



Kingsley CP Curriculum Overview

Year 6 Autumn 1

Science:

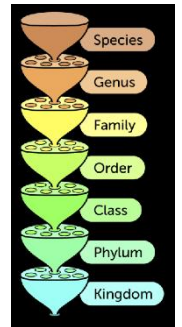
In Science, we will be learning about 'Living and their habitats'. Through this, we will be exploring how living things (microorganisms, plants, and animals) are classified into broad groups according to common observable characteristics and based on similarities and differences.

Key knowledge:

- I can give reasons for classifying plants and animals based on specific characteristics
- I can describe how plants, animals and micro-organisms are classified into broad groups according to common observable characteristics and based on similarities and differences
- I can explain who Carl Linnaeus is and what he created

Key vocabulary:

microorganisms
plants
animal
classification
invertebrates
vertebrates
Scientist - Carl Linnaeus
species
taxonomist
characteristics



Art:

In Art, we will be developing our sketching and drawing techniques using charcoal. The process will involve beginning with a cold task to assess the children's starting points. Children will then research the work of Harry Everett Townsend, before experimenting with charcoal in following sessions to develop control, shading, perspective and how to convey emotion.

Key vocabulary:

charcoal
tone
sketch
control
shade
perspective
proportion
control
emotion



Key knowledge:

- I can draw for a sustained period of time over a number of sessions working on one piece.
- I can confidently display my own artistic style through: line, tone, pattern and texture.
- I can confidently show an awareness of perspective, scale and proportion using focal points and horizon.

History:

In History, we will be exploring the question: "Did WWI or WWII have the biggest impact on our locality?" We will be exploring the lives of people in Great Britain, with a focus on our region and how they were impacted as a result of the wars.

Key vocabulary:

allies	home front
axis	rationing
Nazi party	evacuation
propaganda	memorial
conscripted	civilians
enlist	
commemorate	
munitions	
armistice	
blackout	
air raid	



Key knowledge:

- I can compare the impact of the 1st and 2nd world wars on our locality
- I can explain the impact of the wars on civilians
- I can offer reasons for my opinion for whether I think WWI or WWII had the biggest impact on my locality
- I can explain how life varied for men, women and children during the wars



Religious Education

In Religious Education, we will be exploring Christianity. We will be learning about our local church, other Christian places of worship, the layout of the building, special artefacts within the church and the role it plays in the community. We will also be learning about the use of music in Christian worship, how it can help a Christian explain their faith and help them feel closer to God.

Key knowledge:

- I can describe and make connections between different features of the religions and worldviews we have studied. I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas.
- I can discuss my own and other's spiritual experiences and find connections between communities.
- I can discuss issues about community cohesion and demonstrate understanding of different views.



Key vocabulary:

Christianity
prayer
worship
altar
pulpit
vicar
stained glass window
font
pews
cross
lectern
Anglican
Methodist
Church of England
Catholic

Computing

In Computing, children will explore how data is transferred over the internet. Learners look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet.

Key knowledge:

- I can explain that internet devices have addresses
- I can explain that data is transferred over the internet in packets
- I can identify that there are a variety of ways to communicate over the internet
- I can recognise that working together on the internet can be public or private
- I can decide when I should and should not share information online



Key vocabulary:

data packet
data
transfer
addresses
devices
transfer
media
communication

Physical Education

In Physical Education, during our indoor sessions we will be working on our gymnastic skills. The key focus will be working on demonstrating tension and control when performing balances. Children will experiment with the moves in isolation and pairing balances together, thinking about their transitions. During outdoor PE, we will be developing skills which are applicable to a range of invasion games, such as different types of passes, positioning, strategy and how to work effectively as a team.

Key vocabulary:

flexibility
control
strength
balance
invasion
chest pass
bounce pass
overhead pass
co-operation



Key knowledge:

- I can demonstrate accuracy when passing a ball to a peer
- I can show understanding of rules within a game by participating fully, having a go, and having an awareness of my positioning and what I need to do
- I can perform a balance showing good levels of control and tension
- I can think creatively and strategically to identify how to be successful in a game
- I can work with others as a team



MFL

In French, we will be recapping how to introduce ourselves using full sentences, along with explaining how we feel. We will be able to use simple sentences to help describe our daily routine at school, along with timings. Also, we will begin to share opinions about school subjects

Key knowledge:

- I can recall language to be able to introduce myself in full sentences
- I can recall language to be able to explain my simple opinions about school subjects
- I can say and write a simple sentence that describes daily routine and add a simple time phrase



Key vocabulary

Numbers to 60

Je m'appelle - My name is

J'ai ___ ans - I am ___ years old

J'habite à - I live in

Il est ___ heures - It is ___ o'clock

Quelle heure est-il? - What time is it?

Je me lève - I get up

Je mange - I eat

Je vais à l'école - I go to school

Je me couche - I go to bed at

Music

In Music, we will be focusing on Happy by Pharrell Williams - a Pop song with a Soul influence about being happy. We will listen and respond to other songs along a similar theme (being happy!). As part of the unit, we will practice singing these, along with developing our understanding of rhythm and pitch with a range of games, including some percussion instruments.

Key vocabulary

compose and improvise

pulse

rhythm

pitch

Key knowledge:

- I can listen and respond to a piece of music
- I can identify the instruments used
- I can keep to rhythm when singing a song
- I can use the pulse to guide me when playing an instrument to accompany the song



