



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 Summer 1 Curriculum Overview 2025-26

English

Key Vocabulary

figurative language, symbolism, relative clauses, expanded noun phrases, adverbials, amplification, flashback, atmospheric, inference, motives, persuasion, report, narrative, description, tension, mood, structure, imagery

Key Learning:

Film Unit – Piano

Pupils will explore how language and sentence structure can be used to create meaning, atmosphere and impact in writing inspired by the film *The Piano*. They will develop their understanding of figurative language and symbolism, using these techniques to enhance description and engage the reader. Pupils will apply a range of grammatical skills, including relative clauses, expanded noun phrases and adverbials, to add detail and precision to their writing.

They will make inferences about characters, settings and motives, using evidence from the film to support their ideas. Pupils will learn how writers create mood and tension, and will use these techniques to write effectively for different purposes. They will produce an amplification, focusing on expanding and enhancing ideas for effect, and write an atmospheric description that builds mood and engages the reader.

Pupils will also plan and write a short narrative that includes a flashback, using structure and language choices to create cohesion and interest. By the end of the unit, pupils will be able to apply a range of narrative and descriptive techniques with

increasing control, creativity and accuracy.

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

Key Learning:

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.

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.

SATs Preparation

Pupils will consolidate their understanding of key mathematical concepts across number, arithmetic, reasoning and problem-solving in preparation for the Key Stage 2 SATs. They will practise a range of SATs-style questions, developing accuracy, fluency and efficiency in written and mental methods. Pupils will apply their knowledge to multi-step problems, explaining their reasoning clearly and selecting appropriate strategies. They will also become familiar with the structure and expectations of the assessments, building confidence and resilience when approaching test situations.

Religious Education (RE)

Key Vocabulary

God, Father, Son, Holy Spirit, Trinity, Celtic, creator, creation, belief, faith, Christianity, Bible, Old Testament, New Testament, worship, prayer, qualities, characteristics, omnipotent, omniscient, omnipresent

Key Learning:

What is the nature and character of God?

Pupils will explore how Bible stories help to deepen understanding of the nature and character of God. Pupils will learn that Christians believe God is three in one, known as the Trinity: Father, Son and Holy Spirit. Pupils will examine the different names used for God by Christians and followers of other world faiths, considering what these names reveal about His qualities and characteristics. They will compare similarities and differences in beliefs about God across a range of world religions, developing respect and understanding for different viewpoints. Pupils will use Bible texts to ask and answer questions about God's nature, making links between stories and Christian beliefs. They will also be encouraged to reflect on their own ideas and questions about God, expressing their thoughts clearly and respectfully. By the end of the unit, pupils will have a deeper understanding of how God is described and understood within Christianity and other faiths and be able to discuss these ideas with increasing

confidence.

Science

Key Vocabulary

light, light source, reflection, refraction, shadow, transparent, translucent, opaque, mirror, angle, beam, ray, spectrum, prism, wavelength, visible light, eye, pupil, retina, straight line, absorption

Key Learning:

Light

Pupils will explore how light travels in straight lines and use this understanding to explain how we see objects. They will identify different light sources and investigate how light is reflected from surfaces, recognising that reflection allows us to see objects. Pupils will explore how shadows are formed when light is blocked by opaque objects, and investigate how the size and shape of shadows can change. They will examine how light behaves when it passes through different materials, learning about transparent, translucent and opaque objects. Pupils will also be introduced to refraction, understanding how light can bend when it travels through different mediums, such as water or glass. Through practical investigations, they will use mirrors and prisms to explore reflection and the splitting of white light into a spectrum of colours.

Pupils will use scientific vocabulary to explain their observations, making predictions and drawing conclusions based on evidence. They will develop their enquiry skills by planning and carrying out investigations, recording results and identifying patterns. By the end of the unit, pupils will have a secure understanding of how light travels and behaves, and be able to explain everyday phenomena using scientific reasoning.

History

Key Vocabulary

banknote, currency, features, portrait, symbol, inference, evidence, source, historical figure, significance, achievement, legacy, criteria, commemoration, recognition, diversity, representation, impact, contribution, timeline, primary source, secondary source

Key Learning:

Unheard histories: Who should go on the £10 banknote?

Pupils will identify and name the key features of a banknote, including images, symbols and text, and consider what these elements represent about a person or event. They will make inferences about historical figures shown on banknotes, using visual clues and prior knowledge to support their ideas with evidence. Pupils will research a range of historical figures, including those who may be less well known, exploring their achievements and contributions to society. They will use both primary and secondary sources to deepen their understanding, asking questions and making informed inferences about individuals from the past.

