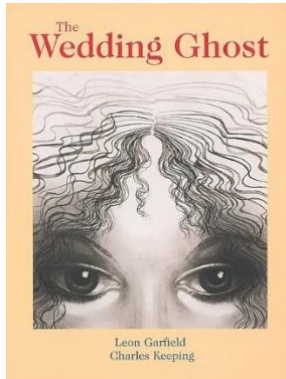


Year 6 Curriculum Map – Autumn 2 (Half term) 2026/2027

Literacy

This term, children will read *The Wedding Ghost*. They will write a narrative, which includes a flashback.

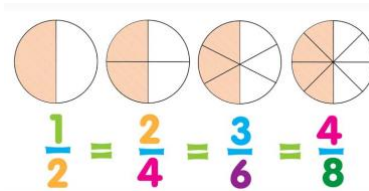


- To identify and analyse the features of a narrative, including how authors develop character, setting and plot.
- To explore a character's thoughts, feelings and motivations using evidence from the text.
- To use descriptive language and figurative devices to create atmosphere and suspense.
- To develop a setting using sensory details and ambitious vocabulary.
- To use dialogue effectively to reveal character and move the action forward.
- To plan a narrative using a clear story structure, including a flashback.
- To write a flashback that gives the reader important background information about a character or event.
- To create cohesion by signalling changes in time and place using a range of grammatical and organisational devices.
- To draft and develop a narrative, varying sentence structures and punctuation for effect.
- To edit and improve a narrative by refining vocabulary, sentence construction and cohesion between the main narrative and flashback.

Maths

In maths the children will continue to follow Maths Mastery to develop their mathematical skills. This term the children will be learning to:

- Deepen understanding of equivalence
- Order, simplify and compare fractions, including those greater than one
- Recall equivalence between common fractions and decimals • Find decimal quotients using short division
- Add and subtract fractions
- Represent multiplication involving fractions
- Multiply two proper fractions
- Divide a fraction by an integer
- Calculate and compare percentages of amounts
- Connect percentages with fractions
- Explore the equivalence



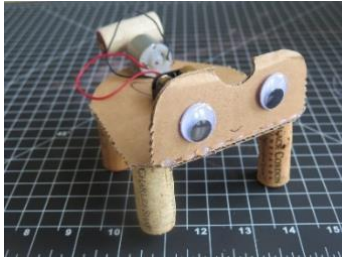
1	1.0	100%
$\frac{3}{4}$	0.75	75%
$\frac{2}{3}$	0.6	66%
$\frac{1}{2}$	0.5	50%
$\frac{1}{3}$	0.3	33%
$\frac{1}{4}$	0.25	25%
$\frac{1}{5}$	0.2	20%
$\frac{1}{8}$	0.125	12.5%
$\frac{1}{10}$	0.1	10%
$\frac{1}{100}$	0.01	1%

<u>Science</u> <u>Electricity – Changing Circuits</u> <u>What will we know by the end of the unit:</u> • To identifying scientific evidence that has been used to support or refute ideas or arguments. • To use recognised symbols when representing a simple circuit in a diagram. • To associate the brightness of a bulb or the volume of a buzzer with the number and voltage of cells • To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. • To report and present findings from enquiries • To use test results to make predictions to set up further comparative and fair tests. 	<u>PSHE</u> <u>Celebrating Differences</u> <u>What will we know by the end of the unit:</u> • To understand there are different perceptions about what normal means • To understand how being different could affect someone's life • To explain some of the ways in which one person or a group can have power over another • To know some of the reasons why people use bullying behaviours • To give examples of people with disabilities who lead amazing lives • To explain ways in which difference can be a source of conflict and a cause for celebration	<u>Computing - Online Safety and Word processing/Google Slides</u> <u>What will we know by the end of the unit:</u> • To design a playable game with a timer and a score. To plan and use selection and variables. • To understand how the launch command works. • To use functions and understand why they are useful. • To use flowcharts to test and debug a program. • To create a simulation of a room in which devices can be controlled. • To understand the different options of generating user input in 2Code.
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Year 6 Curriculum Map – Autumn 2 (Half term) 2026/2027

<u>Design Technology</u> <u>Electrical Systems: Design and make an electric 'wobblebot'</u> <u>What will we know by the end of the unit:</u>	<u>History</u> <u>Trade and Economics</u> <u>What will we know by the end of the unit:</u> • To explain the UK's trade links with other countries. • To use maps to explain UK's Trade links with other countries. • To explain trade links between El Salvador and the UK 	<u>RE</u> <u>How do Christians advertise Christmas to show what Christmas means today?</u> <u>We will explore, write and discuss the weekly questions:</u> • What meaning do different advertisements give to Christmas and how might 
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- To investigate electrical circuits that include a motor (can be done in science lesson)
- To explore how the motor can create movement of an object
- To generate a range of design ideas for a toy 'wobblebot'
- To assemble and join materials with accuracy to make a 'wobblebot'
- To evaluate the quality of design and fitness for purpose of the final product.



- To understand and explain the importance of Fairtrade.
- To know and explain the global supply chain.
- To explain how trading has changed through history.

- Christians feel about the meaning?
- What meaning do the different Gospel accounts give to Christmas?
 - How and why does the church advertise Christmas?
 - What is needed in an advertisement for it to be effective in conveying the central Christian beliefs of Christmas?