features, comparing them with familiar places like Ampthill.

Autumn Term - History

The Romans

This unit introduces pupils to the Roman Empire, its expansion, and its impact on Britain. Pupils will explore Roman daily life, beliefs, and innovations, while making local connections with nearby Roman sites such as Verulamium (St Albans). They will also investigate the legacy of Rome and how it continues to influence our lives today.

Through the study of History, your child will be expected to develop the following skills:

Skills

- **Historical enquiry** – investigating Roman life, beliefs, and innovations using sources and evidence.
- **Understanding impact** – exploring how the Romans changed Britain and the lasting legacy they left.
- **Making connections** – linking Roman history to local sites (e.g., Verulamium) and modern life.

Parents can support their child by discussing which Roman ideas are still useful today? What would be hardest to live without? If possible, you could also visit St Albans to learn more about Roman life from a nearby site, or you could look at news stories online which detail the archaeological work taking place at Roman sites around the world.

Autumn Term 1

- Singing
- 2 part singing and cultural songs from around the world
- Vocal technique and breathing
- Beatboxing
- Creative development of songs
- Cultural awareness of song

Autumn Term 2

- Keyboard Skills 2
- Extending finger control from melodies to chords
- Coordinating both hands
- Developing individual and group performance
- Learning a range of musical pieces on the keyboard

Through the study of Music, your child will be expected to develop the following skills:

Skills

- Vocal control and breath control
- Cultural awareness through listening and creativity
- Building confidence in solo and group performances

Parents can support their child by encouraging practice of any musical instrument that you might have at home where this is accessible and possible. Encouraging the importance of challenging yourself to perform and be expressive. Watch or listen to pieces of music performed on the piano to show what is possible on that instrument. If you have any musical experiences in your past, sharing this with your child can be very powerful.

Autumn Term 1

- Netball
- Football

Concept – The Value of PE – ‘TEAM’ Alameda

Autumn Term 2

- Intro to Contact Rugby
- Competence through Gymnastics

Through the study of PE, your child will be expected to develop the following skills:

Skills

- Development of motor and fundamental movement skills
- Development of coordination and control
- Development of key components such as agility, balance and speed
- Development of the understanding of the value of sport in areas such as teamwork and cooperation
- Development of problem solving and decision making

Parents can support their child by ensuring they have the correct equipment necessary for the activity. They can encourage children to attend further clubs both in and outside of school and can encourage a healthy and active lifestyle. You can also support by engaging your children in asking what they have been learning about in school and promoting a discussion about this, especially regarding our concept area.

Autumn Term – Living in the wider world

- Identify what we can do if we ever feel unsafe or worried about ourselves or someone know
- Describe how we can report our concerns to appropriate people
- Identify our own identities and describe how our family history helps shape our identity
- Describe different types of diversity in the UK
- Explain meanings of race, religion and nationality
- Identify different situations that a person might experience on social media
- Describe how we can take measures to protect our privacy online as well as the different reasons why this is so important

Through the study of Values, your child will be expected to develop the following skills:

Skills

- How to support others
- Respecting others
- Tolerance

Parents can support their child by having open discussions about culture and differences, encouraging them to watch the news and then answer any questions they may have that come from it.

1. Justice and Poverty

The theme for this unit of work is how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment. Pupils will explore the concept of right and wrong, consider how they learn to make moral distinctions and think about how easy or difficult it is to make moral decisions. They will explore some references to poverty in religious and philosophical literature and reflect on their own beliefs regarding the existence of poverty in the world. By looking at the work of various organisations and individuals, they will develop an understanding of some of the impact of religion in action in the world.

2. Rites of Passage

Pupils will be able to discover rites of passage for themselves and learn about what they are in different religions, as well as why they are important and how they make use of symbolism. They will question ideas about growing up, marriage and death to investigate their importance both to individuals and to a community. They will discover a need to develop religion-neutral rituals and ceremonies that will later help them understand how rites of passage come into being. They will discover how instinctive it is to do these things, and understand that these concepts are a natural part of human activity.

Through the study of RE, your child will be expected to develop the following skills:

Skills

- **Moral and Ethical Thinking** – Pupils will explore ideas of justice, poverty, right and wrong, and reflect on how religious and non-religious worldviews influence moral decisions and actions.
- **Understanding Rituals and Symbolism** – Pupils will learn about rites of passage across religions and cultures, exploring their meanings, symbolism, and role in marking life's key stages for individuals and communities.

Parents can support their child by talking together about your family traditions (birthdays, weddings, funerals, naming ceremonies, etc.). Share photos, stories, or memories of these events, and compare them with how other cultures or religions might mark similar occasions.