St Barnabas Church of England Primary Academy

A member of CDARI

'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 2026-27

English

Key Vocabulary

Flashback, narrative, chronology, displacement, refugees, conflict, survival, migration, journey, persecution, homeland, memories, perspective, empathy, compassion, resilience, courage, hope, determination, atmosphere, tension, suspense, descriptive language, figurative language, imagery, expanded noun phrases, relative clauses, dialogue, characterisation, emotions, past tense, present tense, time adverbials, cohesion, newspaper report, headline, subheading, eyewitness, journalist, quotation, direct speech, reported speech, formal language, objective, audience, purpose, 5Ws, parenthesis, passive voice, reporting clause, factual information, recount, evidence, credibility.

Key Learning

A Story Like the Wind by Gill Lewis

A Story Like the Wind by Gill Lewis is a moving and thought-provoking novel that explores themes of survival, hope, friendship, courage and the power of music. Set against the backdrop of conflict and displacement, the story follows a group of young refugees fleeing their homeland by boat, carrying with them their memories, experiences and hopes for a better future. Through the characters' journeys, pupils will explore the impact of war, the importance of compassion and humanity, and how music can provide comfort and connection during difficult times. The novel provides rich opportunities for pupils to consider different perspectives, develop empathy and explore the experiences of those forced to leave their homes.

Writing Outcomes:

Flashback Narrative

Pupils will develop their narrative writing skills by creating a flashback story inspired by the characters, events and themes within the novel. They will explore how authors use flashbacks to reveal important information about a character's past, providing the reader with a deeper understanding of their experiences, motivations and emotions. Pupils will learn how to move effectively between the present and the past, using changes in tense, time adverbials and carefully selected sentence structures to guide the reader through different moments in time.

They will develop their ability to create atmosphere and engage the reader through descriptive language, figurative devices and carefully chosen vocabulary. Pupils will explore how to convey a character's thoughts, feelings and memories through a range of sentence structures, including expanded noun phrases, relative clauses and subordinating conjunctions. They will also develop their use of dialogue to reveal character, advance the narrative and provide insight into significant events. Throughout the unit, pupils will focus on building tension, creating emotional impact and linking ideas cohesively across paragraphs.

Newspaper Report

Pupils will learn how to write a newspaper report based on a significant event from the novel, exploring the experiences of refugees and the circumstances surrounding their journey. They will develop their understanding of journalistic writing, recognising the importance of presenting information clearly, accurately and objectively for a specific audience and purpose. Pupils will learn how to structure a report using an attention-grabbing headline, an introductory paragraph, detailed recounts of events and supporting information.

They will explore the use of the 5Ws (who, what, where, when and why) to ensure their reports communicate the key information effectively. Pupils will develop their ability to write in the third person and past tense, using formal and journalistic vocabulary to create an appropriate tone. They will also learn how to incorporate direct and reported speech through eyewitness accounts and interviews, using correctly punctuated speech and reporting clauses to add authenticity and detail.

Pupils will further develop their use of parenthesis to include additional information, passive voice to shift emphasis and cohesive devices to organise information logically. They will consider how quotations, facts and descriptive details can be used to inform the reader while maintaining an appropriate journalistic style.

Maths

Key Vocabulary

Fraction, Equivalent Fraction, Simplify, Numerator, Denominator, Mixed Number, Improper Fraction, Compare, Order, Add, Subtract, Fraction of an Amount, Whole, Number Line, Metric, Millimetre, Centimetre, Metre, Kilometre, Gram, Kilogram, Millilitre, Litre, Convert, Calculation, Imperial, Inch, Foot, Yard, Mile.

Key Learning

Division, Fractions, Imperial Measurements

In this unit, pupils will consolidate and extend their understanding of fractions while also developing fluency with metric and imperial measurement. The unit begins with equivalent fractions, including simplifying fractions and representing them on a number line. Pupils will practise comparing and ordering fractions, using both denominators and numerators to understand relative size. Next, pupils will develop their skills in adding and subtracting fractions, starting with simple fractions, progressing to fractions with different denominators, and then working with mixed numbers. They will also explore multiplying and dividing fractions, including multiplying by integers, multiplying fractions by fractions, and dividing fractions by integers, applying these skills to solve mixed problems. Pupils will also learn to find a fraction of an amount and reverse this to find the whole.

Alongside fractions, pupils will deepen their understanding of measurement. They will explore metric units for length, mass, and volume, converting between units and performing calculations. They will also consider miles and kilometres and explore imperial measures, comparing, converting, and calculating using different units.

