



Our Learning in Year 6

Autumn Term

English

Our learning will include the following texts:

- The Charge of the Light Brigade, by Alfred Tennyson;
- Previous examples of Head Boy and Head Girl letters;
- The Sleeper and the Spindle, by Neil Gaiman;
- Clockwork, by Philip Pullman;
- What do you think you are doing? A short story about dilemmas;
- Graffiti – Art or Vandalism?;
- A Christmas Carol, by Charles Dickens.

At the beginning of each half term we begin with a poetry focus. This supports the children's understanding of poetry, extends vocabulary and helps to promote a love of poetry.

Throughout the term, we will be producing a range of writing, often using the above texts as our starting points.

In Year 6, we are also following the 'Comprehension Express' scheme which enables the children to develop their use of strategies to maximise their understanding of a range of text types. These strategies are known as 'Expert Tips'.



All children will have the opportunity to access texts that are suitable for a child working at their chronological age as well as texts and resources that match their current level of attainment, whether that be at, above or below their chronological age, using our carefully banded reading book system.

English – Grammar, Punctuation and Spelling (GPS) and Writing

During our daily GPS sessions, we will continue to develop our understanding of the structure of sentences, including how they are punctuated and we will build upon our knowledge of word classes. In Year 6, we strive to cover the curriculum objectives for the year group as well as recapping the whole of Key Stage 2.

COMPOSITION	
Grammar and Punctuation	Writing Process
<ul style="list-style-type: none"> • identifies the subject and object within a sentence; • uses colons to introduce a list and semi colons within lists; • understands how words are related by meaning as synonyms and antonyms. 	<ul style="list-style-type: none"> • notes and develops initial ideas, drawing on reading and research where necessary; • uses further organisational and presentational devices to structure texts and guide the reader; • describes settings, character and atmosphere to good effect selecting appropriate vocabulary and grammar; • suggests changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; • assesses the effectiveness of their own and others' writing.

Spelling

Spelling will also be a focus. Look out for the spellings that will come home every week.

Your child may receive a different set of words to their friends, which will mean that they have significant gaps in their knowledge from previous years' spelling skills. Their efforts are best used to fill these gaps before moving on. In that case, they must be aware of and try to learn the Year 6 words too.

Autumn Term Year 6 Spelling Rules

1. Challenge Words (Year 5 and 6 spelling words).
2. Challenge Words (Year 5 and 6 spelling words).
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8. Challenge Words (Year 5 and 6 spelling words).
9. Challenge Words (Year 5 and 6 spelling words).
10. Challenge Words (Year 5 and 6 spelling words).
11. Spelling Rules: Words with the short vowel sound /i/ spelled y.
12. Spelling Rules: Words with the long vowel sound /i/ spelled with a y.
13. Spelling Rules: Adding the prefix '**-over**' to verbs.

Activities associated with the words that children are learning will be available each week on Spelling Shed. Please see the inside cover of your child's Reading Record for the log-in information.

Maths

During our basic skills lessons, the children will be consolidating their recall of key number facts, including the recall of multiplication facts up to 12×12 . To embed this, all homework will consist of this, and any additional time on Times Tables Rockstars at home would be greatly appreciated. Passwords will be stuck on the inside front cover of children's homework books.

Autumn Term Y6 Maths Objectives

Autumn 1 – ED1:
read, write, order and compare numbers up to 10,000,000 and determine the value of each digit
round any whole number to a required degree of accuracy
use negative numbers in context, and calculate intervals across 0
solve number and practical problems that involve all of the above
perform mental calculations, including with mixed operations and large numbers
add and subtract numbers with more than 4-digits.
solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
identify common factors, common multiples and prime numbers
multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
use their knowledge of the order of operations to carry out calculations involving the 4 operations
solve problems involving addition, subtraction, multiplication and division
Autumn 2 – ED2:
use common factors to simplify fractions; use common multiples to express fractions in the same denomination
compare and order fractions, including fractions >1
add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
multiply simple pairs of proper fractions, writing the answer in its simplest form
divide proper fractions by whole numbers
associate a fraction with division and calculate decimal fraction equivalents

By the end of Y6, children will have tackled a range of reasoning and problem solving challenges that allow them to:

- apply my knowledge and skills to new situations and contexts.
- solve problems of greater complexity (i.e. where the approach is not immediately obvious), demonstrating creativity and imagination.
- create a question to investigate.
- independently explore and investigate mathematical contexts and statements.
- convince someone else that my answer is correct.

Throughout the term, children will tackle a range of reasoning and problem solving challenges. The majority of children will first master the content of the above Maths objectives by becoming fluent in their use, and then move on to problem-solving and reasoning opportunities. This will enable them to apply their new knowledge and skills in a range of different contexts.

Some children may well be working towards consolidation of skills from other year groups. If your child needs this, you should already be aware of how their learning needs are being met. However, if you are unsure please do not hesitate to contact us.

Please refer to the Curriculum Overviews on our website for more detail about each subject.

Science

Our learning in Science will focus on Electricity (Autumn 1) asking the question: 'What would you consider is the impact the science of electronics has had on modern life?' In Autumn 2 the focus will be Light: 'What is the fastest thing known to man and something which our very existence depends upon?'

In addition, the children will be developing their 'working scientifically' skills by undertaking practical enquiries, comparative and fair tests. The children will plan and carry out their own experiments based upon questions that they have raised; using their observations and ideas to suggest answers to questions.

