



# 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 1 Curriculum Overview

### English

#### Key Vocabulary

**Subject, object, active, passive, characterisation, figurative language**

#### Key Learning

#### **Novel as a theme (Harry Potter and the Philosopher's Stone)**

- Recall the main events from a chapter.
- Use figurative language to describe characters.
- Infer what a character is thinking and feeling from their actions.
- Identify and use devices to build cohesion.
- Plan a new chapter for a novel.
- Write a new chapter for a novel.
- Complete and edit a new chapter.

#### **Biography (Winston Churchill)**

- Organise events chronologically.
- Summarise information orally and in writing.
- Locate specific details and make effective notes.
- Identify the structure and conventions of biographical writing.

- Develop questions for research.
- Use a range of sources to conduct effective research.
- Manipulate sentences to create particular effects.
- Write a biography on the life of Winston Churchill.

## Maths

### Key Vocabulary

**Integers, gattegno chart, numerals, powers of 10, compare, order, coordinates, translation, symmetry, reflection, horizontal, vertical**

### Key Learning

#### **Position and Direction**

- Read and plot coordinates
- Problem solving with coordinates
- Translation
- Translation with coordinates
- Lines of symmetry
- Reflection in horizontal and vertical lines

#### **Place Value**

- Numbers to 1,000,000
- Numbers to 10,000,000
- Read and write numbers to 10,000,000
- Powers of 10
- Number line to 10,000,000
- Compare and order any integers

- Round any integer
- Negative numbers

### **Four Operations**

- Add and subtract integers
- Common factors
- Common multiples
- 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

## **Religious Education (RE)**

### **Key Vocabulary**

**Journey, pilgrimage, rites of passage, Holy Land**

### **Key Learning**

#### **Life as a Journey and Pilgrimage**

- Know that people undertake a pilgrimage as part of living out their faith.
- Know that the life journey of people in the Bible affects the behaviour, beliefs and life choices of Christians today.

- Know that being a Christian and following Jesus' teaching has an impact on a person's life.
- Know that the life journey of Jesus answers questions about what Christians believe.
- Know that Christians in many countries across the world are persecuted because of their faith.
- Be able to recognise similarities and differences between pilgrimages made by Christians and people of other faiths.
- Be able to describe the impact that following the teaching of Jesus has on people's lives.
- Be able to describe the features of living life as a Christian.

## Science

### Key Vocabulary

Symbol, circuit, wires, battery, voltage, current, voltmeter, resistor, variable resistor, conductor, insulator

### Key Learning

- Describe the parts of an electric circuit.
- Explore voltage and its effect on an electrical circuit.
- Apply knowledge to identify and correct problems in a circuit.
- Investigate what affects the output of a circuit.
- Compare and give reasons for variations in how components function.
- Apply knowledge of conductors and insulators.

## History

### Key Vocabulary

Propaganda, portray, influence, contrast, interpretations, transition, evacuees, morale, censorship

### Key Learning

**A study of an aspect or theme (propaganda) in British history that extends pupils' chronological knowledge beyond 1066**

Focus Question - How have powerful people manipulated evidence to persuade others of their version of the past?

Key Questions

- Why do we have different representations of what Henry VIII looked like and why are some more popular than others?
- Why do Elizabeth I portraits mysteriously start showing her looking younger towards the end of her reign?
- Why is it difficult to work out what Victorian factory conditions were really like?
- Why do we need to be careful when using paintings to find out about Victorian life?
- Were evacuees as happy as they were shown in photographs?

**Art and Design**

Key Vocabulary

**Aesthetic, abstract, audience, chiaroscuro, composition, graffiti, symbolism, tag, imagery, interpretation, impact, interpretation, symbol, symbolic, tone**

Key Learning

- Explore expressive drawing techniques.
- Consider how symbolism in art can convey meaning.
- Apply understanding of the drawing technique chiaroscuro.
- Evaluate the context and intention of street art.
- Apply an understanding of impact and effect to create a powerful image.

## Physical Education (PE)

### Key Vocabulary

Feint dodge, dribble, obstruction, clearing, cross, tactics, attacking, defending, consistency, accuracy, control,

### Key Learning

#### Hockey

- Passing a ball to a teammate using a hockey stick.
- Demonstrate dribbling and passing a ball using a hockey stick.
- Demonstrate shooting a ball at a goal.
- Select tactics when playing a hockey type game.
- Demonstrate dribbling and shooting a ball using a hockey stick.
- Apply simple attacking and defending tactics when playing a hockey type game.
- To play a role in a competitive modified game.

#### Netball

- Demonstrate passing and catching a netball with consistency, accuracy and control.
- Demonstrate a shoulder pass.
- Apply simple tactics with and without the ball when playing a netball type game.
- To apply simple attacking and defending tactic

## Personal, Social and Health Education (PSHE)

### Key Vocabulary

Influence, mental and physical health, hygiene, wellbeing, strategies,

### **Key Learning**

- How mental and physical health are linked
- How positive friendships and being involved in activities such as clubs and community groups support wellbeing
- How to make choices that support a healthy, balanced lifestyle including:
  - » how to plan a healthy meal
  - » how to stay physically active
  - » how to maintain good dental health, including oral hygiene, food and drink choices
  - » how to benefit from and stay safe in the sun
  - » how and why to balance time spent online with other activities
  - » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep
  - » how to manage the influence of friends and family on health choices
- That habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one
- How legal and illegal drugs can affect health and how to manage situations involving them
- How to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school
- That health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on
- That anyone can experience mental ill-health and to discuss concerns with a trusted adult
- That mental health difficulties can usually be resolved or managed with the right strategies and support

### Key Vocabulary

**Genre, filters, mixing, fade, instrumentation, remix, beatboxing, tempo**

### Key Learning

pupils will be learning all about remixing and sampling. They will look into a number of different ways to remix a song each lesson. They will try adding vocal effects to stems, creating live loops and layering them, as well as changing the genre of a song to something unexpected. During the final few sessions the pupils will create their own remix of a song of their choosing.

## Music

### Key Vocabulary

**Pitch, Fret, Rhythm, Melody, Call and Response, Chord**

### Key Learning

Pupils build on their existing knowledge of ukuleles and aim to become confident and rounded performers. The pupils will recall how to read tablature and will learn how to read this across all four strings of the ukulele. The pupils will learn a wider range of chords in order to expand their performance repertoire. This course will also introduce pupils to scales and more complex playing techniques.

## French

### Key Vocabulary

**Bonjour-Hello, Salut-Bye, Hi, Hello, Au revoir tout le monde-Goodbye everyone, Ma famille-My family, Ma mère-My mother, Mon père-My father, Ma sœur-My sister, Mon frère-My brother, Mes grands-parents-My grandparents, Mon grand-père-My grandfather, Ma grand-mère-My grandmother, Mon oncle-My uncle, Ma tante-My aunt, Ma cousine/mon cousin-My cousin  
Avoir-To have, Nous avons-We have, Ils/elles ont-They have, Vous avez-You have**

### Key Learning

Pupils will revise the vocabulary for members of their family but with an additional focus on correctly gendering 'the' and 'my' as



well as putting together a family tree. Pupils will practise their speaking by learning to ask and answer if they have any siblings. Pupils will learn more adjectives in order to describe physical characteristics of their family members.

### **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.