

YEAR 6 EAGLES CURRICULUM MAP AUTUMN 2026

ENGLISH		
English: Writing Composition	WRITING PURPOSES	Sentence Structure Work The Day War Came by Nicola Davies and Rebecca Cobb, The Journey by Francesca Sanna, The Island by Armin Greder Entertain: setting description Entertain: narrative, e.g. Journey to England told from the point of view of the mother instead Express/Inform: formal letter to the Mayor about the incarceration of the intruder The Highwayman Entertain: narrative, e.g. retell as a modern story Express/ inform: retell events from Tim's point of view/writing in role as Tim Entertain: conversation between Tim and Bess
		All New Britannica Encyclopedia Inform: book review Inform: double-page spread about Russia Holes (Contemporary Classic) Inform: newspaper report Entertain: missing chapter Poet study: John Agard Writing in response to poetry, e.g. writing in role as a character/ the poet; articulate the poem's themes and impact; summarise poems and their themes; to compare poems and justify preferences
English: Writing Transcription	Spelling	• Spelling lists adapted from NC 2014 Spelling (including Y3/4 and Y5/6 word lists) • Words with the short vowel sound /i/ spelled 'y' • Words with the long vowel sound /igh/ spelled 'y' • Adding the prefix 'over- • Adding the suffix '-ful' • Words that can be nouns and verbs • Review of misspelt words from children's own independent writing
	Handwriting	• Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices • Decide whether or not to join specific letters choosing the writing implement that is best suited for a task.
English: Writing Vocabulary, Grammar and Punctuation		• Use possessive apostrophes for plural nouns • Know the difference between plural and possessive s • Use the correct tense including the present perfect • Using expanded noun phrases to convey complicated information concisely • Use inverted commas and other punctuation to indicate direct speech, including commas to separate reporting clauses • Use modal verbs or adverbs to indicate degrees of possibility • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • Plan by identifying the audience for and purpose of writing • Increase the range of sentences structures used, varying the position of clauses within a sentence • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Use semi-colons, colons or dashes to mark boundaries between independent clauses • Use speech conventions correctly when writing a conversation as part of a narrative

English Reading	Guided reading	Reading Strategies Vocabulary	Retrieval
	Word Reading	• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	
	Comprehension	• Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Use reading books that are structured in different ways and reading for a range of purposes • Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	

MATHEMATICS

Number: 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. • Solve number and practical problems that involve all of the above. Number: Addition and subtraction, Multiplication and division • Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why. • Multiply multi -digit number up to 4 digits by a 2 -digit number using the formal written method of long multiplication. • Divide numbers up to 4 digits by a 2 -digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context. • Divide numbers up to 4 digits by a 2 -digit number using the formal written method of short division, interpreting remainders according to the context. • Perform mental calculations, including with mixed operations and large numbers. Identify common factors, common multiples and prime numbers. • Use their knowledge of the order of operations to carry out calculations involving the four operations. • Solve problems involving addition, subtraction, multiplication and division. • Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.	Fractions • Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. • Compare and order fractions, including fractions $G \frac{1}{2}$ • Generate and describe linear number sequences (with fractions) • Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. • Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example $14 \times 12 = 18$] • Divide proper fractions by whole numbers [for example $13 \div 2 = 16$] • Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example $\frac{3}{8}$] • Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
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SCIENCE

Scientific Enquiry

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Taking measurements, using range of scientific equipment with increasing accuracy and precision, taking repeat readings when appropriate
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar & line graphs

• Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations • Using test results to make predictions to set up further comparative and fair tests • Identifying Scientific evidence that has been used to support or refute ideas or arguments	
Light • Explore how light travels • Explore reflection • Explore reflection and how it can be used to help us see • Investigate how shadows can change • Investigate how we can show why shadows have the same shape as the object that casts them • Explore light phenomena	Electricity • Describe the parts of an electric circuit • Explore voltage and its effect on an electrical circuit • Apply knowledge to identify and correct problems in a circuit • Investigate what affects the output of a circuit • Build a set of traffic lights • Apply knowledge of conductors and insulators
BEHAVIOURS FOR LEARNING	Pride Listening
HISTORY	Walter Tull • What do we know about Walter Tull? • Did Walter have a happy childhood? • How was Walter's life different to footballers today and how was it similar? • How did Walter Tull challenge adversity in the UK? • Where is the life of Walter Tull most and least commemorated? • Why should we remember Walter Tull?
GEOGRAPHY	Economic Activity of the UK • What are the key geographical features of the UK? • What are the main sectors of the UK economy? • How sustainable is agriculture in the UK? • How sustainable is energy generation in the UK? • How sustainable is water production in the UK? • How sustainable is the use of rare earth elements? • How does automation affect economic activity in the UK? • How sustainable is waste management in the UK? • How sustainable is the economic activity of the UK?
ART	Monochrome Sketching – Drawing Faces • Observational skills to notice details • Using values to create a form • Selecting different pencils for different effects • Use proportion when drawing • Using shapes to guide our observations and drawing • Use close observation when drawing • Using values to create a realistic portrait • Evaluating work

DT	Electrical Systems – Energy Saving Room Monitor	
MUSIC	Listen and Appraise: • Evaluate differences in live and recorded performances. • Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion. • Refine and improve work. • Evaluate how the venue, occasion and purpose affects the way a piece of music is created. • Compare and contrast the impact that different composers from different times will have had on the people of the time. • Analyse features within different pieces of music. • Describe how lyrics often reflect the cultural context of music and have social meaning. Understand musical notation: • Revise all notes A-G. • Revise dotted crotchet and all note names from Y3-4 and stave terminology. • Using and understanding simple time signatures. • Sharp and flat symbols. Compose and transcribe: • Composition using glockenspiels. • Recognise that different forms of notation serve different purposes. • Use a variety of different musical devices in their composition. • Read and create notes on the musical stave. Perform: • Perform using notations. • Provide rhythmic support. • Begin to perform using notations. • Take the lead in a performance. • Perform parts from memory.	
PE	Basketball, Football, Gymnastics, Dance	
COMPUTING	Technology in our lives - In this unit learners explore how data is transferred over the internet. Learners initially focus on addressing, before they move on to the makeup and structure of data packets. Learners then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet. Programming - This unit explores the concept of variables in programming through games in Scratch. First, learners find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, learners experiment with variables in an existing project, then modify them, before they create their own project. In Lesson 4, learners focus on design. Finally, in Lesson 6, learners apply their knowledge of variables and design to improve their games in Scratch.	
PSHE	Values: Sept – Responsibility Oct – Respect	Values: Nov – Peace Dec – Appreciation

	Being Me In My World - Identifying goals for the year - Global citizenship - Children's universal rights - Feeling welcome and valued - Choices, consequences and rewards - Group dynamics - Democracy, having a voice - Anti-social behaviour - Role-modelling	Celebrating Difference - Perceptions of normality - Understanding disability - Power struggles - Understanding bullying - Inclusion/exclusion - Differences as conflict, difference as celebration - Empathy
RE	Buddhism What is the best way for a Buddhist to show commitment to their beliefs?	Christianity Christian celebrations and traditions help Christians understand who Jesus was and why he was born?
FRENCH	Greater understanding of French-English cognates and context clues to improve comprehension of more complex texts and to develop confident translation skills. Knowledge of French celebrations and traditions, including their cultural and historical significance, such as the importance of Bastille Day in France. Awareness of the Francophone world, understanding that French is spoken in many countries across different continents and cultures. Use of comparatives (<i>plus... que / moins... que</i>) to compare people, places, animals, and things. Knowledge and confident use of the irregular verb <i>aller</i> (to go) in the present tense to talk about travel, holidays, and future plans in a simple way. Consolidation of key grammar knowledge from Years 3 to 5, including adjectival agreement, masculine/feminine nouns, plural forms, and present tense of regular and irregular verbs. Concept of carbon footprint and sustainable tourism, and how travel choices impact the environment. Deeper understanding of global environmental challenges (e.g. climate change, deforestation, pollution) and actions that can be taken to protect nature and biodiversity. Introduction to weather-related vocabulary and expressions, enabling pupils to describe weather conditions and link them to clothing choices and travel plans. Knowledge of different holiday destinations and types of accommodation, using appropriate prepositions (<i>à, en, dans</i>) to describe where they go, stay, and what activities they do.	