



Y6 Foundation Subject Curriculum Coverage Autumn 2026



DT

- Understand and apply the principles of a healthy and varied diet.
- Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.
- Have knowledge of the different food groups and use a nutritional calculator to prepare a meal.

History

- Understand the chronology of 20th century and the major events leading to the major conflicts Britain were involved in.
- Understand the changes that occurred in Hull as a result of the 2nd World War.
- Investigate why Hull was the most bombed city in the UK, second only to London identifying reasons behind this.
- Gain knowledge from first-hand sources such as former evacuees on the impact of this on their lives.
- How Britain managed to save the majority of the Expeditionary Force through the miracle of Dunkirk and the small ships armada.
- How towns prepared for and lived through the Blitz, including evacuees, civilian defence, Anderson shelters, censorship and blackout.

Geography

- Know why industrial areas and ports are important.
- Knows the location of some of the sources of UK energy, including North Sea oil and gas and renewable sources, such as the Hornsea Wind Farm.
- Crude oil, coal and gas are fossil fuels. They were formed over millions of years from the remains of dead organisms.
- Understand how wave, wind, solar and geothermal energy can be created.
- Understand how the physical characteristics of an area impacts on people's decisions to establish a new site for renewable energy.
- Understand the advantages and disadvantages of a range of energy sources.

Art

- Different materials need to be handled differently depending on their properties.
- Alberto Giacometti was a Swiss sculptor, painter and printmaker.
- He created a variety of sculptures, but he is best known for his elongated human figures.
- Different finishes can be achieved depending on how the Plaster of Paris is handled e.g. how much it is handled/smoothed.
- Proportions of body parts affect the overall look of the final piece.

Music –

- To talk about music and how it makes you feel, using musical language to describe the music.
- To be able to talk about some of the style indicators and the historical context of the songs.

Computing

- Discover the history of Bletchley and learn about code breaking and password hacking.
- Demonstrate digital literacy skills by creating presentations.
- Use the programming language 'Python' to create designs and art.
- Learn how to create loops and nested loops to make their code more efficient.

PSHE

- Know that personal choices can result in different consequences and rewards.
- Understand that their own choices result in different consequences and rewards.
- Understand how democracy and having a voice benefits the school community.
- Know that there are different perceptions 'being normal'.
- Know that power can play a part in a bullying or conflict situation.

Religion and Worldviews

Key Faiths: Christianity (Judaism), Islam and Atheism

Key festivals and celebrations:
Diwali,
Remembrance Day and
Christmas.

Is It Fair?

- What is the meaning of Justice and Freedom?
- Why should people be good?
- What do religions teach about forgiveness and reconciliation?



Science – Living Things and their Habitats / Light

Biology:

- Living things and their habitats can be divided broadly into groups.
- Living things can be formally grouped according to characteristics.
- Knows how to classify plants and animals based on specific characteristics giving reasons.

Physics:

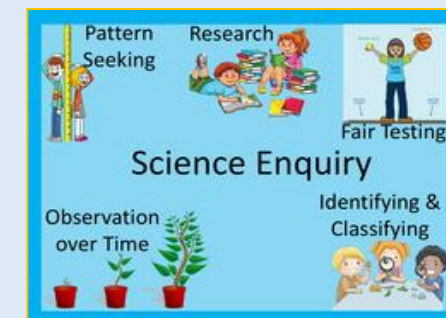
- Know that light appears to travel in straight lines.
- Knows and can explain that objects are seen because they give out or reflect light into the eye.
- Knows and can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
- Knows and can explain, with reference to how light travels, why shadows have the same shape as the objects that cast them.

Working Scientifically:

- Classify plants and animals and record conclusions from the use of classification keys.
- Use information about the characteristics of an unknown animal or plant to assign it to a group.
- Use secondary sources to learn about the formal classification system devised by Carl Linnaeus.
- Research an unfamiliar animal or plant using its characteristics to establish where it belongs in the classification system.
- Plan and conduct a test to investigate how light travels and explain/present the findings.
- Investigate the use of mirrors to reflect light and record using straight line diagrams to indicate the direction of light.
- Use mirrors, torches and protractors to demonstrate and record how light is reflected in a mirror.
- Measure and record the angle of incidence and angle of reflection using a protractor and detailed diagram.

Vocabulary

Living Things and their Habitats – Characteristics, micro-organisms, classification, sub-division, Carl Linnaeus, vertebrate, invertebrate, mammals, fish, amphibians, reptiles, birds, non-flowering, carnivore, herbivore,
Light – light ray, light source, direction, reflect, scatter, absorb, mirror, periscope, angle, shadow, opaque, transparent, reflective





**East Park
Primary School**

Respect, grow, believe and achieve together

Y6 Foundation Subject Key Vocabulary Autumn 2026



**Horizon
Academy Trust**

Where anything is possible

History vocabulary

Blackout, blitzkrieg, evacuee, holocaust, rationing, fascism, propaganda, blitz, censorship, concentration camp, allies, occupied, refugee, expeditionary, civil defence, axis powers, telegraph



PSHE vocabulary

Being Me in my World:

challenge, goal, attitude, actions, rights and responsibilities, United Nations Convention on The Rights of the Child, citizen, choices, consequences, views, opinion, collaboration, collective decision, democracy

Celebrating Difference:

normal, ability, disability, visual impairment, empathy, perception, medication, vision, blind, male, female, diversity, transgender, gender diversity, courage, fairness, rights, responsibilities, power, struggle, imbalance, harassment, bullying, behaviour, direct, indirect, argument, recipient, para-olympian, achievement, accolade, perseverance, sport, admiration, stamina, celebration, conflict.

