

**Westfield School Junior House
Curriculum Information for Year 6
Autumn Term 2026**

Mathematics



We will cover the following objectives:

Place value:

- Read, write and order numbers up to 10 million
- Round any integer
- Negative numbers
- Powers of 10

Calculations involving addition, subtraction, multiplication and division:

- Addition and subtraction of whole numbers up to 5 digits
- Use of inverse operations to solve addition and subtraction problems
- Multiply 4-digit numbers by 2-digit numbers
- Long division
- Common factors and common multiples
- Prime numbers
- Square and cubed numbers
- Order of operations (BIDMAS)

Fractions:

- Equivalent fractions
- Simplifying and ordering fractions
- Converting improper fractions to mixed numbers and vice versa
- Addition, subtraction, multiplication and division of fractions
- Finding fractions of an amount

Measurements:

- Conversion of metric measurements
- Metric to imperial conversions

Problem solving and reasoning activities will be taught throughout the term.

There will be a mini assessment after each unit of study.

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English



We will analyse a selection of **fiction**, **poetry** and **non-fiction** short texts to identify the tools used by effective authors which we will then use as models for our own writing. Our non-fiction work will focus on persuasive writing and report writing: our fiction work will cover writing stories with a flashback, fables and how to write a detailed description of a setting. We will cover the following objectives:

Comprehension

To discuss how authors use language, including figurative language.

To draw inferences such as inferring characters' feelings, thoughts and motives from their actions.

To summarise the main ideas of a text.

To predict what might happen.

To participate in discussions about books, building on ideas and challenging views courteously.

To identify and discuss themes in and across a wide range of writing.

To make comparisons in and across texts.

To identify how language, structure and presentation contribute to meaning.

To discuss and evaluate how authors use language, considering the impact on the reader.

Composition

To learn how to effectively summarise longer passages of text.

To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

In narratives, to describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.

To assess the effectiveness of their own and others' writing.

To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

To plan, write and edit both fiction and non-fiction text.

To proof-read for spelling and punctuation errors.

To identify and use figurative language.

Grammar and Punctuation

To study different types of sentence construction and identify clauses.

To identify and use expanded noun phrases and conjunctions.

To use commas to clarify meaning.

To use semi-colons and colons to mark boundaries between independent clauses.

To understand the subjective form of verbs.

To use hyphens to avoid ambiguity.

To use dialogue to convey character.

Spoken language

To articulate and justify answers and opinions.

To develop understanding by speculating, imagining and exploring ideas.

To consider different viewpoints.

To listen respectfully to the contributions of others.

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	Vocabulary To increase knowledge of root words, prefixes and suffixes and to understand the meaning of new words that are met. To understand the terms 'synonym' and 'antonym' and investigate how to use this knowledge to improve our writing. Our class novel will be 'Percy Jackson and the lightning thief' by Rick Riordan. We will complete weekly comprehension tasks, creative writing exercises and spelling tests throughout the term.
Science 	Our first topic will be Living Things and their Habitats. We will describe how living things are classified into broad groups according to common observable characteristics and will study a range of microorganisms, plants and animals. We will also be introduced to the work of Carl Linnaeus and find out about his system of classification. After half term we will study light. We will learn that light appears to travel in straight lines and that objects are seen because they give out or reflect light into the eye. We will conduct investigations to explain why shadows have the same shape as the objects that cast them. We will study the reflectiveness of materials and will split white light into rainbow colours. Throughout both topics we will develop our scientific skills by: • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Recording results using scientific diagrams and labels, tables, scatter graphs, bar and line graphs • Using test results to make predictions to set up further comparative and fair tests • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • Identifying scientific evidence that has been used to support or refute ideas or arguments.
Computing 	Our first topic is on computer systems and networks. We will: • Explore how data is transferred over the internet. • Learn how the internet facilitates online communication and collaboration. • learn how to communicate responsibly by considering what should and should not be shared on the internet. After half term we will study Coding and will: • Understand the principles of the code behind computer games. • Experiment with variables to create different effects. • Learn about drag and drop programming. • Explore the commands required to draw shapes and make characters speak and move. • Discuss gaming ideas and use coding to create our own games.

