



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)

- Plan a new chapter for the novel.
- Write a new chapter for the novel.
- Complete and edit a new chapter.
- Use figurative language to describe story events from an outside perspective.
- Write a setting description from the perspective of two different characters.
- Use drama to explore story events from different perspectives.
- Retell story events from different perspectives using figurative language.
- Complete and edit a chapter retelling.

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

Key Learning

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?

Children will finish the unit by using what they know to answer the focus question 'How have powerful people manipulated evidence to persuade others of their version of the past?'

Art and Design

Key Vocabulary

Abstract, chiaroscuro, composition, figurative, Graffiti art, parallel lines, serif, symbolism, tag

Key Learning

- Express personality by transforming their names into Graffiti tags.
- View the work of Kathe Kollwitz.
- Draw their own portraits using a series of lines and experiment with 'halo' and 'chiaroscuro' techniques.
- Learn about the symbolism in Picasso's 'Guernica' and plan their own composition based on this famous piece.
- Apply paint in tones of black, white and grey.
- Maintain balance in their piece of work.
- Create a sculpture that portrays a message through its expression.

Physical Education (PE)

Key Vocabulary

Feint dodge, dribble, obstruction, clearing, cross, tactics, attacking, defending

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.

OAA (Outdoor and adventurous activities)

- Can trust and work with others to solve problems.
- Listen attentively, record information accurately and apply strategies for remembering important information.
- Work effectively as part of a team.
- Review performance and apply learning to complete a task.
- Organise time and resources within a team.

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

Computing

Key Vocabulary

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

Key Learning

- Learn the difference between sampling and remixing.
- Learn about our first form of remixing: "Beatboxing"
- Learn about our second form of remixing: Genre changing.
- Learn how to combine our skills to compose a remix, using a method we have learnt about.
- Learn how to evaluate our work as we finish our remixes.
- Learn about evaluating our remixes through feedback and listening to other pupils' work.
- Learn how to edit our work/recompose sections and mix our song in more detail.

Music

Key Vocabulary

Unison singing, rounds, choirs, soloists, canon, soprano, alto, tenor, bass, etiquette

Key Learning

Pupils will learn in depth how to sing as part of a choir and understand the different voice ranges that make up a choir, for example, Soprano, Alto, Tenor and Bass. Pupils will develop their choral skills and musicianship throughout a wide range of different songs at different ability levels. Through the singing of canons/rounds, partner songs and later songs in two/ three-part harmony, pupils will develop their musical independence which is an important part of successful choir singing. Pupils will also learn the importance of stage etiquette and why what you do on stage matters.

French

Key Vocabulary

Aller, avoir, etre, dormir, dire, ecouter, regarder, aimer, faire, jouer, chanter

Key Learning

- Pupils will learn how to properly conjugate the verbs 'to have' and 'to be' for different pronouns, as well as revising numbers 1-20.
- Pupils will learn a range of new verbs. This includes 'to eat, to go, to have, to be, to sleep, to say, to listen, to look, to like, to do, to play and to sing'.
- Pupils will learn how to conjugate verbs into the first person in the present tense.
- Pupils will learn how to conjugate verbs differently for different pronouns as well as revising how to conjugate verbs in the first person.
- Pupils will learn what verbs to use with what nouns in order to make simple, logical sentences.
- Pupils will be learning how to ask and answer a range of questions using vocab from this unit and previous levels.

Reminders and Homework

Homework in Year 6 will consist of reading at least three times per week at home and learning spellings. 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.

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 that we do every day 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 Wednesday 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.