Music vocabulary

pulse, rhythm, pitch, dynamics, rest, tempo, duration, beat, crotchet, minim, semibreve



Computing vocabulary

Computing systems and networks: Bletchley Park: acrostic code, brute force hacking, caesar cipher, chip and pin system, cipher, date shift cipher, encrypt, invention, Nth letter cipher, password, pigpen cipher, secure, technological advancement, trial and error

Programming: Introduction to Python: algorithm, computer code, computer command, decompose, import (software), indentation (programming), loop, nested loop, random numbers, remix, script libraries, variable

Art vocabulary

Bronze, Surrealism, distorted, elongated, limbs, Plaster of Paris



Religion and Worldviews vocabulary

People of God, Kingdom of God, God, justice and freedom, authority, universal, forgiveness, reconciliation, harmony, moral, ethical, parable

DT vocabulary

accompaniment, flavour, imperative verb, nationality, preparation, processed, reared



Geography vocabulary

Wind farm, Green Port, renewable, fossil fuel, energy, biomass, tidal energy, solar, wind turbine, oil, gas, fuel, carbon footprint, carbon dioxide, industry, technology





Y6 English Curriculum Coverage Autumn 2026

Reading

- I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can read books that are structured in different ways and reading for a range of purposes.
- I can increase my 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.
- I can recommend books I have read to my peers, giving reasons for my choices learning a wider range of poetry by heart
- I can check that the book makes sense to me, discussing my understanding and exploring the meaning of words in context.
- I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- I can predict what might happen from details stated and implied.
- I can summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.
- I can retrieve, record and present information from non-fiction
- I can provide reasoned justifications for my views.
- I can distinguish between statements of fact and opinion

Spelling, Punctuation & Grammar

- I can spell words with an: -ious, -cious, -cial, -tial, -able, -ible, -ably, -ibly, -ant, -ance, -ent and -ence ending.
- I can spell the year 6 common exception words.
- I can use expanded noun phrases to convey complicated information concisely.
- I can use modal verbs or adverbs to indicate degrees of possibility.
- I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
- I can use commas to clarify meaning or avoid ambiguity in writing.
- I can use hyphens to avoid ambiguity
- I can use brackets, dashes or commas to indicate parenthesis.
- I can punctuate bullet points consistently
- I can express time, place and cause using conjunctions and adverbs.

Handwriting

- I can write legibly, fluently and with increasing speed
- I can choose which shape of a letter to use when given choices and deciding whether to join specific letters.

Writing

- I can identify the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own
- I can note and develop initial ideas, drawing on reading and research where necessary
- I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- I can use a wide range of devices to build cohesion within and across paragraphs
- I can use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- I can assess the effectiveness of my own and others' writing
- I can ensure the consistent and correct use of tense throughout a piece of writing
- I can ensure correct subject and verb agreement when using singular and plural
- I can proofread for spelling and punctuation errors
- I can use dictionaries to check the spelling and meaning of words
- I can use a thesaurus



Y6 Mathematics Curriculum Coverage and Key Vocabulary Autumn 2026



Place Value

- I can read, write, order and compare numbers up to 10,000,000 and determine the value of each digit
- I can round any number up to 10,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
- I can round any whole number to a required degree of accuracy
- I can use negative numbers in context, and calculate intervals across 0
- I can solve number and practical problems that involve all of the above.

Vocabulary

compare, order, place value, round, negative integers, tenths, hundredths, decimal (places) round, (to nearest) count through zero, partition, re-combine, greater than, less than, ascending, descending

Addition, subtraction, multiplication and division

- I can add and subtract whole numbers with more than 4 digits, including using formal written methods.
- I can multiply and divide numbers mentally.
- I can multiply numbers up to 4 digits by a one- or two-digit number using a formal written method.
- I can divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.
- I can multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.
- I can 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.
- I can 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.
- I can perform mental calculations, including with mixed operations and large numbers.
- I can identify common factors, common multiples and prime numbers
- I can use my knowledge of the order of operations to carry out calculations involving the 4 operations.
- I can solve problems involving addition, subtraction, multiplication and division.
- I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Vocabulary

column addition and subtraction, formal written method, order of operations, factor pairs, composite numbers, prime number, prime factors, square number, cubed numbers, common factors, common multiples, multiplication facts, product, division facts, inverse

Fractions (including decimals and percentages)

- I can identify, name and write equivalent fractions of a given fraction
- I can recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number
- I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- I can compare and order fractions, including fractions > 1
- I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- I can multiply simple pairs of proper fractions, writing the answer in its simplest form
- I can divide proper fractions by whole numbers

Vocabulary

numerator, denominator, proper fractions, improper fractions, mixed numbers, equivalent fractions, simplify

Concrete – children should have the opportunity to use concrete objects and manipulatives to help them understand what they are doing.

Pictorial – alongside this children should use pictorial representations. These representations can then be used to help reason and solve problems.

Abstract – both concrete and pictorial representations should support children's understanding of abstract methods.

Reasoning – explaining why – use the word 'because' to explain how you know.

Problem solving – real life examples of when the maths might be used.