



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 2026-27 Curriculum Overview

English

Key Vocabulary

Diary, recount, first person, chronological order, reflection, thoughts, feelings, emotions, viewpoint, perspective, description, atmosphere, bravery, courage, resilience, determination, sacrifice, award, achievement, recognition, speech, audience, purpose, formal, informal, synonyms, antonyms, passive voice, adverbs, possibility, cohesion, paragraphs, evidence, impact, inform, inspire, emotive language, rhetorical devices

Key Learning

Rose Blanche by Ian McEwan and Roberto Innocenti

Rose Blanche by Ian McEwan and Roberto Innocenti is a powerful picture book set in Germany during the Second World War. The story follows a young girl, Rose, who gradually becomes aware of the suffering caused by the war and secretly helps a group of imprisoned children. Through Rose's experiences, the book explores themes of bravery, compassion, innocence, sacrifice and the impact of war, providing opportunities for pupils to consider events from a child's perspective.

Pupils will learn how to write a diary entry that recounts events, thoughts and feelings from a first-person perspective. They will organise events chronologically while reflecting on significant experiences and use descriptive and emotive vocabulary to communicate a character's thoughts, feelings and changing emotions. Pupils will also develop their use of adverbs to indicate degrees of possibility and express uncertainty or confidence.

Pupils will explore the differences between informal speech and formal writing, selecting vocabulary and sentence structures appropriate to the audience and purpose. They will develop their understanding of synonyms and antonyms to make precise vocabulary choices and avoid repetition. Pupils will also learn how to use the passive voice to affect the presentation of information and place emphasis on particular actions or events.

Pupils will learn how to write a Bravery Award Speech that recounts achievements and informs an audience about why an individual deserves recognition. They will use an appropriately formal tone and select relevant evidence and examples to demonstrate qualities such as bravery, courage, resilience and determination.

Pupils will develop their ability to link ideas within and across paragraphs, creating cohesion throughout their writing. Across both outcomes, they will learn to adapt their vocabulary, grammar and structure according to audience, purpose and form, recognising the differences between a personal diary and a formal award speech.

Maths

Key Vocabulary

common factors, common multiples, divisibility, prime numbers, square numbers, cube numbers, inverse operations, expanded form, partition, digit, value, ascending, descending, greater than, less than, equal to, negative numbers, positive numbers, number line, interval, range, operations, addition, subtraction, multiplication, division, long division, short division, remainders, efficient method, formal written method, mental strategy, inverse, product, quotient, estimate, order of operations, BIDMAS, brackets, calculate, solve, reasoning, multi-step problems, problem-solving, strategy, justify, prove

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, faith, belief, commitment, discipleship, spiritual growth, worship, sacrifice, devotion, calling, mission, persecution, testimony, religious identity, sacred, Holy sites, purpose, transformation, repentance, obedience, guidance, reflection, conversion, discipline, spiritual journey, religious practice, Christian values, impact, tradition, hope, suffering

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, electrical circuit, component, wires, battery, cell, voltage, current, ampere (amp), voltmeter, ammeter, resistor, variable resistor, switch (open/closed), conductor, insulator, bulb, motor, buzzer, series circuit, parallel circuit, circuit diagram, short circuit, output, input, energy source, electrons, resistance, electricity flow, charge, terminals, connections, function, predict, modify, test, observe, evidence

Key Learning

- **Identify and describe the parts of an electric circuit:**

Pupils will learn to name and describe the function of key components in an electrical circuit, including wires, cells (batteries), bulbs, switches, buzzers, and motors. They will recognise that each component plays a specific role in allowing electricity to flow or interrupt the flow. Pupils will use **standard scientific symbols** to represent each component accurately when drawing circuit diagrams.

- **Explore voltage and its effect on an electrical circuit:**

Pupils will develop an understanding that **voltage** is the potential difference provided by a cell or battery and that it determines how much energy is available to push the electrical current around the circuit. Through practical investigations, they will observe how increasing or decreasing voltage (by adding or removing cells) affects the brightness of bulbs, the volume of buzzers, or the speed of motors.

- **Apply knowledge to identify and correct problems in a circuit:**

Pupils will use logical reasoning and their understanding of how circuits work to **troubleshoot faulty or incomplete circuits**. They will be able to spot and explain issues such as loose connections, incorrect component placement, open switches, or flat batteries, and offer appropriate solutions to restore functionality.

