



Kingsley CP Curriculum Overview

Year 6 Autumn 1

Science:

In Science, we will be learning about 'Electricity'. We will be recapping on elements from the Year 4 curriculum; we will explore the components of a series circuit and how they fit together to create a functioning circuit. Children will learn the symbols for the main electrical components and use these to construct scientific diagrams.

Key knowledge:

- I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- I can use recognised symbols when representing a simple



Key vocabulary:

circuit
symbol
component
cell/ battery
current
amps
voltage
resistance
electrons
conductor/ insulator
renewable/ non-renewable



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 learning about World War 2. Taking a chronological approach, children will begin to look at the reasons behind WW2. They will learn about key individuals who had the responsible job of guiding their country through the war - Winston Churchill and Adolf Hitler. Throughout the topic, children will investigate what life was like for civilians during the war - learning about topics such as evacuation and rationing. At the end of the topic, children will learn about the impact of the war on Britain and how people's lives were changed.

Key vocabulary

allies
axis
Nazi party
atomic bomb
annex
propaganda
active service
conscripted
dogfight
commemorate

home front
rationing
evacuation



Key knowledge:

- I can identify who Winston Churchill and Adolf Hitler were and explain the part they played in WW2.
- I can outline reasons for the outbreak of WW2.
- I can explain what life was like in Britain during WW2.
- I can explain what happened in 'The Holocaust'.
- I can identify the impact WW2 had on Britain.



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, we will be developing our knowledge of using programs such as MS Powerpoint, Publisher and learn how to input our own drawings and sounds into our documents. Our aim is to produce our very own eBook for younger pupils at Kingsley CP using different programs and software, such as MS Publisher.

Key knowledge:

- I can use search technologies effectively
- I can select, use, and combine a variety of software (including internet services) on a range of digital devices
- I can use technology safely, respectfully, and responsibly



Key vocabulary

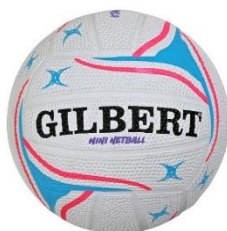
eBook audio
storyboard recording
sequencing
illustrator
images
copy and paste
save
apps
trace

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 the question, 'How does music bring us together?' We will listen and respond to a range of musical genres based on differing themes. One of these is, 'Do what you want to.' This explores the children's freedom, but we shouldn't do things that hurt, or upset others. Other themes are: 'It's all about love' and 'Sunshine on a rainy day'. We will also develop our ability to improvise and play in time alongside others.

Key vocabulary:

Motown

melody

compose and improvise

pulse

rhythm

pitch

tempo

dynamics

timbre

texture

musical notation

Key knowledge:

- I can listen and respond to a piece of music
- I can clap the rhythm shown by musical notation
- I can discuss the structure of a piece of music
- I can identify the instruments used