By the end of the unit, pupils will be able to:

- Recognise, simplify, and generate equivalent fractions, including representing them on a number line.
- Compare and order fractions with confidence.
- Add, subtract, multiply, and divide fractions and mixed numbers accurately.
- Solve problems involving fractions of amounts, including finding the whole.
- Convert and calculate using metric and imperial measures, understanding relationships between units.
- Apply their knowledge of fractions and measurement in real-world contexts.

Religious Education (RE)

Key Vocabulary

Advent, Messiah, Christ, Salvation, Prophecy, Old Testament, New Testament, Denomination, Mary, John the Baptist, Symbolism, Hope, Dreams, Prayer, Belief, Faith, Reflection, Christian, Jewish, Preparation, Celebration, Worship, Church, Service, Tradition, Expectation, Promise, Teaching, Message, Meaning, Spiritual, Season, Scripture, Story, Fulfilment, Religious, Understanding, Practice, Opinion, Values, Reflection, Insight.

Key Learning

How do Christians prepare for Christmas?

Advent

In this unit, pupils will explore the Christian season of Advent, understanding it as a time of preparation and reflection focused on the second coming of Christ. They will learn about the beliefs and practices associated with Advent, including its symbolism, themes, and how it tells the "big story" of God's salvation plan. Pupils will also consider the different perspectives of Christian denominations, particularly regarding the importance and status of Mary. Through study and discussion, pupils will examine how Jesus fulfilled Old Testament prophecies and how Christians understand him as the promised Messiah, noting the contrasting beliefs of Jewish people. They will use religious vocabulary to describe key concepts and express their own hopes and dreams for the future, connecting personal reflection to spiritual themes.

By the end of the unit, pupils will be able to explain the symbolism, practices, and beliefs of Advent, consider how the message of figures such as John the Baptist might apply today, and reflect on their own learning about Christianity and themselves. They will develop the ability to express opinions, make connections, and reflect thoughtfully, deepening both their religious understanding and personal insight.

Science

Key Vocabulary

Light, Light Source, Reflection, Reflect, Reflective, Ray, Light Ray, Straight Lines, Transparent,Translucent,Opaque, Shadow, Shadow Shape, Dark, Bright, Visible, Eye, Light Beam, NaturalLight, Artificial Light,Sunlight, Mirror, Surface, Absorb, Block, Direction, Travel, Object, LightSource, Scientific Enquiry.

Key Learning

How light travels

In this unit, pupils will explore the topic of light and develop a deeper understanding of how light travels and enables us to see the world around us. They will investigate the idea that light travels in straight lines and learn how this helps explain how we see different objects. Pupils will explore how light travels from light sources directly into our eyes, or reflects off objects before reaching our eyes, allowing us to see things that do not produce their own light. They will also identify a range of natural and artificial light sources and develop an understanding of the difference between objects that produce their own light and those that reflect it.

Through practical activities and investigations, pupils will explore how light behaves and how shadows are formed. They will investigate how the position of a light source and the objects in its path affect the formation of shadows. Using their understanding of light travelling in straight lines, pupils will explain why shadows are created and why they have the same shape as the objects that cast them. Children will also have opportunities to observe, question and explain everyday examples of light and shadows.

By the end of the unit, pupils will be able to explain how light travels, describe how light sourcesandreflection allow us to see objects, and use their knowledge of straight-line light travel to explain how and why shadows are formed. They will develop their scientific enquiry skills by making observations,carrying out investigations and using scientific vocabulary to communicate their findings.

Geography

Key Vocabulary

Coastline, Development, Economy, Energy Source, Industry, Landmark, Sustainable, Offshore, Onshore, Scale Bar, Urban, Rural, Settlement, Population, Transport, Trade, Map, Compass, Grid Reference, Human Features, Physical Features, Landscape, Environment, Resource, Renewable, Non-renewable, Agriculture, Mining, Tourism, Pollution, Conservation, Habitat, Coast, Erosion, Transportation, Infrastructure.

Key Learning
United Kingdom

Pupils will develop their knowledge of the United Kingdom by learning to name and locate its main human and physical features, including hills, mountains, coasts, rivers, cities, and towns. They will explore how these features have changed over time, considering both natural processes and human influences. Pupils will investigate the different types of industries and economic activities across the UK, understanding where people work and why certain industries are located in particular areas. The unit will also introduce pupils to the various energy sources used in the UK, including renewable and non-renewable forms, and how these contribute to daily life. Children will examine the impact of human activity on the landscape, including urban development, agriculture, mining, and energy production, and will consider how these activities can both positively and negatively affect the environment. Through maps, diagrams, and case studies, pupils will develop skills in geographical enquiry, including observation, description, and explanation.

