



# Holy Trinity C of E Primary School Curriculum Overview

Term: Autumn

Year: 6

## Year 6 : Our key adults

**Class teacher:** Ms Benazayez

**Support staff:** Ms Oria and Ms Sedriye

**Other important adults:** Ms Mackenzie (Head teacher), Ms Mather (Deputy head), Mr Gorner- Patel (Assistant Head and SENDco), Chelsea Sewell (Admin officer), Mr Aaron (Attendance officer and PE coach).

## Homework return and reading book change day- Thursday

### Texts we will read in English lessons



### Mathematics

- Calculating with structures
- Exploring additive and multiplicative structures
- Using structures to solve calculations mentally where necessary.

For more information on the Maths curriculum we use at Holy Trinity, please click here:

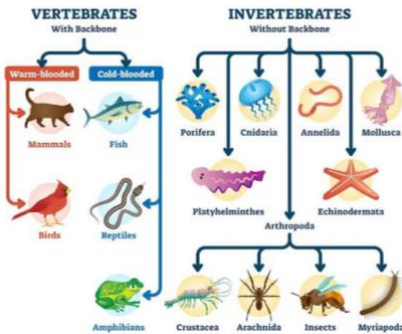

[NCETM Year 6 Curriculum Map](#)


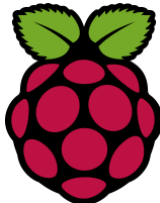
## Reading

Retrieval	Inference	Prediction
<p>At the beginning of the story...</p> <p>At the end of the story...</p> <p>The character thinks that...</p> <p>This book belongs to the "genre"...</p> <p>The word/phrase is important because...</p>	<p>The word "tells us that..." because...</p> <p>The phrase "tells us that..." because...</p> <p>The part "tells us that..." because...</p> <p>I think this means...</p> <p>The impression I get is "because..."</p> <p>This suggests that...</p> <p>The character felt "because..."</p> <p>The character is "because..."</p> <p>The mood is "because..."</p>	<p>I predict their "because..."</p> <p>I believe the character will "because..."</p> <p>The next event will be "because..."</p> <p>I imagine the character will "because..."</p> <p>Evidence from the text suggests that the character's will "because..."</p>
Vocabulary	Summarising	Making links
<p>The word "suggests that..."</p> <p>The phrase "suggests that..."</p> <p>The author has used the word/phrase "to show..."</p> <p>I think the word "means..." because...</p>	<p>The paragraph "is about..."</p> <p>This chapter is about...</p> <p>The book is about...</p> <p>The book is "this is because..."</p> <p>The book "works well because..."</p> <p>The book is about...</p> <p>"words the character is..."</p> <p>"words the mood is..."</p>	<p>This reminds me of "because..."</p> <p>This is similar to...</p> <p>The character "reminds me of..."</p> <p>The setting is similar to...</p> <p>This makes me think of...</p> <p>The plot is similar to...</p> <p>I think the genre is "this is because..."</p> <p>This theme is similar to "because..."</p>

Strong reading skills are vital for success across the curriculum, but they also nurture creativity and expression. By seeing how authors use language, structure, and style our methodology ensures reading is about more than just recognising words — it's about understanding, enjoying, and thinking deeply about what we read.

From year 2 upwards, children are taught strategies such as predicting what might happen next, working out tricky vocabulary, asking questions, and making inferences to uncover hidden meanings. These skills not only help them make sense of stories and information but also inspire their own writing. The more children read, the more ideas, words, and styles of writing they absorb, which strengthens their imagination and expression.

Science	Religious Education
<p><b><u>Classification of living things- pupils will be taught to:</u></b></p> <ul style="list-style-type: none"> <li>● Group organisms based on shared characteristics</li> <li>● Distinguish between animals, plants and microorganisms</li> <li>● Consolidate their understanding of vertebrates and invertebrates</li> <li>● Categorise plants as either flowering or non-flowering</li> <li>● Observe microorganisms and understand that they are living things that are too small to see without a microscope</li> <li>● Use and devise classification keys</li> </ul> <p><b><u>Evolution and inheritance - pupils will be taught to:</u></b></p> <ul style="list-style-type: none"> <li>● Recognise how living things have evolved over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>● Recognise that living things produce offspring of the same kind.</li> <li>● Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> <p style="text-align: center;"><b>CLASSIFICATION OF ANIMALS</b></p> 	<p>At Holy Trinity, we follow the RE Curriculum designed by the LDBS. More information about the LDBS curriculum can be found here:</p> <p style="text-align: center;">  </p> <p><a href="https://ldbs.co.uk/primary-re-syllabus#gsc.tab=0">https://ldbs.co.uk/primary-re-syllabus#gsc.tab=0</a></p> <p>This term we will answer the following questions:</p> <p>What might the journey of life and death look like from a Christian perspective?</p> <p>How would Christians advertise Christmas to show what Christmas means today?</p>
History	Geography
<p><b><u>Empire</u></b></p> <ul style="list-style-type: none"> <li>● We will explore the origins of the British Empire</li> <li>● Identify when the British Empire began and ended</li> <li>● Compare the British Empire to other Empires in history</li> <li>● Examine the consequences of the British Empire for people in Britain today.</li> </ul> <p><b><u>Victorians and the industrial revolution</u></b></p> <ul style="list-style-type: none"> <li>● We will recognise key inventions during the industrial revolution</li> <li>● Explore how steam power revolutionised the industrial revolution.</li> <li>● Investigate the role of women during the industrial revolution</li> <li>● Learn why the Education and Factory Act changed the lives of poor Victorian children</li> </ul>	<p><b><u>Empire</u></b></p> <ul style="list-style-type: none"> <li>● We will locate and name countries impacted by the British Empire on a map</li> </ul> <p><b><u>Victorians and the industrial revolution</u></b></p> <ul style="list-style-type: none"> <li>● We will explore the demand for resources and the global spread of industry from Britain</li> <li>● Examine the consequences of urbanisation and mass movement of people</li> <li>● Compare maps of Britain before and after</li> <li>● Identify the location of key resources like coalfields and their link to industrial cities.</li> </ul>

