



# 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 Spring 1 Curriculum Overview 2025-26

### English

#### Finish Unit on Mary Poppins

#### Key Vocabulary

**Ambition, power, fate, prophecy, guilt, conscience, loyalty, betrayal, kingship, tyranny, courage, fear, hallucination, conflict, tragedy, character, perspective, dialogue, opinion, evidence, argument, viewpoint, analysis, evaluation, impact, audience, comparison, conclusion.**

#### Focus Text: Macbeth – Power, Ambition and Consequences

#### Key Learning

Pupils will explore *Macbeth* by William Shakespeare, focusing on themes of ambition, power, fate, and guilt. Through reading adapted extracts and key scenes from the play, pupils will develop a secure understanding of character, plot, and motivation. They will explore how Shakespeare presents characters and themes, and how choices made by individuals lead to significant consequences.

Pupils will engage in a range of short writing opportunities that allow them to write from different viewpoints and for different purposes. These include character profiling to deepen understanding of motivation and traits; letter writing in role, including writing to Lady Macbeth and switching perspectives to explore how viewpoint shapes meaning; and a retelling of Banquo's

ghost appearing, written from Banquo's perspective to explore tension, emotion, and atmosphere.

Pupils will also write dialogue exchanges, focusing on character voice, punctuation, and interaction, and develop balanced arguments that consider different viewpoints on key questions from the play, such as responsibility, ambition, and fate. Throughout the unit, pupils will be encouraged to support their ideas with evidence from the text, explain the impact of events and choices, and consider the audience.

By the end of the unit, pupils will be able to analyse characters and themes in *Macbeth*, write thoughtfully from different perspectives, and construct clear, well-supported arguments that demonstrate a secure understanding of the text.

### **Writing Opportunities**

- Character profiling
- Letter to Lady Macbeth (including switching perspectives)
- Retelling the appearance of Banquo's ghost from Banquo's viewpoint
- Dialogue exchange between characters
- Balanced arguments based on themes and character responsibility

### **Key Learning Objectives**

- Identify and understand key characters, themes, and events in *Macbeth*.
- Write in role, adapting viewpoint, tone, and language to suit character and purpose.
- Organise writing into coherent paragraphs using appropriate connectives and adverbials.
- Use evidence from the text to support opinions and arguments.
- Use varied sentence structures, including complex sentences, to add detail and precision.
- Employ appropriate tense consistently, with deliberate shifts where appropriate.
- Use commas accurately to clarify meaning and mark clauses and phrases.
- Apply expanded noun phrases and relative clauses to add detail and depth to writing.

- Use formal language and cohesive devices when writing balanced arguments.
- Edit and proofread writing for punctuation, grammar, clarity and impact on the reader.

## Maths

### Key Vocabulary

**Integers, Metric, Imperial, Convert, Miles, Kilometres, Ratio, Scale Drawings, Scale Factors, Function Machines, Expressions, Substitution, Formulae, Equations, Fractions, Decimals, Percentages, Multiply, Divide, Amount, Similar Shapes.**

### Key Learning:

#### **Fractions, Decimals and Percentages, Converting Units, Ratio and Algebra**

The unit begins with fractions, where pupils will build on prior knowledge by multiplying fractions by fractions, dividing fractions by integers and finding fractions of an amount. These skills will be applied to problem-solving contexts to deepen conceptual understanding and accuracy.

Pupils will explore converting units, focusing on metric measures for length, mass, and volume. They will practise converting between metric units and performing calculations involving these measures. The unit also introduces miles and kilometres, alongside key imperial measures, allowing pupils to compare, convert, and calculate using different measurement systems.

Pupils will develop their understanding of ratio. They will use ratio language and symbols, explore the relationship between ratio and fractions, and apply ratio to real-life contexts. Pupils will work with scale drawings and scale factors, including identifying and using similar shapes, and solving ratio problems with increasing complexity.

The unit concludes with an introduction to algebra. Pupils will use function machines to understand operations, form and interpret expressions, and practise substitution. They will work with formulae, form equations and solve one-step and two-step equations, building strong foundations for future algebraic learning.

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

- Multiply fractions by fractions and divide fractions by integers.
- Find fractions of an amount and apply this understanding to problem-solving.
- Convert between metric units and calculate accurately using metric measures.
- Understand and use miles, kilometres, and imperial measures.
- Use ratio language and symbols confidently.
- Apply ratio to fractions, scale drawings, and similar shapes using scale factors.
- Solve a range of ratio problems.
- Use function machines to understand mathematical operations.
- Form expressions, substitute values, and use formulae correctly.
- Form and solve one-step and two-step equations.
- Apply their understanding of number, measurement, ratio, and algebra in real-world contexts.

