



# 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 2022-23

### English

#### Key Vocabulary

Noun phrases, prepositions, formal, public address, intonation, tone, gesture, emotive, portray

#### Key Learning

#### Classic Fiction (Goodnight Mister Tom)

- Use expanded noun phrases and prepositions to describe a setting.
- To write in a formal register.
- Use dialogue to enhance characterisation.
- Use drama techniques to explore characters.
- Plan key events.
- Learn to use a variety of sentence openers.
- Draft a third person narrative.
- Edit and improve writing independently
- Select vocabulary and grammatical structures to reflect the formality required in a public address.
- Use appropriate intonation, tone and gesture so that meaning is clear.

#### Poem on a theme (Film unit - Beyond The Lines)

- Learn to use adverbs, prepositions and expanded noun phrases to add detail and description.
- Use comprehension skills to predict the ending of a story.
- Use language to describe how a character is feeling.
- Learn to use a range of punctuation in writing.
- Learning to portray emotion through writing.
- Learning to identify figurative language and how to use it.
- Learning how to plan and prepare a piece of emotive poetry.

## Maths

### Key Vocabulary

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

### Key Learning

#### **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

### **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**

#### **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

Complement, cross-contamination, flavour, method, preparation, farm, reared, recipe, target audience, unit of measure

### Key Learning

- Recall that nutrients, as well as water and fibre, are essential for health.
- Explain the role of the getting ready to cook steps in ensuring food is hygienically prepared and safe to eat.

- Explain where ingredients in some *on the go* products come from and talk about when the ingredients in them are seasonal.
- Design an *on the go* product based on the design criteria.
- Perform food skills safely and as instructed in order to make an 'on the go' product.
- Evaluate their 'on the go' product.
- Design a suitable package for their 'on the go' product.

## 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 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

**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

**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

**Melody, accompaniment, octave, stave, rhythm, genre, ensemble**

### Key Learning

Aims to develop pupils' confidence in reading and understanding music, through composition, improvisation and reading stave notation. During the course, pupils will use keyboards to understand how music can be broken down into melodies and accompaniments, and ensemble performance. The pupils will also touch on the history of music to provide context for their musical understanding. Pupils will have performance opportunities through the course to prepare them for KS3.



## French

### Key Vocabulary

J'aime - I like, J'aime beaucoup - I really like, J'adore - I love, Je n'aime pas - I do not like, Je déteste - I hate, C'est nul - It sucks, C'est horrible - It's horrible, C'est ennuyeux - It's boring, C'est réconfortant - It's comforting, C'est génial - It's awesome, Un jeu télévisé - A game show, Un programme musical - A music programme, Un documentaire - A documentary, Les informations - Information, Un programme sportif - Sports programme, La publicité - The advert, Un programme de jardinage - Garden programme, La météo - Weather, Un programme de bricolage - DIY programme

### Key Learning

Pupils will learn the vocabulary for genres of TV programme, movie, music and musicians as well as different types of musical instruments. Pupils will practise writing sentences by giving their opinions on all of the new vocabulary, as well as giving reasons for their preferences. In the case of music and musicians, pupils will listen to a range of French songs. Pupils will also role play buying items and going to the cinema.

## 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 on Tuesday, Wednesday and Thursday to ensure understanding of spelling patterns. 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 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.

Thank you for your continued support, Mr Prescott