



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 2 Curriculum Overview 2025-26

English

[Finish Macbeth](#)

[Key Vocabulary](#)

Noun phrases, expanded noun phrases, prepositions, formal, informal, dialogue, Home Front, evacuation, non-chronological report, retrieve, tone, register, atmosphere, narrative, compare, contrast, period, research, organise, expand.

Key Learning

Goodnight Mister Tom – War, Relationships and Change

Pupils will explore *Goodnight Mister Tom* by Michelle Magorian, focusing on themes of evacuation, friendship, trauma, trust, and resilience during World War II. Through reading key chapters and extracts, pupils will develop a secure understanding of character development, setting, and how relationships change over time. Pupils will examine how Magorian presents characters through dialogue, description, and action. They will use expanded noun phrases and carefully chosen prepositions to describe settings such as Little Weirwold and wartime London, creating atmosphere and depth in their writing.

Drama techniques, including hot-seating and freeze frames, will be used to explore character thoughts, motives and emotions. Pupils will compare characters within the text (e.g. Willie and Tom) and consider how relationships evolve. They will also compare *Goodnight Mister Tom* with texts written in different historical periods, exploring differences in tone, language and context.

Pupils will research life on the Home Front during World War II. They will learn how to retrieve relevant information from non-fiction sources and make effective notes, organising information clearly under appropriate headings. Pupils will identify and analyse the key features of a non-chronological report, including formal tone, subject-specific vocabulary, organisational devices (headings and subheadings), and clear paragraphs. They will explore how tone and register differ between fiction and non-fiction writing.

Through guided practice, pupils will expand sentences using a range of techniques, including relative clauses, expanded noun phrases, fronted adverbials, and precise vocabulary choices. They will plan, draft and write their own non-chronological report about life on the Home Front, ensuring information is clearly structured and written in an appropriate formal register.

By the end of the unit, pupils will be able to research, organise and present factual information effectively, using a formal tone and cohesive devices appropriate to a non-chronological report.

Writing Opportunities

- Third-person narrative based on an additional scene from *Goodnight Mister Tom*
- Diary entry written in role as an evacuated child (contrasting informal and formal register where appropriate)
- Non-chronological report on life on the Home Front during WW2

Key Learning Objectives

- Use expanded noun phrases and prepositional phrases to add detail and precision.
- Write effectively in both formal and informal registers.
- Use dialogue accurately to develop character and advance action.
- Plan key events clearly before drafting extended writing.
- Use a variety of sentence openers to improve cohesion and fluency.
- Draft and edit third-person narratives independently.
- Retrieve relevant information from non-fiction texts efficiently.
- Identify and apply the features of a non-chronological report.
- Expand sentences using a range of grammatical techniques.

- Compare characters within and across texts.
- Compare texts written in different historical periods, commenting on tone, language and context.
- Edit and proofread writing for punctuation, grammar, clarity and impact on the reader.

Maths

Key Vocabulary

Ratio, proportion, ratio symbol, simplify, equivalent, fraction, part, whole, share, scale, scale factor, similar, enlargement, dimensions, correspondence, algebra, variable, expression, term, substitution, formula, equation, inverse, unknown, function machine, input, output, solve, area, perimeter, length, width, rectilinear, compound shape, rectangle, dimensions, calculate, measurement, units, statistics, data, interpret, present, line graph, pie chart, axis, scale, interval, mean, average, total, compare, analyse, conclusion, trend, distribution

Key Learning

Ratio

Pupils will use ratio language confidently and understand the ratio symbol (:). They will explore the link between ratio and fractions and simplify ratios. Pupils will solve ratio problems, including sharing amounts and scaling quantities. They will apply scale factors in scale drawings and identify similar shapes, explaining proportional relationships. By the end of the unit, pupils will confidently solve ratio problems and use scale factors accurately.

Algebra

Pupils will explore algebra through function machines and forming expressions with variables. They will substitute values into expressions and formulae and solve one-step and two-step equations using inverse operations. Links will be made to area and perimeter formulae. By the end of the unit, pupils will form expressions, substitute accurately, and solve simple equations

confidently.

Area and Perimeter

Pupils will calculate the perimeter of rectilinear and compound shapes and use formulae to find the area of rectangles. They will apply their understanding to compound shapes by breaking them into smaller rectangles and combining areas accurately. Pupils will solve problems involving missing lengths, including forming simple algebraic expressions where necessary. They will explore how area and perimeter change when dimensions are scaled, making clear links to ratio and scale factors, and reasoning about proportional change. By the end of the unit, pupils will calculate area and perimeter accurately and solve multi-step problems involving scaled shapes.

