



Kingsley CP Curriculum Overview

Year 6 Autumn 2

Science:

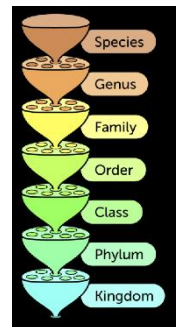
In Science, we will be learning about 'Living and their habitats'. Through this, we will be exploring how living things (microorganisms, plants, and animals) are classified into broad groups according to common observable characteristics and based on similarities and differences.

Key knowledge:

- I can give reasons for classifying plants and animals based on specific characteristics
- I can describe how plants, animals and microorganisms 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



Design & Technology

In Design and Technology, we will be creating a moving model using gears and controls linked to our Literacy text, 'Can we save the tiger?' The process will involve research, which will then inform the designing, making and evaluation stages of our model.

Key vocabulary:

assemble
prototypes
components
accuracy
annotations
electrical systems
gears



Key knowledge:

- I can explain how particular parts of my product work
- I can describe the purpose of my product
- I can use annotated sketches to develop and communicate my ideas
- I can select suitable materials and components
- I can explain my choice of materials for aesthetic and functional purposes
- I can evaluate my product against the product specification

History (continuation from Autumn 1):

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	home front
axis	rationing
Nazi party	evacuation
atomic bomb	
annex	
propaganda	
active service	
conscripted	
dogfight	
commemorate	

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 how and why Christians worship. We will compare Christian religious practices to those of other religions, such as prayer. Additionally, we will discuss how religion can influence community cohesion, including the diverse views and beliefs of individuals.

Key knowledge:

- I can make connections with Christianity and other religions
- I can identify the three denominations within Christianity
- I can identify the differences between different denominations of a religion
- I can explore and make personal informed responses to questions
- I can explain what the beliefs of a humanist are



Key vocabulary

Christianity
prayer
worship
Humanism
Catholic
Anglican
Pentecostal
Judaism
Orthodox
Reform
Islam
Sunni
Shia
Hinduism

Computing

In Computing, we will be exploring the concept of 'Stocks and Shares'. As part of this, children will be developing an understanding of the stock market through analysing data, making informed choices and presenting and critiquing their decisions.

Key knowledge:

- I can explain what stocks and shares are
- I can interpret data
- I can identify how stocks are bought and sold
- I can make decisions about where to invest fictitious money
- I can explain investment strategies
- I can monitor the performance of an investment

Key vocabulary

stock
share
investment
increase
decrease



Physical Education

In Physical Education, we will be participating in interpretive dance sessions, linked to our recent historical topic of World War 2 and through some well-known film theme tunes. Through drama and dance-based activities, children will be portraying emotion and character through movement. During indoor and outdoor PE, we will be developing our stamina and agility with some athletic and circuit based activities.

Key vocabulary

flexibility
control
strength
balance
agility
speed
power
competitiveness
drive

Key knowledge:

- I can perform a narrative dance/ drama performance as part of a group
- I can evaluate dance/ drama performances and show originality
- I can show flexibility, control, strength, and balance
- I can show personal improvement in athletic activities
- I can demonstrate accurate technique
- I can evaluate and improve my performance

MFL

In MFL, we will be learning nouns for rooms in a house and use adjectives to support with creating a description for a spooky house. We will also be exploring nouns, adjectives, and the verb 'to be' to describe our hopes, dreams and aspirations.

Key knowledge:

- I can use a sequence of simple sentences with nouns and adjectives to describe a house
- I can make a simple statement about future hopes and aspirations



Key vocabulary

maison - house
c'est grand - it's big
c'est petit - it's small
une cuisine - a kitchen
des chambres - bedrooms
un jardin - a garden
un salon - a lounge
une salle de bains - a bathroom
je voudrais - I would like
je serais - I'd be
j'aime - I like

Music

In Music, as well as practising our Christmas songs, we will also be exploring the musical genre of 'Jazz'. We will listen to and respond to some jazz based tunes, which include 'Meet the Blues' and 'Bacharach Anorak'. Following this, we will create our own music using percussion based instruments in the jazz style.

Key vocabulary

Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo

Key knowledge:

- I can describe the style indicators of a song
- I can discuss the structure of a piece of music
- I can identify the instruments used
- I can explain the musical dimensions