**Religious Education (RE)**

**Key Vocabulary**

**Exodus, Moses, Pharaoh, Slavery, Freedom, Passover, Seder, Seder Plate, Matzah, Bitter Herbs, Lamb, Plagues, Red Sea, Covenant, Judaism, Christianity, Jewish, Christian, Last Supper, Eucharist, Festival, Remembrance, Symbol, Tradition.**

**Key Learning**

Pupils will explore the story of the Exodus and its importance within Judaism and Christianity. They will learn how the Israelites were freed from slavery in Egypt and why this event is remembered and celebrated by Jewish people today through the festival of Passover and the Seder meal. Pupils will examine the key events of the Exodus story, including Moses, the plagues, the crossing of the Red Sea, and the journey to freedom. They will learn how these events are remembered symbolically through foods and

rituals in the Seder meal, helping Jewish people remember their history and express gratitude for freedom.

The unit will also explore the close relationship between Judaism and Christianity. Pupils will learn that Christianity is rooted in Judaism and that Jesus was Jewish and celebrated Passover. They will study the Last Supper and understand how Christians believe this meal connects to the Eucharist, a central act of worship in Christianity. Throughout the unit, pupils will reflect on the idea of freedom, considering what freedom means today and why remembering the past is important for religious communities. Pupils will be encouraged to compare beliefs and practices, use appropriate religious vocabulary, and express their own thoughtful responses.

**By the end of this unit pupils are expected to be able to:**

- Retell the story of the Exodus in detail, including key events and characters.
- Explain how the Exodus is remembered through the Passover festival and the Seder meal.
- Make clear links between the Passover, the Last Supper, and the Eucharist.
- Use appropriate religious vocabulary to explain why Passover is a festival of memory and freedom.
- Express their own ideas and opinions about what freedom is and what it is not, giving reasons.
- Identify similarities and differences in the importance of the Exodus and Passover for Jews and Christians.
- Explain, using religious language, why Passover is still celebrated and why the story of the Exodus is not forgotten.

## Science

### Finish unit on Animals including humans

#### Key Vocabulary

inherit, adaptations, epiphytes, palaeontologist, natural selection, Charles Darwin, genetic modification, fossils, Mary Anning, evolution, ancestor, Homo Sapiens

#### Evolution and inheritance

Pupils will study evolution and inheritance, developing an understanding of how living things have changed over time and how characteristics are passed from parents to offspring. They will learn that offspring are not identical to their parents due to variation, and that this variation can help organisms survive in different environments.

Pupils will explore animal and plant adaptations, understanding how physical and behavioural features help living things survive, find food and reproduce. They will also learn how fossils provide evidence of organisms that lived in the past and show that some species have become extinct. This will support their understanding of evolution by natural selection and how species change over many generations. The unit will also introduce human evolution, helping pupils understand how humans have changed over time.

By the end of the unit, pupils will understand that evolution is the process by which living things change over time through variation, inheritance and natural selection. They will be able to explain how adaptations help organisms survive, what fossils reveal about the past, and how humans have evolved, demonstrating a secure understanding of how scientific evidence is used to develop explanations about the natural world.

## History

[Finish Geography unit on the UK](#)

[Key Vocabulary](#)

**World War Two, Darwen, evacuation, evacuee, rationing, Air Raid Precautions (ARP), air raid shelter, blackout, Blitz, Home Front, conscription, armed forces, factory work, munitions, women's roles, civilian, propaganda, morale, identity cards, gas mask, bombing, casualties, memorial, remembrance.**

**Key Learning**

Pupils will study World War Two through a local history enquiry, focusing on the impact of the war on the people, daily life and town of Darwen. Pupils will develop their understanding of how a global conflict affected communities at a local level, helping them to make meaningful connections between national events and individual experiences. Pupils will begin by placing World War Two within a chronological framework, revisiting key dates and events such as the outbreak of war in 1939 and the end of the war in 1945. They will then explore how the war changed everyday life in Darwen, including rationing, evacuation, air raid precautions, schooling, work and leisure. Pupils will examine how local industries and services contributed to the war effort and how civilians adapted to new roles and responsibilities.

The unit will also explore the experiences of different groups of people in Darwen during the war, including children, women, evacuees, factory workers, and members of the armed forces. Pupils will consider how the war affected homes and families, as well as the emotional and social impact of living through wartime conditions. Using a range of historical sources, such as photographs, maps, written accounts, artefacts, and local records, pupils will develop their skills of historical enquiry. They will learn to ask questions, analyse evidence, and understand that different sources can offer different perspectives on the past.