Statistics

Pupils will interpret and present data using line graphs and pie charts, ensuring scales are accurate and intervals are consistent. They will compare and evaluate different representations of data, explaining which methods are most effective and why. Pupils will calculate and interpret the mean as an average and use it to compare sets of data, considering what the mean shows about distribution. They will solve multi-step problems involving data interpretation, justifying their answers with clear mathematical reasoning. By the end of the unit, pupils will confidently interpret, present and analyse data using a range of statistical methods.

Religious Education (RE)

Key Vocabulary

Messiah, prince of peace, saviour, resurrection, redeemer, servant, salvation, sacrament, faith, Eucharist, Holy Communion, Last Supper, remembrance, sacrifice, mercy

Key Learning:

Easter - Who was Jesus? Who is Jesus? Unit 6.4

Children will learn that Jesus is given a variety of names in Christian tradition, such as Christ, Son of God, Saviour, and Lamb of God, with each name reflecting his character and purpose. They will explore the connection between Christmas and Easter, understanding how incarnation and salvation are central to Christian belief.

Children will learn that Christians believe Jesus was and is the Messiah, bringing hope, forgiveness, and a model for living a moral life. They will also learn that Muslims see Jesus as one of the five greatest messengers of God, while Hindus regard him as a holy man, wise teacher, or 'god'. Many Buddhists refer to Jesus as an 'enlightened man' who lived with compassion and insight, and Jews view him as a teacher and healer but not the Messiah. Children will also consider that people of no faith generally recognise Jesus as a wise, moral teacher whose life and teachings continue to influence the world.

By the end of the unit, children will know:

- Jesus is given different names that reflect his character and purpose.
- The connection between Christmas and Easter, and the ideas of incarnation and salvation.
- Christians believe Jesus was and is the Messiah.
- Muslims believe Jesus is a major messenger of God.
- Hindus see Jesus as a holy man, wise teacher, or 'god'.
- Many Buddhists consider Jesus an enlightened man.
- Jews see Jesus as a teacher and healer but not the Messiah.
- People of no faith generally recognise Jesus as a wise, moral teacher.

Science

Key Vocabulary

Organisms, kingdoms of life, classify, Linnaean system, microorganisms, bacteria, viruses, fungi, protzoa, plants, animals, protists, characteristics, habitat, structure, function, traits, genus, species, phylum, class, order, family, asexual, sexual, reproduction, offspring, identical, diversity, evolution, adaptation, observation, scientific, taxonomy, hierarchy, environment,

[**predator, prey, population,**](#)

Key Learning

Living things and their Habitats

Children will learn how scientists classify living organisms and the reasons why classification is important for understanding the diversity of life. They will explore the different kingdoms of life, including animals, plants, fungi, protists, and bacteria, and learn how organisms within each kingdom share common characteristics. Children will investigate the Linnaean system of classification, understanding how organisms are grouped according to shared features such as structure, function, and evolutionary relationships. They will study microorganisms, identifying the characteristics of bacteria, viruses, fungi, and protozoa, and consider their roles in health, disease, and the environment. Children will also explore asexual reproduction, learning how certain organisms can reproduce without a mate and the advantages and limitations of this process. Throughout the unit, pupils will apply their knowledge to classify and describe a range of living organisms, using scientific terminology and developing observational and analytical skills.

By the end of the unit, children will know:

- How living organisms are classified and why classification is important.
- The main kingdoms of life and the characteristics of organisms within each kingdom.
- How to classify living things using the Linnaean system.
- The characteristics of different types of microorganisms.
- How asexual reproduction works and its advantages and limitations.
- How to classify and describe a living organism using scientific vocabulary and observational skills.

Geography

[**Finish History on Census'**](#)

Key Vocabulary

Trade, global trade, import, export, goods, services, economy, supply chain, production, manufacturing, distribution, transport, shipping, logistics, resources, consumption, producer, consumer, market, demand, supply, trade route, globalisation, tariffs, trade barriers, free trade, international, country, economic growth, benefit, profit, competition, efficiency, ethics, sustainability, environment, raw materials, finished goods, exchange, value, currency, business, industry, global market

Key Learning

World Trade

Children will learn why people and countries around the world trade with each other and how trade helps economies grow. They will explore the concepts of imports and exports, understanding how goods and services move between countries and how this can benefit both producers and consumers. Pupils will investigate the global supply chain, learning how products are sourced, manufactured, and transported across different countries. They will consider the advantages and challenges of global trade, such as economic growth, availability of goods, and ethical or environmental concerns. Through discussion and case studies, children will evaluate the effectiveness of the global supply chain and develop an understanding of how trade connects people and countries worldwide.