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MFL 	<i>Je me présente...</i> - Recap greetings and introducing ourselves in French. - Recap saying how we are. - Ask questions - Numbers up to 30. - Say when our birthday is. <i>Le loup qui voulait changer de couleur</i> - Explore the vocabulary within the story: days of the week, colours and animals. Grammar Masculine and feminine grammar rules.
History 	Our topic will be 'The changing power of monarchy from 1066 – present'. We will investigate: - What are the characteristics of a good monarch? - Was William I a tyrant? - Was King John the worst king in English history? - Did Henry VIII look after the people? - Was Queen Elizabeth I a good monarch? - Why did Charles I lose his head?
Music 	Exploring the Ukulele - Reading chords and performing in time to pieces of music - Performance as an ensemble - Exploring and reading tablature - Reading and writing tablature - Composing short motifs Contemporary composition - Create layered rhythmic patterns - Use repetition and structure - Discuss compositional techniques
Geography 	In geography we will study mountains, volcanoes and earthquakes. We will learn to describe the geology and climates of mountain ranges, will identify the main types of mountains and how they are formed, study the volcanic ring of fire and find out about the movement of tectonic plates and seismic waves. Throughout the topic we will use maps and atlases to locate countries and describe the features studied.
R.E. 	We will start the term studying Places of Worship. We will examine how religious buildings exemplify the beliefs and values of religious communities and will deepen our knowledge of signs, symbols and metaphors and how they are used to extend and deepen religious understanding. After half term we will study the Christmas story and will investigate Christmas traditions around the world.

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Art 	This term, Year 5 and 6 pupils will explore the fascinating world of pattern, with a particular focus on repeated patterns and how they are used in art, nature and architecture across different cultures. The unit begins with pupils investigating how patterns are created through the repetition of abstract shapes, lines and motifs. They will experiment with a range of drawing and design techniques to create their own repeating patterns, developing an understanding of balance, rhythm and symmetry. As their studies progress, pupils will explore patterns found in both nature and everyday life, observing how repetition occurs in plants, animals, natural formations and man-made objects. They will learn how artists and designers take inspiration from the world around them to create decorative and functional designs. Pupils will then investigate the use of pattern in architecture, focusing on the decorative tilework found on buildings around the Mediterranean, particularly the vibrant and intricate Portuguese tiles (azulejos). They will examine how colour, shape, geometry and repetition are used to create striking visual effects and tell stories through design. Using their research and observations as inspiration, pupils will develop their own tile designs through a process of sketching, refining and experimenting with colour and pattern. They will produce a final tile print that demonstrates their understanding of repetition, composition and decorative design. Throughout the unit, children will work with a variety of media and techniques, including drawing, printing and mixed media, while developing their skills in observation, design and evaluation. By the end of the project, pupils will have gained a deeper appreciation of pattern in both natural and built environments and will have created a unique tile-inspired artwork that reflects their own creative ideas.
PE 	• Netball - throwing, catching, footwork, rules, umpiring, adapted and full games. Learning the roles of different positions. • Hockey - dribbling, push passes, hitting, tackling. Rules, umpiring, adapted and 7-a-side games. • Cross-country – cardiovascular fitness and running technique for different terrain. • Dance – individual, partner and group work. Choreography, following set steps. Producing performances.
PSHE 	Our topic will be family and friendships. This will include: • Discussing scenarios where people are torn between ‘fitting in’ and being true to themselves; • Explaining how to communicate feelings in different situations; • Exploring different ways to manage uncomfortable feelings; • Creating resolutions to different tricky situations; • Identifying the feelings involved in making a mistake and understanding how to make amends.

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Attendance

Excellent attendance and punctuality promote excellent learning and the opportunity for children to achieve their full potential.

Westfield School believes that regular school attendance is crucial in allowing children to maximise the educational opportunities available to them and become emotionally resilient, confident and competent adults who are able to realise their full potential and make a positive contribution to their community.

The government has a national target of greater than 95%. We must statutorily monitor the attendance of our girls closely and work alongside you if attendance slips below expectation. (Further details on the school website.)

We would be grateful therefore if you could inform us of any absences as soon as possible and support us in promoting the value of education and regular school attendance at home. Please also share any changes in circumstances that may have an impact on attendance so we can work together to minimise the impact.

Uniform

Please refer to the Uniform Policy.

Please note that we have a Westfield second-hand uniform shop, which opens monthly and sells good-quality uniform items at reduced prices. Please contact the School Office to find out the date of the next sale.

Hair should be tidy. If it is long, it must be tied back. Hair must be a natural colour.

No nail varnish or jewellery is allowed, except for one pair of plain stud earrings worn in the earlobes, which must be removed for sports activities.

All possessions must be clearly named with name labels. No responsibility can be taken for unnamed items.

We do not allow electronic devices or mobile phones in school. If children bring such items into school for any reason, they must be handed in to the School Office at the start of the school day and collected at the end of the day before leaving school.