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

Key Learning

Steady hand game

In this unit, pupils will explore the concepts of form (the shape of a product) and function (how a product works) as they design and create their own steady hand game. They will begin by examining existing children's toys, identifying features they like or dislike and considering how these impact the play experience. Pupils will also explore how different toys help develop various skills, applying this knowledge to evaluate and survey toys. Using this understanding, pupils will break down the components of a steady hand game and use design criteria to plan their own version. They will create detailed perspective drawings to communicate their ideas and plan the structure of their game. Pupils will then construct a secure and neatly finished base, ensuring it aligns with their design plans. A key part of the unit is the practical application of electrical circuits. Pupils will make and test a functioning circuit, assembling it safely within their game. Finally, they will evaluate their finished products, testing functionality, safety, and how well their designs meet the original criteria.

Physical Education (PE)

Key Vocabulary

Shapes, Balance, Counter Tension, Counter Balance, Unison, Sequence, Emotions, Mood, Conflict, Props, Control, Coordination, Strength, Flexibility, Extension, Tension, Flow, Transition, Partner Work, Group Work, Synchronisation, Timing, Dynamics, Levels, Space, Pathways, Mirroring, Matching, Contrasting, Formation, Expression, Storytelling, Interpretation, Focus, Posture, Gesture, Rhythm, Pace, Energy, Movement, Creativity, Performance, Precision, Presentation, Fluidity, Trust, Collaboration, Interaction, Structure, Evaluation, Reflection.

Key Learning
Gymnastics

In this unit, pupils will develop their balance, coordination, and teamwork through paired and group gymnastics. They will learn to perform a range of shapes and balances with a partner, focusing on control, strength, and body tension. Pupils will explore the concepts of counter balance and counter tension, using their own body weight and that of a partner to create stable and creative positions. As their confidence grows, pupils will work collaboratively to perform and combine balances using both floor and apparatus. They will experiment with ways to link movements smoothly, developing short sequences that include transitions, balances, and matching or contrasting shapes. Pupils will also progress to group counter balances, building trust and communication within a team. By the end of the unit, pupils will be able to create and perform gymnastic sequences that include paired and group balances in unison, demonstrating coordination, creativity, and control. They will reflect on their performances, offering and responding to feedback to improve precision and presentation.

Dance - Haka

In this unit, pupils will explore the traditional Haka dance, developing an understanding of how movement, rhythm and expression can be used to communicate strength, unity and emotion. Pupils will learn about the cultural significance and origins of the Haka, recognising its importance in Māori culture and its role in expressing identity, pride and togetherness. Pupils will explore a range of movements,including powerful stomps, rhythmic clapping, strong body positions and facial expressions, developing their ability to perform with energy, confidence and precision.

Through practical activities, pupils will learn and practise key Haka movements, focusing on coordination,timing, rhythm and synchronisation. They will explore how facial expressions, vocal chants and body percussion work together to create a powerful and meaningful performance.Working both individually and collaboratively, pupils will develop their ability to follow

rhythms,perform movements in unisonand demonstrate clear formations and transitions. They will also have opportunities to create their own short sequences inspired by the movements and structure of the Haka, while showing respect for its cultural meaning and traditions.

Personal, Social and Health Education (PSHE)

Key Vocabulary

Difference, Respect, Tolerance, Empathy, Equality, Diversity, Inclusion, Friendship, Kindness, Understanding, Acceptance, Fairness, Stereotype, Gender, Bias, Prejudice, Discrimination, Identity, Individuality, Community, Compassion, Similarities, Differences, Respectful, Behaviour, Feelings, Opinions, Belonging, Trust, Cooperation, Support, Listening, Perspective, Open-mindedness, Equality, Justice, Responsibility, Manners, Culture, Heritage, Background, Conflict, Resolution, Appreciation, Self-worth, Confidence, Integrity, Awareness, Communication, Values, Collaboration.

Key Learning

Valuing Difference

In this unit, pupils will explore what it means to value and respect the differences between themselves and others. Through a series of discussions, stories and activities, they will learn that it's okay to be different and that everyone has unique qualities that make them who they are. Pupils will discover that, despite these differences, we share many things in common — our feelings, hopes and experiences often connect us more than we realise. The unit will encourage pupils to think about the importance of kindness, empathy and respect in building positive friendships. They will learn how to celebrate diversity and understand that treating others fairly and equally helps create a more inclusive community. Pupils will also reflect on how stereotypes can influence the way people are treated, particularly when it comes to gender roles and expectations (for example, exploring the idea of "Boys will be boys?").

By the end of the unit, pupils will recognise the value of difference, show tolerance and respect for others and feel confident in challenging unfair behaviour or stereotypes. They will understand that respecting others' individuality helps everyone to feel safe,

accepted, and valued.