Pupils will describe the legacies of historically significant people, considering how their actions have had an impact over time and why they are remembered today. They will explore the idea of representation and discuss whose stories are told and whose may be less visible. Pupils will develop and apply criteria to evaluate historical significance, such as impact, achievement and lasting influence. Using this criteria, they will make reasoned judgements about who should be represented on a £10 banknote, justifying their choices with clear explanations and evidence. By the end of the unit, pupils will have a deeper understanding of historical significance, recognise the importance of diverse representation, and be able to thoughtfully debate who deserves recognition.

Finish Football

Key Vocabulary

running, long distance, short distance, take off, landing, speed, combination, athletics, sprint, endurance, technique, balance, coordination, rhythm, movement, choreography, canon, formation, direction, level, timing, performance, acceleration, power, agility, sequence, expression

Key Learning:

Athletics

Pupils will develop and refine their running techniques for both short and long distances, focusing on improving speed, stamina and overall efficiency. They will explore how body position, pacing and technique can affect performance in sprinting and endurance running. Pupils will develop their throwing techniques, using control, accuracy and power to improve distance and consistency. They will learn how to take off and land safely and effectively, including jumping from one foot to another and combining different jumps in sequences. Pupils will apply skills in a variety of athletic challenges, using feedback to improve their performance and build confidence.

Dance

Pupils will explore how to translate words, ideas and images into expressive and purposeful movement. They will create and develop theme-based sequences, linking actions and travelling movements with control and creativity. Pupils will experiment with chance choreography to generate ideas and structure performances in original ways. They will learn how to use canon, formation changes, direction and levels to enhance the impact of their routines and improve overall composition. Pupils will also develop their performance skills by focusing on timing, control, expression and teamwork. They will evaluate both their own and others' performances, recognising strengths and suggesting ways to improve. By the end of the unit, pupils will perform with increased confidence, coordination and creativity across a range of athletic and dance activities.

Finish Rights and Respect Unit

Key Vocabulary

wellbeing, mental health, physical health, emotional health, risk, safety, consequence, decision, emergency, first aid, CPR, recovery position, sepsis, infection, symptom, prevention, lifestyle, balance, resilience, support, wellbeing strategies, Five Ways to Wellbeing

Key Learning:

Being My Best

Pupils will explore what it means to take responsibility for their own wellbeing and the choices they make now and in the future. They will consider how lifestyle decisions can impact physical, mental and emotional health, and reflect on how to manage risks in everyday situations. Pupils will discuss potential consequences of choices and learn how to make informed, safe decisions. Pupils will identify and explore practical strategies for improving and maintaining wellbeing. They will consider a range of recommendations linked to healthy lifestyles, including sleep, exercise, diet, relationships and emotional regulation. Pupils will reflect on how small, positive habits can contribute to long-term wellbeing and personal success.

What's the Risk?

Pupils will investigate different types of risk in everyday life and learn how to recognise unsafe situations. They will develop their understanding of how to assess risk and respond appropriately, including knowing when to seek help. Pupils will discuss scenarios and consider the possible outcomes of choices, strengthening their ability to make safe and responsible decisions.

Basic First Aid, including Sepsis Awareness

Pupils will learn basic first aid skills, including how to respond in emergency situations and how to seek appropriate help. They will develop an understanding of conditions such as sepsis, recognising key symptoms and the importance of early action. Pupils will build confidence in knowing how to act calmly and responsibly in an emergency, understanding how first aid can save lives.

Five Ways to Wellbeing Project

Pupils will explore the Five Ways to Wellbeing: connect, be active, take notice, keep learning and give. They will apply these

concepts to their own lives by planning and completing a wellbeing project. Pupils will reflect on how these strategies can support positive mental health and resilience, and evaluate the impact of their choices on their overall wellbeing.

Computing

Key Vocabulary

remix, sampling, royalties, genre, copyright, songwriting, original, vocal stem, beatboxing, loop, layer, tempo, pitch, effects, audio editing, digital audio, composition, music production

Key Learning:

iJam L4 – iRemix

Pupils will explore the concept of remixing and sampling in digital music production, developing an understanding of how existing sounds can be transformed into new creative pieces. They will investigate different techniques for remixing music, including adding vocal effects to stems, creating and layering live loops, and experimenting with tempo, pitch and sound effects. Pupils will explore how changing the genre of a track can completely alter its mood and style, developing their awareness of musical structure and creativity in composition.

