



Termly Overview

Year 6

Autumn 2026

Class teachers: Ms Brookes, Ms Foster and Mr K Duker

Support teacher: Ms N Yousef

We hope you all had a wonderful summer. We'd like to wish you all a warm welcome back to school. It has been lovely seeing all our families and the children again. All classes had a great start getting to know their new teachers. As always, we have much planned for the year ahead, and the following overview will outline what your child is learning about in class, as well as some important dates to note for this term.

Important dates for your diary

Autumn 1: Thursday 3rd September – Friday 23rd October at 3:30pm

- Thursday 10th September at 10:00am - New year church service at St Mark's Church
- Friday 18th September at 9:00am - Secondary Transfer Meeting
- Wednesday 30th September at 10:00am - Harvest Festival church service at St Martin's Church
- Friday 16th October - 6 Oak class assembly
- We break up for half term on Friday 23rd October at 3:30pm and we return on Tuesday 3rd November

Autumn 2: Monday 2nd November - Friday 18th December at 1:30pm

- Monday 2nd November 2026 is an INSET day
- Monday 23rd November 2026 is an INSET day
- Friday 13th November - 6 Chestnut class assembly
- Friday 18th December at 10:00am – Christmas church service at St Martin's Church
- We break up for the term on Friday 18th December at 1:30pm

Our Christian Values

As always, we will be focusing on teaching an engaging broad curriculum which will involve reading a whole variety of different genres of texts, as well as 'living our Christian values': **Growth, Unity, Kindness and Faith**

At the centre of the school we have our school vision "Belonging, learning and growth for life in all its fullness."

For more detailed information on our school vision, values and ethos we encourage you to visit our website: <http://www.princessfrederica.brent.sch.uk/>

Learning in our class this term

Our curriculum is designed to develop children's character, intellect and curiosity. We have high aspirations for our children and aim to offer them a broad, challenging, engaging and diverse curriculum.

By the time children leave our school they will:

- Be kind, confident, well-mannered, thoughtful members of society who embody our Christian values.
- Speak confidently and in Standard English, with a broad range of vocabulary, in formal situations, for example children should be able to argue a point and greet a visitor.
- Have knowledge of a core set of books and poetry that they can make links to and draw upon.
- Have a broad general knowledge and understanding of the world for example of historical facts, geographical sense of place and religions.
- Understand the cultural and historical influences that have shaped this area of London.
- Be ambitious for their futures, expecting that he or she can follow career paths that take them onto higher education such as university or an apprenticeship.
- Enjoy and appreciate the arts and be able to participate in performances, for example music, poetry, dance and drama.
- Understand their body, how to keep it healthy and enjoy participating in sporting activities.
- Have healthy relationships with an age-appropriate understanding of sex education.
- Be able to keep themselves safe (both online and on the streets) and know how to avoid confrontation and resolve disputes peacefully through restorative approaches.
- Have a love of learning and self-efficacy around studying.
- Be passionate about looking after our world and take active responsibility for making a difference in our world.
- Understand and value the concepts of Global Human Values and contribute positively to our community.
- Respect each other regardless of race, religion, ethnicity, culture, gender, disability and wealth.
- Be courageous advocates for the causes they believe in.
- Be anti-racist and call out injustice

Below is information about the subjects we will be covering this term (please also refer to our knowledge organisers on the school website.)

- Geography: Earthquakes
- History: WW1: The impact of WW1 on British society.
- R.E. : Rites of Passage; Pilgrimage/Incarnation
- Science: Classification of Living things
- Computing: Introduction to Python
- Art/D.T : Trainers and Travel
- RSE: My healthy self- how do my choices today shape my future health?
- Texts we will be reading as a whole class are: The Girl in the Boy's Bathroom by Louis Sachar; Skellig by David Almond.

Learning objectives

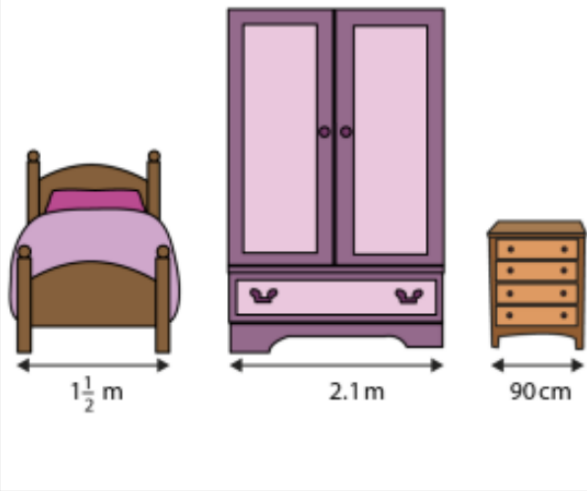
This half term children in Year 6 will be working on the following objectives in the core subjects:

Mathematics

I can:

- **Identify additive and multiplicative structures.**
*e.g. A pizza is cut into 6 equal slices. $6 \times s = p$
For lunch, I have a pizza and a drink. $p + d = l$*

'If I line the three pieces of furniture up along a wall, side-by-side, what length of the wall do they take up in total?'



