



St Barnabas

Church of England Primary Academy

A member of **CTDARI**

'That they shall have life, life in all its fullness!' John 10:10
'Achieving great things through learning and growing together in a love-filled Christian family'

Year 6 Autumn 2 Curriculum Overview 2023-24

English

Key Vocabulary

Synonyms, antonyms, action, dialogue, description, rhetorical questions, cohesion, formal, informal, active, passive

Key Learning

Complete explanation text from Autumn 1

Older literature

Reading:

- Explain the meaning of new vocabulary within the context of the text.
- Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.
- Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.
- Explore texts in groups and deepen comprehension through discussion
- Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.
- Prepare poems and play scripts to read aloud and perform using dramatic effect Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation.
- Make comparisons within and across texts.

- Compare characters within and across texts.
- Compare texts written in different periods.
- Recognise themes within and across texts e.g. hope, peace, fortune, survival.
- Analyse the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story.
- Identify how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument.

Writing:

- Manipulate sentences to create particular effects.
- Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved
- Draw on similar writing models, reading and research.
- Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.
- Introduce and develop characters through blending action, dialogue and description within sentences and paragraphs.
- Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.
- Finding examples of where authors have broken conventions to achieve specific effects and using similar techniques in their own writing.

Discussion and Debate

Reading:

- Use suffixes to understand meanings e.g. -cious, -tious, -tial, -cial.
- Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.
- Distinguish between statements of fact or opinion across a range of texts.
- Analyse the conventions of different types of writing e.g. persuasive language.
- Explain the effect on the reader of the author's choice of language and reasons why the author may have selected

these words, phrases and techniques.

- Explain and discuss their understanding of what they have read, including through formal presentations and debates.
- Prepare formal presentations individually or in groups.
- Use notes to support presentation of information.
- Respond to questions generated by a presentation.
- Participate in debates on issues related to reading (non-fiction).

Writing:

- Use a wide range of devices to build cohesion within and across paragraphs.
- Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).
- Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved.
- Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.
- Use active and passive voice to achieve intended effects.

Maths

Key Vocabulary

Integers, common, factors, divisibility, square, cube, prime numbers, equivalent, mixed numbers,

Key Learning

Four Operations

- Rules of divisibility
- Primes to 100
- Square and cube numbers
- Multiply a 4 digit number by a 2 digit number
- Solve problems with multiplication

- Short division
- Division using factors
- Long division
- Problems with division.
- Order of operations

Fractions

- Equivalent fractions and simplifying
- Equivalent fractions on a number line
- Comparing and ordering fractions
- Add and subtract fractions
- Add and subtract mixed numbers
- Multi-step problems
- Multiply fractions by integers
- Multiply fractions by fractions
- Divide fractions by integers
- Fractions of an amount

Religious Education (RE)

Key Vocabulary

Advent, prophet, prophecy, John the Baptist, Messiah, annunciation, incarnation, Mary

Key Learning

Complete unit on 'life as a journey'

How do Christians prepare for Christmas?

Children will know that:

- Advent is a time when the church focusses prayer on the second coming of Christ.
- Different denominations within Christianity hold differing beliefs about the importance and status of Mary.
- The themes of Advent tell the 'big story' of God's salvation plan.
- Christians believe that Jesus is the promised Messiah, but Jewish people do not.

Children will be able to:

- Describe the symbolism, practices, beliefs and themes of the season of Advent.
- Explain the ways in which Jesus fulfilled the Old Testament Prophecies.
- Express and explain their hopes and dreams for the future.
- Use religious vocabulary to show they understand the themes of Advent.
- Express their opinion about what they think the message of John the Baptist would be today.
- Reflect and decide what they have learnt from this unit about Christianity and themselves.

Science

Key Vocabulary

Circulatory system, diet, pulse, oxygenated, deoxygenated, atrium, ventricle, vessel, valve, diffusion, osmosis

Key Learning

- Understand the function of the heart and its role in the circulatory system.
- Identify and compare blood vessels.
- Explore blood.
- Learn how the body transports water and nutrients.
- Investigate what affects your heart rate.
- Learn about the impact of drugs and alcohol on the body.

Geography

Key Vocabulary

Coastline, development, economy, energy source, industry, landmark, sustainable, development, offshore, onshore, scale bar

Key Learning

United Kingdom

- Compare and contrast the different countries of the UK.
- Identify where we are in the UK and locate the UK's major cities.
- Identify physical characteristics of the UK.
- Understand how people have affected the UK's landscape.
- Describe and explain the sort of industries in which people in the UK work.
- Understand the different types of energy sources used in the UK.
- Evaluate the advantages and disadvantages of wind energy.

