

## Year 6 Curriculum Information Leaflet



**Inspired by Christ- Reaching out to all- Being the best we can be**

Love, Honesty, Equity, Forgiveness, Kindness, Friendship

**Welcome to Year 6.**

We are looking forward to a successful year of learning.



### **Behaviour for Learning**

Positive behaviour is essential for providing high quality learning experiences in a stimulating and supportive environment. Positive behaviour in the whole school community enables the provision of a safe, secure and caring environment where effective learning can take place and where children can develop self-esteem, independence, self-discipline and responsibility.

All of our children know what our 'Golden Rules' are and understand the sanctions in place should these rules be broken.

We are extremely excited to be part of a 'Restorative Justice' project this year led by a London University.

You can read more about our school Behaviour Policy on our website.

<https://www.allsaintsn20.barnet.sch.uk/policies/>

Above all, we expect our children to be ready to learn, to respect others and to be kind.

## Year 6 Curriculum Information Leaflet

### Curriculum Overview

Here is an overview of what your child will be learning this year:

Autumn 1:

core text/s	Wk1 1/9/25	Wk2 8/9/25	Wk3 15/9/25	Wk4 bg 22/9/25	Wk5bg 29/9/25	Wk6 bg 6/10/25	Wk7bg 13/10/25	Wk8 bg 20/10/25
Floodland	Project week	GEOGRAPHY		Whole school write	SCIENCE			Black history
	Project Dino	United Kingdom			Living things & their habitats			

Autumn 2:

core text/s	Wk1bg 3/11/25	Wk2 10/11/25	Wk3 17/11/25	Wk4bg 24/11/25	Wk5 1/12/25	Wk6 8/12/25	Wk7bg 15/12/25
Goodnight Mister Tom	Project week	HISTORY World War 2			SCIENCE Animals including humans		

Spring 1:

core text/s	Wk1 5/1/26	Wk2 bg12/1/26	Wk3 19/1/6	Wk4 26/1/26	Wk5 bg 2/2/26	wk6 bg 9/2/26
Warhorse	SCIENCE		HISTORY Non- European society contrast British history (Mayan)	Whole School Write	HISTORY	
	Electricity				Non- European society contrast British history (Mayan)	

Spring 2:

core text/s	Wk1 23/2/26	Wk2 bg 02/03/26	Wk3 9/3/26	Wk4 16/3/26	Wk5 23/3/26
Narnia	COMPUTING		SCIENCE		
	Web Page Creation	Variables in Games	Evolution & inheritance		

Summer 1:

core text/s	Wk1 13/4/26	Wk2 20/4/26	Wk3 27/4/26	Wk4 4/5/26	Wk5 12/5/26	Wk 618/5/26
Island	preparation	preparation	Whole School Write	preparation		COMPUTING
					SATs Week	Sensing (Micro:bits)

Summer 2:

core text/s	Wk1 1/6/26	Wk2 8/6/26	Wk3 15/6/26	Wk4 22/6/26	Wk5 29/6/26	Wk6 6/7/26	Wk7 13/7/26
Island & Journey	SCIENCE	TRIP	SCIENCE	GEOGRAPHY			
	Light	Isle of Wight	Light	Local area & region		transition	

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In order to enrich our curriculum, we will also be arranging the following trips:

Lose the Path, Find Your Way (Story Building workshop) led by Cracking Slate Theatre Company

Furry and Scaly animal workshop TBC

Voices for Equality workshop led by the Anne Frank Trust

Antisemitism and Islamophobia workshop led by the Anne Frank Trust

Science Museum TBC

Natural History Museum TBC

RAF Museum (History and STEM)

The Isle of Wight residential (5 days)

And many more engaging and enriching experiences that will support the children's learning TBC...

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### Maths

At All Saints', we use Oak Academy to support our Maths learning. Here is an overview of what your child will be learning:

	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8
Autumn 1	Use knowledge of part-part-whole structure to solve additive problems		Use equivalence and compensation to simplify and solve addition calculations		Use equivalence and compensation to simplify and solve subtraction problems		Multiples of 1,000	
Autumn 2	Understand place value within numbers with up to 7 digits	Order, compare and calculate with numbers up to 8 digits	Rounding and solving problems with numbers up to 7 digits	Draw, compose and decompose shapes		Using equivalence to calculate	Assessment week	
Spring 1	Multiplying and dividing by 2-digit numbers		Area, perimeter, position and direction		Addition and subtraction of fractions			
Spring 2	Comparing fractions	Multiplication and division of fractions	Area, perimeter and volume	Understanding percentages	Assessment week			
Summer 1	Statistics	Ratio and proportion		Calculating using knowledge of equivalence in addition and subtraction	SATS WEEK 11/5/2025	Consolidation		
Summer 2	Solving problems with two unknowns		Order of operations	Mean average	Consolidation	Assessment week	Consolidation	

We recognise that in order to be successful Mathematicians, our children should practise their 'Maths fluency' as often as possible. You can help with this by practising times tables often and carrying out calculations in your everyday lives. Children's maths fluency is incentivised through Mr Usher's 'Maths Missions'.