### **By the end of the unit**

pupils will understand that World War Two had a significant and lasting impact on the people and town of Darwen. They will be able to explain how life changed during the war and how these changes shaped the local community both during and after the conflict, demonstrating a secure understanding of how local history fits within the wider national and global context.

## **Art**

### **Key Vocabulary**

**Photography, digital media, composition, scale, perspective, foreground, background, subject, focus, framing, colour, tone,**

**contrast, lighting, filter, edit, crop, manipulate, design brief, audience, purpose, evaluate.**

### **Key Learning**

#### **Craft and Design – Photo Opportunity**

Pupils will explore photography as a creative medium for expressing ideas and communicating meaning. They will investigate how photographers use composition, scale, colour, and perspective to create impactful images and convey messages to an audience. Pupils will begin by learning about key photographic techniques, including framing, focus, lighting, and viewpoint, and how these choices affect the final image. They will experiment with scale and composition, considering the placement of subjects within the frame and the relationship between foreground, middle ground, and background.

The unit will also introduce pupils to digital photography tools. Pupils will learn how images can be adapted and enhanced through editing techniques, such as cropping, adjusting colour and contrast, and applying filters. They will consider how digital manipulation can change the mood, meaning, or impact of an image. Using a design brief, pupils will plan, design, and create a series of photographic images for a specific purpose and audience. They will apply their understanding of photographic techniques and digital media to produce high-quality outcomes that meet the requirements of the brief.

## **Physical Education (PE)**

### **Key Vocabulary**

**Shapes, balance, counter tension, counter balance, unison, sequence, emotions, mood, conflict, props, part weight bearing balance, tactics, invasion games, attacking, defending, positions, accuracy, consistency, control**

### **Gymnastics**



- Demonstrate a part weight-bearing balance, showing control, stability, and correct body tension while supporting some body weight through the hands, arms, or feet. Pupils will maintain balance for a sustained period and show awareness of safe entry and exit points.
- Create a sequence of gymnastic actions, including travelling, rolling, jumping, and turning, and combine these with paired and group balances using apparatus. Pupils will select and link movements smoothly, demonstrating control, balance, and coordination.
- Create and perform a sequence of gymnastic actions, incorporating paired and group balances using apparatus, with clear starting and finishing positions. Pupils will show improved fluency, use of levels, and effective transitions between movements.
- Create and perform a group sequence using apparatus, working collaboratively to plan, practise, and refine their routine. Pupils will demonstrate teamwork, timing, and spatial awareness, adapting movements to ensure safety and consistency. They will perform confidently, showing control, precision, and an awareness of the audience.

### **Netball**

- Demonstrate passing and catching in netball with consistency, accuracy, and control, showing correct hand position, balance, and movement. Pupils will pass to teammates effectively while stationary and on the move, and catch the ball securely under pressure.
- Demonstrate an effective shoulder pass, using correct technique including foot placement, body rotation, arm action, and follow-through. Pupils will choose when to use the shoulder pass to move the ball quickly and accurately over longer distances.
- Apply simple tactics with and without the ball when playing a netball-type game, such as creating space, moving into passing positions, supporting teammates, and making quick decisions to maintain possession.
- Apply simple attacking and defending tactics, including marking an opponent, intercepting passes, staying goal-side when defending, and working as a team to regain or keep possession. Pupils will begin to understand the importance of positioning, communication, and teamwork during game play.

## Personal, Social and Health Education (PSHE)

### Key Vocabulary

online safety, legal, privacy, sharing online, personal information, emotional needs, physical needs, inappropriate, age restrictions, parental consent, social media, alcohol, medical, non-medical

### Key Learning

#### Keeping Safe

Pupils will understand why emotional needs are as important as physical needs, such as food and shelter, and how feelings of belonging, safety, and being valued support wellbeing. They will understand what may happen if emotional needs are not met, including loneliness, low self-esteem, anxiety, or changes in behaviour.

Pupils will understand how to keep themselves safe when using a mobile phone, including how to protect personal information, make safe choices about sharing images or messages, and how to block or report inappropriate contact. They will understand that there are laws and rules relating to sharing images, particularly involving young people, and why these exist.

Pupils will understand why some people believe that more young people drink alcohol than actually do, recognising this as misperceiving the norm. They will understand how peer influence and media messages can create false impressions and that many young people choose not to drink alcohol.