- **Investigate what affects the output of a circuit:**

Through experimentation, pupils will examine how different factors affect the **performance or output** of components in a circuit. This includes changing the number or arrangement of components (e.g. adding more bulbs), altering the voltage, or introducing resistors. Pupils will record and interpret data to draw conclusions about these variables.

- **Compare and give reasons for variations in how components function:**

Pupils will compare how the same components behave under different circuit conditions, and explain why changes occur. For example, they will be able to explain why a bulb in a series circuit becomes dimmer when more bulbs are added, or why a motor slows down if the power source weakens. This understanding will be supported by accurate use of scientific vocabulary and concepts such as energy transfer, resistance, and current.

- **Apply knowledge of conductors and insulators:**

Pupils will test and classify materials based on whether they **conduct electricity or act as insulators**. They will understand

that conductors allow electricity to pass through (e.g., metals), while insulators (e.g., rubber, plastic) do not. Pupils will explore how this knowledge is used in real-life applications, such as wiring and safety in electrical devices.

History

Key Vocabulary

Causes of World War II: Treaty of Versailles, Reparations, Adolf Hitler, Nazi Party, Appeasement, League of Nations, Invasion, Dictatorship, Allies, Axis Powers.

Battle of Britain phases: Luftwaffe, Royal Air Force (RAF), Radar, Fighter planes, Operation Sea Lion, Blitzkrieg, Dogfight, Propaganda, Evacuation.

The Blitz (photographs): Air raid, Blackout, Anderson shelter, Morrison shelter, Bombing, Destruction, Rubble, Civilian, Morale, Evidence, Inference.

Evacuation (children's feelings): Evacuation, Evacuee, Billeting officer, Host family, Homesickness, Separation, Rationing, Identity label, Uncertainty, Resilience.

Sources (accuracy, reliability, usefulness): Primary source, Secondary source, Bias, Propaganda, Reliability, Perspective, Evidence, Interpretation, Corroboration, Context.

Impact on women & African-Caribbean migrants: War effort, Land Army, Munitions factories, Roles, Contribution, Discrimination, Migration, Empire, Commonwealth, Windrush generation, Legacy

Key Learning

Focus Question - What was the impact of World War II on the people of Britain?

- Identify the causes of World War 2.
- Identify the different phases in the Battle of Britain.
- Make deductions about the Blitz from photographs.
- Describe how children may have felt when evacuated.
- Evaluate the accuracy, reliability and usefulness of sources.
- Describe the impact WW2 had on women's and African-Caribbean migrant lives.

Art and Design

Key Vocabulary

Aesthetic, abstract, audience, chiaroscuro, composition, graffiti, symbolism, tag, imagery, interpretation, impact, symbol, symbolic, tone, texture, contrast, shading, perspective, foreground, background, medium, style, technique, palette, hue, saturation, balance, focal point, layering, brushstroke, expression, form, mood, narrative, conceptual, representational, visual language, critique, influence, motif, pattern, abstraction, realism, gesture

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, passing, shooting, interception, marking, pivot, space, teamwork, strategy, positioning, balance, coordination, communication, movement, agility, footwork, ball control, competitive play, modified game, catching, defending tactics, attacking tactics.

Key Learning

Cricket

- Demonstrate catching and throwing a cricket ball with consistency, accuracy and control.
- Demonstrate an overarm throw.
- Apply simple tactics with and without the ball when playing a cricket-type game.
- Apply simple batting and fielding tactics.

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.

Personal, Social and Health Education (PSHE)

Key Vocabulary

assertiveness, appropriate, sensitive, collaboration, respectful, response, appropriate, culture, inappropriate, religion, bullied, compromise, illegal, active, forced marriage, negotiation, community, bystanders, passive, civil partnership

Key Learning

Me and my relationships

In this unit, pupils will develop a deeper understanding of the nature of healthy and respectful relationships, both in person and online. They will explore the importance of empathy, assertiveness, and recognising different forms of behaviour in social situations, including bullying and unwanted physical contact. Pupils will learn how to respond appropriately to challenging social situations and understand the value of compromise in resolving conflicts.