1. Number bonds up to 5
2. Some number bonds to 10
3. Simple double facts
4. All Number bonds to 10
5. All Numbers bonds to 20
6. Count in 10s
7. Count in 2s
8. Count in 5s
9. X10
10. X2
11. X5
12. ÷10
13. ÷2
14. ÷5

15. X3
16. X4
17. X6
18. X8
19. ÷3
20. ÷4
21. ÷6
22. ÷8
23. X7
24. X9
25. X11
26. X12
27. ÷9
28. ÷7
29. ÷11
30. ÷12

31. Mentally add, subtract and multiply simple fractions.
32. Multiply and divide numbers and decimals by 100, 1000, 10,000
33. 40 out of 40 (3 times) arithmetic paper

- Purple - Rec  
 Rose - Y1  
 Orange - Y2  
 Blue - Y3  
 Green - Y4  
 Bronze - Y5/Y6  
 Silver - Y5/Y6  
 Gold - Y6

Children from Year 3 upwards use **Times Tables Rockstars'** as a tool to make learning their times tables fun.

Please encourage your child to do this as often as possible.

<https://trockstars.com/>

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### English

#### Reading KS2

We use **Destination Reader** as a tool to develop our readers in Years 3-6. The program covers seven key skills identified within the national curriculum to support the reading and understanding of a wide range of texts.

These are:

- Predicting
- Making connections
- Asking questions
- Evaluating
- Inferring
- Summarising
- Clarifying

While children read their book with their partner, they are encouraged to stop and have discussions in a respectful way, and also through addressing a variety of these skills, some of which will be being specifically taught using sentence stems in the same way. You could prompt your child to refer to these sentence stems when reading at home or answering questions about a book you have read to them.

We also use **Accelerated Reader** to monitor independent reading through small quizzes when children have finished reading a book. The word count of each book read counts towards a class total word count which will lead to rewards for the class at certain milestones.

We cannot emphasise enough how important it is to read with your child at home.

20 minutes a day should be the absolute minimum reading time per day.

Your support in helping your child to fill in their reading record is appreciated.

<p><b>Evaluating</b> <i>Language</i></p> <p>The <i>phrase/word</i> works well...</p> <p>I like the way the author uses ... it makes me think of ...</p> <p>This sentence has high impact...</p>	<p><b>Evaluating</b> <i>Organisation</i></p> <p>The way ... is presented helps the reader...</p> <p>The text is organised well because...</p> <p>The structure could be improved by...</p>
<p><b>Clarifying</b></p> <p>I didn't understand ... so I ...</p> <p>... is a tricky word so I ...</p> <p>I need to reread ... because ...</p> <p>I think that means ... because...</p>	<p><b>Inferring</b></p> <p>I think this character is ...</p> <p>The word tells me ...</p> <p>That part tells me ...</p> <p>This makes me think that ...</p>
<p><b>Summarising</b></p> <p>The most important ideas are ...</p> <p>The book was about ...</p> <p>This chapter was about ...</p> <p>This part was about ...</p>	<p><b>Predicting</b></p> <p>I predict that ...</p> <p>I wonder if ...</p> <p>I bet ...</p> <p>I think ... will happen ...</p>
<p><b>Questioning</b></p> <p>Who ...? What ...? When ...?</p> <p>Where ...? Why ...?</p> <p>I wonder if ...</p> <p>Why do you think that ...</p>	<p><b>Making connections</b></p> <p> I know about this because I ... I've been to / seen ...  I saw a programme about ... This reminds me of ...  This is similar to ... I think this is a ... book ...  This links to ... This makes me think of ...</p>


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### Writing



## Progression in Writing

### Promoting Curiosity and Oracy

<p><u>Speaking and Listening at All Saints':</u></p>	<p>From Nursery to Year 6, oracy is a key driver of the All Saints' Curriculum:</p> <p>Children need to be good communicators in order to be happy, successful individuals.</p>  <p>Children are supported to engage in speaking and listening activities. Teachers and Learning Support Assistants use adapted questioning and planned activities to progressively develop children's speaking and listening skills. Children are given opportunities to work collaboratively where they practise communicating with their peers. Children are given opportunities to think, formulate their ideas and share them throughout the whole of our rich curriculum.</p>
<p><u>Writing at All Saints':</u></p>	<p>We have a bespoke, carefully constructed sequence for writing:</p> <p>Using our carefully chosen core texts as a stimulus, children will be guided through a writing sequence that explicitly examines the text, both as a reader and a writer. Next, children are given tasks to develop their writing skills (appropriate to the text type). Following this, the class will work on a teacher led write that brings all the necessary skills together. Finally the children will complete a piece of independent writing, from which individual targets are set.</p> <p>Handwriting will be practised using the 'Nelson' font.</p> <p>Spelling is valued: Progress will be supported through excellence in phonics, by teacher feedback, and by weekly spelling activities.</p> <p>Children who care about spelling will strive to learn new words</p>