By the end of the unit, children will know:

- Why do people and countries trade with each other?
- What imports and exports are and how they benefit countries.
- How the global supply chain works, including sourcing, manufacturing, and transport.
- The advantages and challenges of global trade.
- How trade connects people and countries around the world.

DT

Key Vocabulary

Bridge, suspension bridge, arch bridge, beam bridge, truss, cable, support, span, structure, load, tension, compression, force, materials, wood, steel, concrete, design, prototype, model, engineer, construction, join, fasten, stability, balance, weight, foundation, deck, pillar, abutment, joint, sustainability, functionality, aesthetics, strength, durability, testing, evaluate, modification, plan, sketch, diagram, measurement, dimension, innovation, creativity, problem-solving, criteria, specification

Key Learning

Agriculture and Structure

Children will learn how to design and build a wooden bridge, applying practical skills and scientific knowledge. They will explore how different types of bridges, such as beam, truss, or arch bridges, work and how their shapes and structures help them carry weight. Pupils will investigate how wood can be used effectively in construction, considering strength, flexibility, and stability. They will plan their bridge designs, sketching ideas and deciding how to join pieces securely using glue, nails, or other fastenings. Children will build prototypes, test them to see how much weight they can hold, and evaluate their designs to identify improvements. Through this process, they will develop problem-solving skills, creativity, and an understanding of engineering principles in a hands-on way.

Physical Education (PE)

Key Vocabulary

Orienteering, map, compass, navigation, route, control point, checkpoint, direction, pace, terrain, route choice, problem-solving, teamwork, communication, decision-making, spatial awareness, resilience, strategy, observation, fitness, coordination, balance, ball control, passing, dribbling, shooting, goal, tactics, rules, game, match, opposition, teammate, sportsmanship, warm-up, cool-down, safety, agility, endurance, strength, accuracy, reflection, evaluation

Key Learning

Orienteering and Football

Children will learn a range of physical, mental, and social skills through orienteering and football in Year 6 PE. In orienteering, pupils will develop map-reading skills, use compasses, and plan the best routes between control points. They will work both individually and in teams to solve problems, make decisions, and manage their pace and direction. Orienteering encourages resilience, strategic thinking, teamwork, and communication as pupils navigate courses and adjust their plans to succeed.

In football, children will develop fundamental skills such as passing, dribbling, shooting, and controlling the ball. They will learn how to apply these skills in game situations, understand basic rules, and use simple tactics to work with teammates and outwit opponents. Pupils will improve their fitness, coordination, and spatial awareness, while also learning to communicate, show respect, and demonstrate good sportsmanship. Across both activities, children will understand the importance of warm-ups, cool-downs, and safe participation in physical activity.

By the end of the unit, children will know:

- How to read maps and use basic navigation skills in orienteering.
- How to plan and choose the best routes while problem-solving.
- How to work individually and as part of a team, communicating effectively.
- Fundamental football skills: passing, dribbling, shooting, and ball control.
- How to apply rules and simple tactics in football games.
- How to improve fitness, coordination, and spatial awareness through PE activities.
- The importance of warm-ups, cool-downs, safety, and sportsmanship in physical activity.

Personal, Social and Health Education (PSHE)

Key Vocabulary

Rights, responsibilities, respect, fairness, empathy, perspective, two sides, online safety, digital citizenship, social media, friends, communication, listening, collaboration, decision-making, critical thinking, community, environment, caring, sustainability, jobs, work, money, taxes, contribution, democracy, elections, law-making, participation

Rights and Respect

Children will learn about their rights and responsibilities as part of a community, understanding how respect and fairness are essential in everyday life. They will explore different perspectives through activities like "Two sides to every story", which helps them consider how people may view the same situation differently. Pupils will discuss online relationships and digital safety through "Fakebook friends", learning how to interact respectfully on social media. They will also investigate the value of work, money, and taxation in lessons such as "What's it worth?" and "Jobs and taxes", understanding how society functions and the responsibilities of citizens. Environmental awareness will be explored through activities like "Happy shoppers – caring for the environment", encouraging children to make responsible choices. Pupils will engage with democracy through lessons like "Democracy in Britain", learning about elections, how laws are made, and the importance of participation. Optional creative and action-based projects, including "Action Stations!", "Project Pitch", and "Community Art", help pupils apply their learning in practical and reflective ways. Throughout the unit, pupils will develop empathy, communication, decision-making, and critical thinking skills, enabling them to act responsibly and respectfully in their communities.