Pupils will also develop an understanding of copyright, royalties and ownership, recognising the importance of using audio ethically and respecting original creators. They will explore how professional music is produced and how remixing fits within the wider music industry. In the final sessions, pupils will apply their skills to create their own original remix of a chosen song, combining sampling, layering and effects to produce a finished piece. By the end of the unit, pupils will have developed confidence in digital music production and an understanding of both the creative and ethical aspects of remixing music.

Music

Key Vocabulary

African drums, djembe, rhythm, pulse, call and response, polyrhythm, dynamics, tempo, beat, ensemble, performance, solo, dexterity, stamina, technique, timing, improvisation, listening, repetition, pattern

Key Learning:

African Drums L1

Pupils will explore African drumming through learning and applying three standard playing techniques. They will develop their understanding of rhythm by performing 'call and response' patterns with the workshop leader, gradually increasing in complexity as their skills improve. Pupils will focus on maintaining a steady pulse while responding accurately and confidently to rhythmic changes.

They will develop their awareness of advanced performance elements, including dynamics and tempo, and apply these to enhance the quality and expression of their playing. Pupils will work collaboratively to perform increasingly complex polyrhythms, developing their listening skills and ensemble awareness. They will also take part in regular solo performances to build dexterity, confidence and stamina. By the end of the unit, pupils will be able to perform with greater control, accuracy and expression, demonstrating an understanding of rhythm and structure within African drumming traditions.

French

Key Vocabulary

les métiers (jobs/professions), un professeur (a teacher), un docteur (a doctor), un ingénieur (an engineer), une infirmière (a nurse), un policier (a police officer), un pompier (a firefighter), un chef (a chef), un vendeur (a shop assistant), la famille (family), le futur (the future), les aspirations (aspirations), les verbes (verbs), le futur simple (future tense), les adjectifs (adjectives), la

phrase (sentence), les questions (questions), les réponses (answers), l'opinion (opinion), la raison (reason), le vocabulaire (vocabulary), réviser (to revise), le travail (work/job)

Key Learning:

L4 – KS2 – Unit 5: Jobs

Pupils will learn to identify and name a range of professions in French, building their confidence in job-related vocabulary. They will revisit and consolidate vocabulary from previous topics to strengthen their language retention and broaden their overall repertoire. Pupils will engage in spoken and written activities where they ask and answer questions about other people's jobs, including those of family members, developing their conversational skills and pronunciation.

Pupils will learn how to construct sentences using the future tense accurately, enabling them to express aspirations and talk about what they would like to do when they are older. Pupils will extend their sentences by using a range of adjectives and simple connectives to give reasons for their choices and opinions about different professions. By the end of the unit, pupils will be able to communicate ideas about jobs and future ambitions with increasing confidence, accuracy and independence in French.

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 until SATs are completed. 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.

2026 SATs Schedule:

Monday 11 May:

- English Grammar, Punctuation and Spelling Paper 1 (Questions)
- English Grammar, Punctuation and Spelling Paper 2 (Spelling)

Tuesday 12 May:

- English Reading Paper

Wednesday 13 May:

- Mathematics Paper 1 (Arithmetic)
- Mathematics Paper 2 (Reasoning)

Thursday 14 May:

- Mathematics Paper 3 (Reasoning)

The children will be completing regular, structured SATs preparation in school in the lead-up to the assessments. This will include revisiting key learning in grammar, punctuation, spelling, reading comprehension, arithmetic and reasoning, alongside practising SATs-style questions to build familiarity with the format. Pupils will take part in focused revision sessions designed to strengthen fluency, accuracy and problem-solving skills, as well as targeted support to address any gaps in understanding. Emphasis will also be placed on developing test techniques, time management and resilience, helping children feel confident and well-prepared for each paper.

Further guidance can be found on - <https://www.gov.uk/guidance/primary-assessments-future-dates>

Past papers and further guidance can also be found on our website - <https://www.stbarnabasdarwen.co.uk/classes-curriculum/class-pages/year-6#tab-6632>

As we move through SATs preparation in Year 6, it is important to remember that these assessments are just one small part of your child's wider learning journey. While we are working hard in school to support pupils in building confidence and readiness for the tests, we are equally focused on the broader curriculum and the development of important life skills. Children are much more than their SATs results. They are creative thinkers, problem solvers, kind friends, resilient learners and individuals with their own talents, interests and personalities. Our aim is to ensure that every child feels valued, supported and proud of the progress they make in all areas of school life, not just in tests.

Thanks you for your continued support,
Mr Bloomfield