Prior to investigation work, the children will consider how best to ensure that they have the right to be safe.

Computing and Online Safety

We will be continuing with our Online Safety lessons this term and linking these to every child's right to be safe. The children will describe issues online that might make them or others feel sad, worried, uncomfortable or frightened. They will be able to give examples of how they might get help, both on and offline (Autumn 1). They will understand some of the difficulties some people may have online and be able to describe what they can do to support others, both friends and people they know less well. They will understand how to report problems online and be able to name a number of reporting routes that they could use or suggest to someone else (Autumn 2).

Alongside this, we will be looking at using more complex formulae to calculate in a spreadsheet, and produce more complex charts and graphs changing colours and patterns using Excel software (Autumn 1). The children will be able to program and debug a character game and modify existing algorithms and code to change the effect of the program (Autumn 2).

Geography

In Geography, the children will develop their understanding of why forests are so important to our world.

They will focus on:

- developing knowledge of vegetation types, concentrating on different types of forest and woodland, including a case study of the Amazonian rainforest in South America.
- interdependence - the role forests play in human life and how human activity affects forests and the importance of sustainability.

History

In History, the children will develop their understanding of how life has got better for children in Britain by focusing on leisure and having fun. They will investigate this theme from the Romans to the Victorians.

Throughout this unit, the children will focus on:

- chronological security; sequence and duration; key periods and their features; change and continuity; similarity and difference;
- the use of primary sources to evaluate;
- producing their own representations of the past.

Physical Education

There are two areas of priority this term: Games (Tag Rugby) and Gymnastics (Group Dynamics).

We will also be looking at Physical Health and Mental Wellbeing.

The children will also develop their existing knowledge and skills, to include:

- an understanding of the importance of building regular exercise into daily and weekly routines and how to achieve this; e.g. walking or cycling to school, a daily mile or other forms of regular, vigorous exercise;
- an understanding that mental health is just as important as physical health and that both need looking after.

Religious Education

During R.E., we will be exploring 'Rituals' in a variety of religions using a key question: 'Why do people use rituals today?' Later in the term, our key question will become: 'What do the gospels tell us about the birth of Jesus?'

Art and Design

Our main focus will be '**Make My Voice Heard**'. This will be linked to the work of Banksy, an anonymous English based street artist and Kath Kollwitz, a German artist who explored emotions and messages through art (poverty, hunger and war). The children will create sketchbooks to record their observations and use them to review and revisit ideas.

The focus for the pupils will be:

- exploring the themes of **Street Art** and the messages they carry;
- learning and applying new drawing techniques such as **chiaroscuro**, **expression** and **sketching**;
- identifying and exploring the work of Banksy and Kollwitz within their own drawings;
- choosing their own materials from a range provided to use in their drawings and justifying their selection: **pencil, pen, pastels, chalks**;
- **selecting** and **mixing** suitable media within a single piece, thinking about each element of the piece and what would be suitable;
- making links between artists about the messages they carry.

Music

The children will learn that composition is creating your own melody within given boundaries using the song 'Happy'. They will also learn about the musical style of Bacharach and Blues. The focus for the children will be:

- to perform parts from memory;
- to perform using notations;
- to take the lead in a performance;
- to take on a solo part;

- to provide rhythmic support;
- to improvise within a piece of music.

French

This term, the children will be able to read, say and understand vocabulary linked to food, drink and eating out. They will also be able to understand and write a conversation for ordering at a restaurant in France, while translating from French to English.

Design and Technology

We will be focusing on Structures by asking the key question: ‘How can we meet children’s right to a safe place to live in emergency situations?’ We will design, make and evaluate a prototype for a temporary shelter for a small family that would offer safe shelter from a range of elements in an emergency. The final design must be easy to assemble and withstand a number of climates and adverse weather conditions.

PSHE (Relationships Education and Health Education)

Our ongoing focus areas continue to be:

- to understand that there are basic **human rights** shared by all peoples and all societies;
- to extend and embed their knowledge of the Convention on the Rights of the Child;
- to identify a wide variety of Articles in the Convention on the Rights of the Child;
- to understand that children’s rights are universal, inalienable, inherent, indivisible and unconditional, and that their own rights and the rights of others should be respected;
- to understand that these universal rights are there to protect everyone and have primacy both over national law and family and community practices;
- to recognise that their increasing independence brings increased responsibility to keep themselves and others safe;
- to know about the link between values and behaviour and how to be a positive role model;
- to discuss issues respectfully;
- to listen to and respect other points of view;
- to constructively challenge points of view they disagree with;
- to participate effectively in discussions online and manage conflict or disagreement;

- to know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle';
- to be able to articulate, use and embed their Learning Powers and Growth Mind Set;
- to know about basic hygiene routines, e.g. hand washing.

Our focus areas will be:

- Physical Health and Mental Wellbeing: what affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online;
- Safe Relationships: recognising and managing pressure; consent in different situations.

Building Learning Powers

As we move through the term, we will build on our understanding of positive behaviours for learning by focusing on reasoning as a means for achieving higher-level thinking skills and reflection that will enable us to capitalise on past experiences. This will contribute to our understanding of what a growth mindset is and how we might achieve this. Children will continue to learn how to be resilient, resourceful, to work together, and to be reflective of their learning and of themselves, as learners. As part of this experience, we will think carefully about what our aspirations are and discuss how we might achieve this by understanding the steps that we could take. This will culminate in our drawings for the Aspirations Tree.

Should you have any questions about your child's learning, please contact the School Office.