- **Read, write, order and compare values up to 10,000,000 and determine the value of each digit.**
e.g. 8,432,089.
eight million, four hundred and thirty-two thousand and eighty-nine.
The 3 represents three ten thousands or 30,000.
- **Round numbers to the nearest 100,000**

Rounding to the nearest 100,000:



- '3,015,465 is between three million and three million one hundred thousand.'
- 'The previous multiple of one hundred thousand is three million. The next multiple of one hundred thousand is three million one hundred thousand.'
- '3,015,465 is nearest to three million.'
- '3,015,465 is three million when rounded to the nearest one hundred thousand.'

- **To calculate the area of parallelograms and triangles**
e.g. The area of a parallelogram is length x width
The area of a triangle is (height x base) ÷ 2

Reading

I can:

- **Make inferences about characters and events using evidence from the text.**
Example: "I think the character is nervous because the text says his hands were shaking and he kept looking over his shoulder."
- **Explain the meaning of words and phrases in context.**
Example: "The word 'reluctantly' means that the character did something even though they did not really want to."

- **Summarise the main ideas from a text using my own words.**
Example: *"The main idea of this paragraph is that the explorer struggled to survive because he had very little food and water."*
- **Explain how an author uses language and structure to create an effect.**
Example: *"The author uses the phrase 'the darkness swallowed him' to make the setting seem frightening and dangerous."*

Writing

I can:

- **Identify my audience and purpose and choose an appropriate style of writing.**
Example: I can write a **formal letter** using formal language: *"I am writing to express my concerns about the proposed changes to our school playground."*
- **Use precise and ambitious vocabulary to make my writing more effective.**
Example: Instead of *"The boy was scared,"* I can write: *"The boy trembled nervously as he stared into the pitch-black forest."*
- **Use paragraphs and cohesive devices to link my ideas clearly.**
Example: *"At first, the journey seemed easy. **However**, as the path became steeper, the explorers began to struggle. **Meanwhile**, the storm was growing closer."*
- **Develop characters, settings and atmosphere through description, action and dialogue.**
Example: *"'Don't move!' whispered Sam. The ancient door creaked behind him, and a cold breeze swept through the abandoned corridor."*
- **Use a range of punctuation accurately to make my meaning clear.**
Example: *"The explorer had only one choice: continue into the cave or turn back."*
I can also use dashes, brackets and semicolons: *"The cave was enormous; however, it was completely silent."*
- **Edit and proofread my writing independently to improve it.**
Example: I can change *"The dog ran quickly to the house"* to *"The terrified dog sprinted towards the abandoned house"* because the new vocabulary creates a stronger image.

Home-learning will include opportunities to practise some of these objectives. Should you require support with interpreting these objectives, then please make an appointment with your child's class teacher before or after school.

Home-learning and how parents can help

Children work very hard at school during the day so we want to keep home-learning simple and easy to manage. Parents can be a great help if they talk to their children about their learning and set up a routine every night. Little and often is best.

Reading

It is vital that children practise their reading at home by being heard by an adult or older sibling. This is just as important for older children who are decoding texts fluently – they may be able to read the words, but they also need opportunities to discuss the meaning of the texts they are reading as often as possible.

Key Stage Two (Years 3-6)

Children take home a book of their choice (banded book). Teachers and teaching assistants ensure that the level of the book the child takes home is appropriate and carefully monitor the amount children are reading at home.

Children in KS2 should read for half an hour every day.. **Reading books should be brought into school each morning.** We encourage children to read a wide range of authors and text types which they find in everyday life, as well as books.

Mathematics

Rapid Recall Facts

This year we are going to continue to help children improve their mental maths skills, which are essential to becoming confident mathematicians. Each half term children will be given a list of **Rapid Recall Facts** to practise and learn at home as well as in school. It is important that they know these thoroughly and can recall specific facts instantly. Whilst children have a wide range of abilities in mathematics, the rapid recall facts are a set of facts that need to be learnt off by heart. They build on each other year on year. Again, we stress that the children must aim to know the facts inside out, back to front and with instant recall. **Children should practise these facts every night for about 10 minutes.** Little and often is the key. Each child will be quizzed on the facts during the half term so teachers can monitor their progress.

Spellings

Your child will receive lists of useful words every week. These words are linked to the spelling pattern or family taught during that week in school. Children will need to practise these for 5 to 10 minutes each night. Little and often is most effective. The children will also have a little red book which will contain spellings individual to the child. We will informally quiz the children every week as part of their spelling lessons. The children should bring their red spelling book to school every day.

Weekly events

Library - 6 Chestnut every other Monday

6 Oak every other Thursday

Music - Wednesdays

PE - 6 Chestnut Tuesday and Wednesday

PE Uniform: Children should wear their PE kit to school on PE days. The PE uniform is a T shirt with embroidered crest in their house colour, black shorts or grey jogging bottoms and black plimsolls or trainers.

Best wishes,

Ms Brookes, Ms Foster and Mr Duker