## Computing

### Key Vocabulary

CV, Hyperlink, Extrapolate, Data, Build Order, Presentation, Data Bank, Candidate, Employer, Employee.

### Key Learning

iSecure L4 - iCV

Pupils must use and apply all the skills they have learned during Levels 1, 2 and 3 when working with Keynote, word processing, and spreadsheet software to design, develop, and present their own superhero character. Pupils will plan their ideas carefully and make purposeful choices about layout, design, and content to suit a specific audience and purpose.

Pupils will learn how to create, edit, and correctly format a professional-looking CV, including the use of headings, fonts, bullet points, alignment, and appropriate language. They will understand how to organise information clearly and effectively to present their superhero as a strong and suitable candidate.

Pupils will also learn how to insert and use hyperlinks within a word processing document, linking to relevant documents, presentations, or media to enhance their work and provide additional information. They will understand how hyperlinks can be used to improve navigation and presentation. Pupils will extract and interpret data from spreadsheets, including data created using GarageBand, and use this information to support decisions when designing their superhero's CV. Pupils will analyse data, select relevant information, and present it clearly to demonstrate why their superhero is the most successful candidate.

## Music

### Key Vocabulary

**Pitch, Rhythm, Note, Rest, Stave/Stave Notation, Treble Clef, C – C Range, Crotchet, Quaver, Minim, Semibreve, Time Signature, Bar/Measure, Beat, Tempo, Dynamics, Forte, Piano, Melody, Harmony, Chord, Classical, Jazz, Improvisation, Instrumentation, Ensemble, Composition,**

### Key Learning

#### Music Theory with Keyboards - L4

Pupils will further understand how music can be notated to represent both pitch and rhythm, building on prior knowledge of basic musical symbols and note values. They will develop the ability to read and interpret more complex rhythmic patterns,

including combinations of crotchets, quavers, minims, and rests, and understand how these rhythms are structured within a bar. Pupils will be able to perform music from stave notation confidently, playing or singing pieces within the range of C to C, with attention to accuracy, timing, and expression.

Pupils will also explore key musical features and characteristics of different genres, focusing on classical and jazz music. They will identify elements such as melody, harmony, rhythm, dynamics, and instrumentation, and will discuss how these features create distinctive sounds and moods. Pupils will gain an understanding of how music has evolved over time, recognizing the historical context of classical compositions and the cultural and improvisational nature of jazz.

## French

### Key Vocabulary

**un parc, un supermarché, un gare, un cinéma, un café, un centre sportif, un château, des magasins, une piscine, une poste, un collège/une école, une église, une bibliothèque, je vais, tu vas, il/elle va, nous allons, vous allez, ils/elles vont, faire du tourisme, faire du shopping, apprendre, voyager par train, rencontrer des amis, envoyer une lettre, nager, regarder un film, prier, faire du sport, lire un livre, la chambre, la cuisine, la salle à manger, le salon, la salle de bain, les toilettes, le bureau, la chambre des invités, le sous-sol, le grenier**

### Key Learning

#### **L4 - KS2 - Unit 3 - Familiar Places**

Pupils will expand their vocabulary and communication skills by exploring the places and activities in their local area. They will learn the names of key locations in towns, such as shops, parks, schools, and leisure facilities, and use this vocabulary to collaboratively design and create a new town as a class. This activity will help pupils practise speaking, listening, reading, and writing in a meaningful context while applying their new vocabulary.

Pupils will then explore the activities associated with different places, learning how to describe what they do in each location. They will begin to conjugate the verb 'to go' in the present tense, and use it to talk about where they go and where their friends go, developing their ability to construct simple sentences, ask questions, and respond appropriately in conversation.

The unit will also cover vocabulary for the home, including rooms in a house and common furniture items found in each room. Pupils will practise speaking and writing about their own homes, describing where things are and using their new vocabulary in context.

### **Reminders and Homework**

Homework in Year 6 will consist of reading at least three times per week at home, learning spellings and completing LBQ tasks 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 them in school so that they don't miss out. Reading books can be changed once 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 excellent preparation for their transition to secondary school.

Spellings will be set on a Friday and 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.

Our PE days for this half term will be on a Monday and Thursday. All children should come to school in full PE kit on these days. Hair that is past shoulder length must always be tied up and jewellery must not be worn in school.

This term, we will also be running SATs Club every Tuesday and Thursday morning starting at 8:00am. In these sessions, we will

focus on SATs preparation with Maths on Tuesdays and English on Thursdays, giving children extra support and practice in preparation for the end-of-year assessments.

Thanks,  
Mr Bloomfield