By the end of the unit, children will know:

- How to consider different perspectives and understand that there are "two sides to every story."
- How to behave respectfully and safely online and offline.
- The importance of rights, responsibilities, and fairness in everyday life.
- How jobs, money, and taxes contribute to society and the responsibilities of citizens.
- How individuals can make responsible choices for the environment and community.
- How democracy works in Britain, including elections and law-making.
- How to apply their learning through projects, discussions, and creative activities.
- How respect, empathy, communication, and critical thinking support positive relationships and decision-making.

Computing

Key Vocabulary

iDigital, digital media, film, camera angles, editing, footage, sequence, storyboard, planning, narrative, scene, Cinemagraph, animation, 3D model, modelling, design, render, frame, timeline, composition, lighting, perspective, focus, visual effect, software, tool, gallery, presentation, showcase, creativity, digital literacy, production, capture

Key Learning

iCreate L4 - iDigital

Children will learn how to create digital media using a range of tools and techniques. They will explore filming from different camera angles and learn how to edit footage together to create a cohesive story. Pupils will develop planning skills by creating storyboards, understanding how these help organise ideas and visual sequences before filming. They will also experiment with more advanced digital techniques, including creating Cinemagraphs (images with moving elements) and 3D models, developing their creativity and technical skills. Pupils will compile their work into a Digital Gallery, presenting their projects in a professional and organised way. Throughout the unit, children will develop digital literacy, creativity, problem-solving, and attention to detail, learning how to plan, produce, and present digital media effectively.

Music

Key Vocabulary

Ukulele, string, tablature, chord, chord progression, scale, note, fret, strumming, fingerpicking, rhythm, beat, tempo, dynamics, pitch, melody, harmony, performance, repertoire, technique, transition, practice, tuning, solo, ensemble, accompaniment, improvisation

Key Learning

Ukulele L2

Children will build on their existing knowledge of the ukulele and develop into confident, well-rounded performers. They will recall how to read tablature and learn to read it across all four strings, enabling them to play a wider variety of songs. Pupils will expand their chord repertoire, learning new chords to improve their performance range and musical expression. They will also be introduced to scales and more complex playing techniques, such as strumming patterns, fingerpicking, and chord transitions. Throughout the course, children will develop musical understanding, technical skills, and confidence in performing both individually and as part of a group.

French

Key Vocabulary

l'Australie, la Nouvelle-Zélande, la Turquie, la Chine, la Thaïlande, l'Indonésie, le Japon, la Russie, l'Arabie Saoudite, l'Iraq, l'Inde, le Pakistan, l'Israël, les États-Unis, l'Argentine, le Brésil, le Kenya, l'Afrique du Sud, le Canada, le Mexique, il fait froid, il y du soleil, il y a des nuages, il y a du vent, il neige, il fait chaud, il y a des orages, Il y a du brouillard, il pleut, quel temps fait-il? les saisons, le printemps, l'été, l'automne, l'hiver, le Luxembourg, le Cameroun, le Maroc, le Sénégal, le Monaco, le Madagascar, la Belgique,

Key Learning

I4 - KS2 - Unit 4 Our World

Children will learn about other countries and cultures, with a particular focus on French-speaking countries. They will explore national symbols such as flags, as well as the geographical location of these countries, developing an understanding of Europe and the wider Francophone world. Pupils will watch videos about France to learn more about its culture, landmarks, and way of life, and will create a fact file to record their findings. They will revise their knowledge of the weather and seasons in French, practising vocabulary and simple phrases to describe different conditions. Pupils will also learn vocabulary connected to the environment, considering what is harmful to the planet and what can be done to protect it. They will consolidate this learning by creating a booklet that highlights environmental problems and practical solutions. Throughout the unit, children will develop listening, reading, writing, and speaking skills in French, as well as cultural awareness and environmental responsibility.

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