Computing

Key Vocabulary

Blockly, Swift, Function, Algorithm, Conditional, Last Touch, Create A Clone, Variable, Check Once If, JavaScript, Loop, Sequence, Event, Input, Output, Debugging, Sprite, Coordinate, Broadcast, Iteration, Command, Repeat Until, Boolean, Operator, String, Integer, Float, While Loop, Nested Loop, Procedure, Parameter, Array, List, Logic Gate, Comparison, Expression, Execution, Syntax, Compile, Hardware, Software, Sensor, Actuator, Simulation, Decomposition, Abstraction, Evaluation.

Key Learning

iMedia iProgram L4

Pupils will develop their computational thinking and programming skills by exploring a range of coding languages, including Blockly, Swift and JavaScript. They will begin by learning how to write and understand simple code, developing their knowledge of algorithms, functions and conditionals to control the outcomes of their programs. Through practical activities, pupils will explore how different coding commands work together and understand how to select the most appropriate functions to achieve a desired result.

As their understanding deepens, pupils will apply their coding knowledge to create a range of digital projects, progressing from simple shapes, patterns and digital artwork to more complex creations such as musical instruments, interactive animations and games. They will explore how coding is used in real-world programming and develop an understanding of how software can communicate with and control external objects.

Throughout their learning journey, pupils will gain confidence in using both block-based programming environments, such as Blockly, and written coding languages, learning to move flexibly between the two. They will develop their ability to plan, write, test, debug and refine their own programs, applying logical thinking, creativity and problem-solving skills. By the end of the unit, pupils will be able to create their own original programs, demonstrating an understanding of how algorithms, functions and

conditionals can be used to achieve specific outcomes.

Music

Key Vocabulary

Harmony, Melody, Unison, Pitch, Dynamics, Tempo, Rhythm, Pulse, Beat, Part Singing, Round, Canon, Interval, Phrase, Expression, Projection, Tone, Diction, Breath Control, Posture, Blend, Balance, Choir, Ensemble, Conductor, Cue, Rehearsal, Performance, Stage Etiquette, Intonation, Accompaniment, Aural Awareness, Resonance, Vocal Range, Falsetto, Head Voice, Chest Voice, Warm-up, Articulation, Vibrato, Texture, Timbre, Synchronisation, Entrances, Exits, Confidence, Focus, Listening, Interpretation.

Key Learning

Steal Pans L1

Pupils will explore the history and origins of the steel pan, developing an understanding of its cultural significance and the different musical traditions and genres associated with the instrument. They will learn and practise a range of playing techniques, including different hits, rhythms and more advanced performance skills using both the steel pan and accompanying percussion instruments. Pupils will explore a variety of musical genres, identifying their distinctive features, rhythms and musical characteristics, while developing their listening skills and ability to recognise different styles of music by ear. They will develop their understanding of pulse, rhythm, tempo, dynamics and ensemble performance, learning how different instruments work together to create music. Through regular practice, pupils will build confidence, accuracy and control when playing their instruments. Working collaboratively as a class ensemble, they will rehearse and perform a range of musical pieces, gradually increasing in rhythmic and musical complexity. Pupils will develop their ability to listen carefully, maintain their own part, follow musical cues and perform confidently as part of a group, culminating in a performance that showcases their developing musical knowledge and skills.

French

Key Vocabulary

je me réveille, je me lève, je me douche, je m'habille, je prends le petit déjeuner, je vais à l'école, je déjeune, je retourne à la maison, je dîne, je me brosse les dents, je me couche, premièrement, ensuite, plus tard, finalement, le matin, l'après-midi, la nuit, et, mais, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, 'heures', 'et quart', 'et demie', 'moins le quart', 'il est midi', 'il est minuit', 'il est une heure', 'il est… heures', 'à', je danse, j'écoute de la musique, je regarde la télévision, je fais du vélo, je sors avec mes amis, je lis un livre, je joue au basket, je fais de la natation, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche

Key Learning

Daily Routines

Pupils will have the opportunity to improve their French communication skills by incorporating vocabulary related to daily routines into their existing knowledge. They will learn a diverse range of sequence connectives to make their daily routine descriptions more complex. Pupils will also learn how to express time using phrases like 'quarter to', 'half past' and 'quarter past' in French. While revising how to tell the time, students will practise how to describe when they perform a variety of daily routines using different times by asking and answering the question 'What time do you + daily routine?'. Additionally, students will review hobbies to discuss what they do during their free time. To reinforce their learning, pupils will participate in a wide range of activities, such as games, and reading, listening, speaking, and writing tasks. These activities will aid in consolidating their understanding and provide them with a practical understanding of the language in a variety of contexts.

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.

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