



# St Barnabas

Church of England Primary Academy

A member of **CTDARI**

**'That they shall have life, life in all its fullness!'** John 10:10  
**'Achieving great things through learning and growing together in a love-filled Christian family'**

## Year 6 Autumn 1 Curriculum Overview

### English

#### Key Vocabulary

Infer, cohesion, figurative language, narrative, features, diary, setting description, retrieve, appropriate tone

#### Key Learning

English Text - Harry Potter and the Philosopher's Stone

#### Writing outcomes:

Alternative chapter ending (narrative)

Recount

Setting description

### Maths

#### Key Vocabulary

Integers, numerals, powers of 10, compare, order, factors, multiples, divisibility, prime numbers, square numbers, cube numbers

#### Key Learning

### **Place Value**

- Numbers to 1,000,000
- Numbers to 10,000,000
- Read and write numbers to 10,000,000
- Powers of 10
- Number line to 10,000,000
- Compare and order any integers
- Round any integer
- Negative numbers

### **Four Operations**

- Add and subtract integers
- Common factors
- Common multiples
- Rules of divisibility
- Primes to 100
- Square and cube numbers
- Multiply a 4 digit number by a 2 digit number
- Solve problems with multiplication
- Short division
- Division using factors
- Long division
- Problems with division.
- Order of operations

**Religious Education (RE)**

### Key Vocabulary

**Journey, pilgrimage, rites of passage, Holy Land**

### Key Learning

#### **Life as a Journey and Pilgrimage**

- Know that people undertake a pilgrimage as part of living out their faith.
- Know that the life journey of people in the Bible affects the behaviour, beliefs and life choices of Christians today.
- Know that being a Christian and following Jesus' teaching has an impact on a person's life.
- Know that the life journey of Jesus answers questions about what Christians believe.
- Know that Christians in many countries across the world are persecuted because of their faith.
- Be able to recognise similarities and differences between pilgrimages made by Christians and people of other faiths.
- Be able to describe the impact that following the teaching of Jesus has on people's lives.
- Be able to describe the features of living life as a Christian.

## **Science**

### Key Vocabulary

**Symbol, circuit, wires, battery, voltage, current, voltmeter, resistor, variable resistor, conductor, insulator**

### Key Learning

- Describe the parts of an electric circuit.
- Explore voltage and its effect on an electrical circuit.
- Apply knowledge to identify and correct problems in a circuit.
- Investigate what affects the output of a circuit.
- Compare and give reasons for variations in how components function.
- Apply knowledge of conductors and insulators.

## History

### Key Vocabulary

Propaganda, bias, portray, influence, contrast, interpretations, transition, evacuees, morale, censorship

### Key Learning

**A study of an aspect or theme (propaganda) in British history that extends pupils' chronological knowledge beyond 1066**

Focus Question - How have powerful people manipulated evidence to persuade others of their version of the past?

### Key Questions

- Why do we have different representations of what Henry VIII looked like and why are some more popular than others?
- Why do Elizabeth I portraits mysteriously start showing her looking younger towards the end of her reign?
- Why is it difficult to work out what Victorian factory conditions were really like?
- Why do we need to be careful when using paintings to find out about Victorian life?
- Were evacuees as happy as they were shown in photographs?

## Art and Design

### Key Vocabulary

Aesthetic, abstract, audience, chiaroscuro, composition, graffiti, symbolism, tag, imagery, interpretation, impact, interpretation, symbol, symbolic, tone

### Key Learning

- Explore expressive drawing techniques.
- Consider how symbolism in art can convey meaning.
- Apply understanding of the drawing technique chiaroscuro.
- Evaluate the context and intention of street art.
- Apply an understanding of impact and effect to create a powerful image.

## Physical Education (PE)

### Key Vocabulary

**Feint dodge, dribble, obstruction, clearing, cross, tactics, attacking, defending, consistency, accuracy, control,**

### Key Learning

#### Hockey

- Passing a ball to a teammate using a hockey stick.
- Demonstrate dribbling and passing a ball using a hockey stick.
- Demonstrate shooting a ball at a goal.
- Select tactics when playing a hockey type game.
- Demonstrate dribbling and shooting a ball using a hockey stick.
- Apply simple attacking and defending tactics when playing a hockey type game.
- To play a role in a competitive modified game.

#### Netball

- Demonstrate passing and catching a netball with consistency, accuracy and control.
- Demonstrate a shoulder pass.
- Apply simple tactics with and without the ball when playing a netball type game.

- To apply simple attacking and defending tactic

## Personal, Social and Health Education (PSHE)

### Key Vocabulary

assertiveness, appropriate, sensitive, collaboration, respectful, response, appropriate, culture, inappropriate, religion, bullied, compromise, illegal, active, forced marriage, negotiation, community, bystanders, passive, civil partnership

### Key Learning

#### **Me and my relationships**

Pupils will learn to explain what is meant by bystander behaviour and give examples of what bystanders do when someone is being bullied. In addition, they will learn to give examples of negotiation and compromise and explain what an inappropriate touch is and give examples.

## Computing

### Key Vocabulary

Remix, Sampling, Royalties; Genre, Copyright, Song writing, Original, Vocal Stem, Beatboxing.

### Key Learning

**iMedia - iJam L4 - iRemix** Combining pupils' compositional and app skills from level 1, 2 and 3 the pupils will now be able to use the more advanced function to learn about sampling and remixing. Groups will explore three different types of remixing, know the difference between remixing and sampling, along with the legal implications of both, before composing some of their own.

## Music

### Key Vocabulary

**Beat, melody, harmony, chord, tempo, dynamics, expression, major, minor, composition, call and response**

### Key Learning

**Class Jam L2** Pupils will be able to follow videos and play in time to a backing track on their instruments. They will be able to alter their playing on the instruments to convey different emotions and feelings whilst understanding what is appropriate for the music. Pupils will be able to perform together as an ensemble whilst staying in time with each other, as well as feel confident swapping between multiple melodic and percussive instruments.

## French

### Key Vocabulary

**Bonjour-Hello, Salut-Bye, Hi, Hello, Au revoir tout le monde-Goodbye everyone, Ma famille-My family, Ma mère-My mother, Mon père-My father, Ma sœur-My sister, Mon frère-My brother, Mes grands-parents-My grandparents, Mon grand-père-My grandfather, Ma grand-mère-My grandmother, Mon oncle-My uncle, Ma tante-My aunt, Ma cousine/mon cousin-My cousin  
Avoir-To have, Nous avons-We have, Ils/elles ont-They have, Vous avez-You have**

### Key Learning

Pupils will revise the vocabulary for members of their family but with an additional focus on correctly gendering 'the' and 'my' as well as putting together a family tree. Pupils will practise their speaking by learning to ask and answer if they have any siblings. Pupils will learn more adjectives in order to describe physical characteristics of their family members.

## 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, but please note this will most likely be during golden time on a Friday.**

Reading books can be changed when the children have completed their books. Mrs Pendlebury and Mrs Stanton check reading books daily so it is important that the children are organised and remember to pack their books each day. This will be good preparation for their transition to secondary school.

Spellings will be set on a Friday and they will be tested the following Friday. These can be revised by completing the spelling log at home, alongside the input in class to ensure understanding of spelling patterns etc. **Please note that the children have been given a handwriting book to practise their spellings in as we are having a big push on the children's presentation.**

Our PE days for this half term will be on a Tuesday and a Thursday.

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.