Art and Design Technology	Personal, Social, Health and Citizenship Education
<p><b><u>DT - Maze Game</u></b></p> <ul style="list-style-type: none"> <li>● Design and create a maze game for a specific target audience</li> <li>● Explore how maze games are used for therapy and to improve co-ordination.</li> </ul> <p><b>Focus designers:</b></p> <ul style="list-style-type: none"> <li>● John Spinello (operation)</li> <li>● Max Kobbert (labrynth)</li> </ul> <p><b><u>DT- Cooking</u></b></p> <ul style="list-style-type: none"> <li>● Exploring bread from around the world</li> <li>● Learning about their traditional or cultural significance</li> <li>● Design and create bread recipes inspired by the various bread choices.</li> </ul>	<p><b>PSHCE is taught using the Jigsaw scheme of work.</b></p>  <p><b><u>Being Me in My World</u></b></p> <ul style="list-style-type: none"> <li>● Feeling safe, belonging, choices, rewards, consequences, responsibilities.</li> </ul> <p><b><u>Celebrating Differences</u></b></p> <ul style="list-style-type: none"> <li>● I can tell you some ways I am different from my friends.</li> <li>● I understand these differences make us all special and unique.</li> </ul>
Physical Education	Wider Curriculum
<p>PE Day- Monday. Please wear your PE kit to school every Monday.</p> <ul style="list-style-type: none"> <li>● <b>Handball-</b> developing: ball skills (send and receive) and team work.</li> <li>● <b>Gymnastics,</b> developing: balance, key shapes such as tucks, stars and rolls, jumping and landing, creating sequences.</li> </ul>	<p>British Values are taught and discussed through our whole school acts of collective worship and in our RE and PSHE lessons.</p> <ul style="list-style-type: none"> <li>● Music and singing are taught by our specialist music teacher.</li> <li>● Computing is taught via iPads, or through hands-on practical resources using the scheme Raspberry Pi.</li> </ul> 

**School Trips: This term Y6 will visit the National Gallery/ Tower Bridge Museum/ Museum of London/ The Imperial War Museum**

Many parents are keen to help their child by doing activities which support their education in school. Some suggested activities are listed below, linking to what we are studying this term.

- Visit Dalston Library and re-read some of the texts shown above. Consolidating texts is really helpful for your child to make connections with, and deepen understanding of, the stories they read.
- Use BBC Bitesize to help you with your KS2 SATs revision- <https://www.bbc.co.uk/bitesize/articles/zrybvk7>
- Take a trip to the Natural History Museum and learn about Darwin's theory of evolution.
- Observe how plants in and around your home have adapted to survive in their environment.
- Take a trip to a toy shop, what maze board games can you spot? Can you design your own maze boardgame?
- Visit your local supermarket or delicatessen and why not try bread from the world food

section.

- Practise baking a loaf of bread on the weekend. A great bread recipe can be found here: <https://www.bbcgoodfood.com/recipes/easy-white-bread>
- Visit your local garden centre and identify/group plants by their characteristics.
- Can you write your family tree? Consider how characteristics you have may have passed down a family line.
- Visit Hackney Museum- what can you find out about the British Empire?

**Important dates this for your diary:**

- PTA- Macmillan Coffee Morning- Friday 26th September
- Y6 Class Assembly- Tuesday 30th September
- Y6 LDBS Service- Thursday 2nd October
- Secondary CATs Tests (at Holy Trinity)- 7th, 8th and 9th October
- School photos- Wednesday 15th and Thursday 16th October
- PTA- Black History Month Event- Thursday 23rd October
- Break up for Autumn half term- Friday 24th October
- Deadline for Secondary Transfer applications- Friday 31st October
- INSET Day- Monday 3rd November- school closed to pupils
- Odd Socks Day- Monday 17th November
- Anti- Bullying Week- w/b 17th November
- Parents' and Carers' Evening- Wednesday 3rd and Thursday 4th December
- Christmas lunch Tuesday 16th December
- PTA- Christmas Fair- Wednesday 17th December
- Break up for Christmas- Friday 19th December at 3.30pm