Unit lessons:

- Working together
- Let's negotiate (OPTIONAL)
- Solve the friendship problem
- Dan's day (OPTIONAL)
- Behave yourself
- Assertiveness skills
- Don't force me
- Acting appropriately

Computing

Key Vocabulary

HTML – Hypertext Markup Language, Pixels, RGB colour, WYSIWYG, Design, Brief, Target Audience, Header banner, Navigation bar, the four C's (Challenge, Choice, Change and Chance), Market research and Focus group.

Key Learning

iMedia - iMedia iCommunicate L4

Pupils will develop their understanding of website design by planning, designing and creating a new website in response to a given design brief. Pupils will explore how websites are created to meet industry standards and will learn to follow specific requirements to produce an effective finished product. Pupils will use elements of HTML coding alongside a WYSIWYG development application to create and visualise their designs. Pupils will incorporate a range of appropriate features and content into their websites, including designing and creating their own video game. Pupils will develop their coding, problem-solving and creative design skills while testing and refining their work to ensure it meets the requirements of the original design brief.

Music

Key Vocabulary

Boomwhackers, Pitch, Rhythm, Notation, Stave, Semiquavers, Quavers, Crotchet, Minims, Semibreves, Octavator, Octaves, Melody, Harmony, Improvisation, Duet, Ensemble, Ternary Structure, Composition, Chords.

Key Learning

Boom Whackers L2

Pupils will build on their previous knowledge and skills from Level 1 by using Boomwhackers to explore more complex rhythmic notation, chordal accompaniments, melody, harmony, improvisation and musical structures. Pupils will develop their performance skills by playing increasingly challenging pieces of music with greater accuracy, control and confidence. Pupils will explore and evaluate different playing techniques to identify how they can create the best quality of sound from the

instruments. Pupils will develop a more in-depth understanding of how Boomwhackers can be used individually and as part of an ensemble, including maintaining their own part within a group performance. Pupils will use and explain key musical vocabulary accurately when discussing, performing and evaluating music.

French

Key Vocabulary

mes grands-parents, mon grand-père, ma grand-mère, mes parents, mon père, ma mère, mon frère, ma sœur, moi, ma tante, mon oncle, mon cousin, ma cousine, mon chien, mon chat, une maison, un appartement, un bateau, une cabane, un château, une ferme, un igloo, une caravane, 'Où habites-tu?', 'J'habite dans un/une... avec mon/ma/mes...', la salle à manger, la cuisine, la chambre, le garage, le sous-sol, le grenier, la salle à manger, le salon, la salle de bain, 'Qu'y a-t-il dans ta maison?', 'Dans ma maison il y a...', et, mais, un lit, une fenêtre, une porte, une garde-robe, un bureau, une chaise, une affiche, un ordinateur, une télévision, une lampe, 'Qu'y a-t-il dans ta chambre?', 'Dans ma chambre, il y a...', beau/belle, moche, grand (e), petit (e), nouveau/nouvelle, vieux/vieille, sur, sous, derrière, devant, à gauche de, à droite de

Key Learning

French L4 Unit 1

Pupils will develop their ability to ask and answer questions about where they live and who they live with, while revising vocabulary relating to different types of homes and family members. Pupils will learn and apply a broad range of vocabulary to describe parts of a house and items commonly found in a bedroom. Pupils will construct increasingly detailed sentences using 'there is' and 'there are' and respond accurately to questions about their home and bedroom. Pupils will use a range of prepositions of place to describe where different objects are located. Pupils will develop their understanding of adjectival agreement, modifying adjectives appropriately according to gender and number. Pupils will apply their vocabulary and grammatical knowledge through a range of reading, writing, speaking and listening activities, enabling them to communicate

confidently and in greater detail about their home and surroundings.

Reminders and Homework

Homework in Year 6 will consist of reading at least three times per week at home, learning spellings and engaging with an LBQ task weekly to consolidate learning from that week in school. 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.

If the children are unable to complete homework at home, we will make time for the children in school so that they don't miss out.

Reading books can be changed when the children have completed their books. Reading books are checked 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 Friday and they will be tested the following Friday. These can be revised by completing the spelling book at home, alongside the input in class to ensure understanding of spelling patterns etc. **Please note that the children have been given handwriting folders to practise their spellings in as we are having a big push on the children's presentation.**

Our PE days for this half term will be on a Monday and Friday.

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.

Thanks

Mr Bloomfield