DT

Key Vocabulary

Assemble, battery, battery pack, benefit, bulb, bulb holder, buzzer, circuit, circuit symbol, component, conductor, copper, design, design criteria, evaluation, fine motor skills, fit for purpose, form, function, gross motor skills, insulator, LED, user

Steady hand game

Key Learning

- Explain simply what is meant by 'form' (the shape of a product) and 'function' (how a product works).
- State what they like or dislike about an existing children's toy and why.
- Learn about skills developed through play and apply this knowledge in a survey of one or more children's toys.
- Identify the components of a steady hand game.
- Design a steady hand game of their own according to their design criteria, using four different perspective drawings.
- Create a secure base for their game, with neat edges, that relates to their design.
- Make and test a functioning circuit and assemble it within a case.

Physical Education (PE)

Key Vocabulary

Shapes, balance, counter tension, counter balance, unison, sequence, emotions, mood, conflict, props,

Key Learning

Gymnastics

- Perform shapes and balances with a partner.
- Demonstrate a counter balance and counter tension paired balances using apparatus.
- Demonstrate a group counter balance.
- Create a gymnastic sequence with counter balances and counter tension in a group and with a partner.
- Demonstrate paired and group counter balances in unison.
- Create a sequence of gymnastic actions, paired and group balances.

Dance

- Explore qualities of different characters.
- Convey emotions, mood and feelings of the characters in the story.

- Explore movements showing a conflict using props.
- Create a sequence using props showing a conflict between contrasting characters.
- To use your own ideas from written work to create an ending to the story sequence.
- To link all sequences to produce a complete story dance.

Personal, Social and Health Education (PSHE)

Key Vocabulary

Tolerance, respect, stereotypes, challenge, friendship

Valuing Difference

Key Learning

- It's okay to be different.
- Understanding that we have more in common with people than we think.
- Respecting differences.
- Tolerance and respect for others.
- Friendships
- Challenging gender stereotypes (Boys will be boys?)

Computing

Key Vocabulary

Blockly, swift, function, algorithm, conditional, last touch, create a clone, variable, check once if, javaScript

Key Learning

Pupils will learn about multiple coding languages including Blockly, Swift and JavaScript to write their own code. They will be able to use their knowledge of coding to understand how it translates to real world programming, and which different functions and conditionals should be used for specific desired outcomes.

Music

Key Vocabulary

Tannist, tamboo bamboo, calypso, mambo, reggae, rhythm, scale, percussion

Key Learning

Steel Pans

During this course the students will explore the Steel Pan and its origins. The students will learn a number of different hits to perform on the Steel Pan and accompanying percussion instruments. Each week they will look into a different genre that uses the instrument and explore the different musical characteristics with a view to being able to recognise some of them by ear at the end of the course. As well as developing their aural skills, participants will be introduced to more advanced playing techniques and work as a class ensemble to perform pieces that gradually get more complex rhythmically and musically.

French

Key Vocabulary

rouge, orange, jaune, vert, bleu, violet, rose, marron, noir, blanc, gris, gentil/e, méchant/e, beau/belle, joli/e, laid/e, gros/se, grand/e, fin/e, petit/e, long/ue, court/e, facile, difficile, jeune, vieux/vieille, chaud/e, froid/e, fort/e, faible, plein/e, vide, propre, sale, intelligent, doux, dur/e, intéressant/e, poli/e, nouveau/nouvelle, malade, mort/e, en vie, sec, mouillé/e, clair/e, foncé/e, derrière, devant, dessus, sous, à côté de, à gauche de, à droite de, sur, entre, dans, en face, un lit, un bureau, une armoire, une

fenêtre, des étagères, une peinture, des jeux, avoir, j'ai, tu as, il/elle/on a, nous avons, vous avez, ils/elles ont, être, je suis, tu es, il/elle/on est, nous sommes, vous êtes, ils/elles sont.

Key Learning

Descriptions

Pupils will revise adjectives that they already know as well as learning new ones to describe size, texture and material through a series of games. Pupils will learn adjective placement and practise agreement with the noun through writing to describe tasks. Pupils will also learn prepositional language and will practise this through describing where things are placed in a town and a room that they have created.

Reminders and Homework

Homework in Year 6 will consist of reading at least three times per week at home, learning spellings and engaging with TT Rockstars. Please can all parents/carers ensure that the school reading records are signed, dated and page numbers added, so that when following up in class, we know where the children are up to. In KS2, the children can sign books themselves, but we would appreciate parents overseeing this.

Reading books can be changed when the children have completed their books. Mrs Pendlebury checks reading books daily so it is important that the children are organised and remember to pack their books each day. This will be good preparation for their transition to secondary school.

Spellings will be set on a Monday. These can be revised by completing the spelling log at home, alongside the input in class to ensure understanding of spelling patterns etc. Spellings will be displayed on Class Dojo on a Monday evening for the children to learn.

Our PE days for this half term will be on a Tuesday and a Thursday.

All children should come to school in full PE kit on these days. Hair which is past shoulder length must always be tied up and jewellery must not be worn in school either.

Thank you for your support,

Mr Prescott and Mrs Pendlebury