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### Transcription:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

### Handwriting and presentation:

Write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

### Composition:

Plan their writing by:

- 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
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précisising 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 [for example, headings, bullet points, underlining]

Evaluate and edit by:

- 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

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

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### Vocabulary, grammar & punctuation

Develop their understanding of the concepts set out in English Appendix 2

by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that* or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2

Indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semicolons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

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

Year 6: Detail of content to be introduced (statutory requirement)	
<b>Text</b>	<p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and <b>ellipsis</b></p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
<b>Punctuation</b>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p><b>Punctuation</b> of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>
<b>Terminology for pupils</b>	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>

Year 6: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>
<b>Sentence</b>	<p>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>if I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p>

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### Handwriting

At All Saints', we believe legible and fluent handwriting is an essential skill, even in the age of keyboard and messaging!

We use Nelson Handwriting style, It classifies the letters into 5 sets.

Set 1 Lower case letters which have hooks at the bottom of the a height.

a c d e h i k l m n t u

Set 2 Lower case letters which commence at the top of the a height.

a c d e g i j m n o p q r s u v w x y

Set 3 Lower case letters which commence at the top of the ascender.

b f h k l t

Set 4 Lower case letters which conclude at the top of the a height

f o r v w

Set 5 Lower case letters after which no join is ever made.

b g j p q s x y z

Nelson defines the joins between letters using these sets. Only four types of join are needed.

Basic Join Set 1 to Set 2

in ma ki

Second Join Set 2 to Set 3

ab if co

Third Join Set 4 to Set 2

oa fo we

Fourth Join Set 4 to Set 3

ob fl wh

Examples of words with break letters

bigger quiz pass table

We expect our children to care for their school books and always endeavour to keep them as neat as possible.

This instils a level of respect towards their learning.

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### Project Weeks

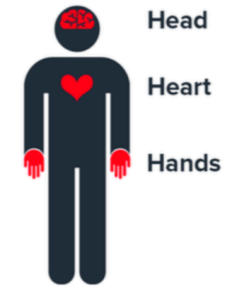
At the beginning of every half term, All Saints' children are immersed in a project week, which aligns with the United Nations Sustainable Development Goals. This gives all the children opportunities to understand and apply their knowledge and thinking skills; to be Change-Makers. Links are made between what they know, their values and the actions that they can take within their school, local community and the wider world.

We would love you to become involved in these Project Weeks in any way you can.

Please keep up to date with our Newsletter for any upcoming projects.

### change-makers

**Head:** Informed and curious; able to find things out.  
**Heart:** Having a strong sense of right and wrong; good values.  
**Hands:** Be courageous and willing to be a change-maker



## Year 6 Curriculum Information Leaflet

### Religious Education

As a Church of England primary school, Christianity takes precedence in our RE Curriculum.

This is the Year 6 overview for RE this year;

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Christianity</b>	<b>Christianity</b>	<b>World Faith</b>	<b>Christianity</b>	<b>Christianity</b>	<b>Christianity</b>
What might the journey of life and death look like from a Christian perspective? (6 weeks)	Should every Christian go on a pilgrimage? (2 weeks)  How would Christians advertise Christmas to show what Christmas really means today? (4 weeks)	What does it mean to be Buddhist? (6 weeks)	What do the monastic traditions with Christianity show us about living in community? (2 weeks)  How does the Christian festival of Easter offer hope? (4-6 weeks)	How has the Christian message survived 2000 years? (6 weeks)	Rules and Responsibilities: Who Decides? (6 weeks)

### Worship

At All Saints', children take part in an act of worship daily. There is plenty of flexibility in the provision of collective worship to enable all pupils to benefit without compromising their beliefs.

Collective worship gives pupils and school staff the opportunity to:

- Engage in an act of community.
- Express praise and thanksgiving to God.
- Be still and reflect.
- Explore the big questions of life and respond to national events.
- Foster respect and deepen spiritual awareness.
- Reflect on the character of God and on the teachings of Christ.
- Affirm Christian values and attitudes.
- Share each other's joys and challenges.
- Celebrate special times in the Christian calendar.

We visit All Saints' church half termly, and we hope that you can join us there.



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### Physical Education

Year 6 will be doing PE on **Tuesday** and **Wednesday**.

Please ensure that your child brings in the (correct) PE kit for those days.

Here is an overview of Year 6 PE curriculum this year:

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Invasion: Basketball	Invasion: Netball	Gymnastics: Symmetry and Asymmetry	Invasion: Hockey	Net/Wall: Tennis	Athletics

### Parents Evening

Our Parents' Evenings this term are on 21st and 22nd of October. Please keep an eye out for the opening of the Booking System.

We have an open door policy here at All Saints' and are always happy to talk to you about your child's learning.