

Year 6
Curriculum Overview – Autumn Term 2025
We are learners...

Subject	Autumn Term
English – As St Nic’s writers we will be learning to...	<ul style="list-style-type: none"> ● Grammarsaurus – Place Value of Punctuation and Grammar ● Writing Outcomes - <ul style="list-style-type: none"> - Non-Chronological Report – Famous Outlaws - Recount – Terry Orange meets Opal Fruit - Narrative retelling - The Arrival by Shaun Tan - Newspaper article - The Last Bear by Hannah Gold
Maths – As St Nic’s mathematicians we will be learning to...	<p>Number & Place Value</p> <ul style="list-style-type: none"> ● 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 0 ● Solve number and practical problems that involve all of the above. <p>Fractions</p> <ul style="list-style-type: none"> ● Use common factors to simplify fractions; use common multiples to express fractions in the same denomination <p>Four operations (including BIDMAS)</p> <ul style="list-style-type: none"> ● Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication ● Divide numbers up to 4 digits by a two-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 two-digit number using the formal written method of short division where appropriate, 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 4 operations (BIDMAS) ● Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why ● Solve problems involving addition, subtraction, multiplication and division <p>Fractions & Decimals</p> <ul style="list-style-type: none"> ● Use common factors to simplify fractions; use common multiples to express fractions in the same denomination ● Compare and order fractions, including fractions G1 ● Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions ● Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to three decimal places <p>Position & Direction</p> <ul style="list-style-type: none"> ● Describe positions on the full coordinate grid (all 4 quadrants) ● Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
Science – As St Nic’s Scientists we will be learning to...	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> ● Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals ● Give reasons for classifying plants and animals based on specific characteristics. <p>Variation & Adaptation</p> <ul style="list-style-type: none"> ● Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago ● Recognise that living things produce offspring of the same kind, but normally

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	<p>offspring vary and are not identical to their parents</p> <ul style="list-style-type: none"> Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
<p>Geography - As St Nic's Geographers we will be learning to...</p>	<p>I wonder why population changes... A study of population around the world, migration, life cycles and climate change.</p> <ul style="list-style-type: none"> Identify the most densely and sparsely populated areas. Describe the increase in global population over time. Begin to describe what might influence the environments people live in. Define birth and death rates, suggesting what may influence them. Define migration, discussing push and pull factors. Explain why some people have no choice but to leave their homes. Describe the causes of climate change, explaining its impact on the global population. Suggest an action they can take to fight climate change. Calculate the length of a route to scale. Follow a selected route on an OS map. Use a variety of data collection methods, including using a Likert scale. Collect information from a member of the public. Create a digital map to plot and compare data collected from two locations. Suggest an idea to improve the environment.
<p>History - As St Nic's Historians we will be learning to...</p>	<p>I wonder what a census is and how it can help understand changes in history... A study of Victorian Britain and a local area study using a census to create questions about a period of history</p> <ul style="list-style-type: none"> Identify the type of information the census gives about people. Use the census to make inferences about people from the past. Create questions about Victorian working conditions and the thoughts and feelings of a Victorian working child. Identify and describe the changes between periods of time using the census. Use other primary and secondary sources to verify the data in a census. Use a range of sources, including the census, to build an understanding of a period. Describe the changes in the 1921 census. Plan a local history enquiry using the census.
<p>RE - As St Nic's Philosophers & Theologians, we will be learning about...</p>	<p>Grand Narratives - How do beliefs and ideas about land shape the way human beings live?</p> <ul style="list-style-type: none"> What kind of ideas do people have about land and ownership? What ideas might Christians have about the earth and how it came to be? How do Eco Churches express Christian ideas about being caretakers of Creation? What are some Christian and non-religious responses to climate change? Can you be a scientist and hold beliefs about a Creator? How have beliefs about land impacted on other people? What are 'Lands of Belonging' and why are they so important for people? Why do those with Muslim worldviews go to Mecca? Why is Jerusalem so important in some worldviews?
<p>PSHE - As St Nic's Citizens, we will be learning about...</p>	<ul style="list-style-type: none"> Being Me in my World Celebrating Difference
<p>Computing - As St Nic's Computer Scientists we will be learning about...</p>	<ul style="list-style-type: none"> Programming A: Variables in games Data and information: Spreadsheets Online Safety – Self-Image & Identity Online Relationships Online Reputation

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<p>Art & Design - As St Nic's Artists we will be learning to...</p>	<p>Art Focus - Drawing – know how to express ideas & convey messages through drawing skills (tone, form, line, shape, atmosphere etc) Final Piece – Street Art inspired image conveying a message Artist Focus – Banksy – Art work – <i>Girl with Balloon</i> (2004) & <i>Sweep it under the carpet</i> (2006) Shepard Fairey – Art work – <i>Water Crisis</i> (2013) & <i>Earth Crisis</i> (2015) Davia King – Art work – <i>We are one</i></p>
<p>Design and Technology - As St Nic's Design Technologists we will be learning to...</p>	<p>Cooking and Nutrition – Design and make a 3–course meal</p>
<p>Music – As St Nic's Musicians we will be learning to...</p>	<p>Dynamics, pitch & texture - Theme – Coast – Fingal's Cave by Mendelssohn – appraise the work of a composer and develop improvisation and composition skills. Singing - Theme – Songs of World War 2 – develop accuracy in pitch and control.</p>
<p>French- As St Nic's linguists and communicators we will be learning to...</p>	<p>Le Week-end</p> <ul style="list-style-type: none"> • Ask and talk about regular activities • Say what you don't do • Ask and say what other people do • Talk about what you like/dislike doing <p>Les Vêtements</p> <ul style="list-style-type: none"> • Ask and say what clothes you'd like • Give opinions about clothes • Say what clothes you wear • Ask and talk about prices (including 60–80)
<p>PE - As St Nic's Athletes we will be learning to/about...</p>	<ul style="list-style-type: none"> • Fitness • Dance • Netball