

Our Learning in Year 6

Autumn Term

English

Our learning will include the following texts:

- The Sleeper and the Spindle – Neil Gaiman
- Time Train to the Blitz – Sophie McKenzie
- Giant's Necklace – Michael Morporgo

Throughout the term, we will be producing a range of writing, often using the above texts as our starting points. Every week, children will also complete reading comprehension questions associated with each text.

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)

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.

GPS Overview for Year 6 – Autumn Term	
Sentence	<ul style="list-style-type: none">• I can use coordinating and subordinating conjunctions.• I can use a range of subordinate clauses and short sentences to match a genre.
Text	<ul style="list-style-type: none">• I can create atmosphere, integrate dialogue to convey character and advance the action• devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)• linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)
Punctuation	<ul style="list-style-type: none">• I can use apostrophes for contractions correctly in my writing• I can use mostly correctly capital letters and full stops• I can use mostly correctly question marks and exclamation marks• I can use mostly correctly commas for lists• I can use inverted commas, mostly correctly in my writing
Terminology for Children	<ul style="list-style-type: none">• Noun phrases• Prepositional phrases• Word classes

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 Words

Regular Spellings		
ought, bought, thought, nought, brought, fought rough, tough, enough, cough, though, although, dough through, thorough, borough plough, official, special, artificial, partial, confidential, essential, observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) referring, referred, referral, preferring, preferred, transferring, transferred changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable	advice, advise, device, devise licence, license, practice, practice, prophecy, prophesy vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious, innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) reference, referee, preference, transference co-ordinate, re-enter, co-operate, co-own	vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious, farther, further, father, guessed, guest, heard, herd, led, lead, morning, mourning, past, passed, precede, proceed, principal, principle, profit, prophet stationary, stationery, steal, steel, wary, weary, who's, whose, aisle, isle, aloud, allowed, affect, effect possible, possibly, horrible, horribly, terrible, terribly, visible, visibly, incredible, incredibly, sensible/sensibly deceive, conceive, receive, perceive, ceiling altar, alter, ascent, assent, bridal, bridle, cereal, serial

Activities associated with the words that they 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

As part of the basic skills for Year 6, we will also be consolidating our learning of the times table facts using Times Tables Rock Stars. Again, the password for this will be on the inside cover of your child's Reading Record.

Autumn Term Y6 Maths Objectives

Autumn 1
Identify common factors, common multiples and prime numbers
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
Generate and describe linear number sequences
Add and subtract whole numbers with more than 4 digits
Identify the value of each digit in numbers given to three decimal places
Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
Perform mental calculations, including with mixed operations and large numbers
Use, read, write and convert between standard units of length, capacity and mass from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to three decimal places
Use, read, write and convert between standard units of time from a smaller unit of measure to a larger unit, and vice versa
Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
Autumn 2
Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
Compare and order fractions including fractions >1
Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$)
Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
Recall, calculate and use equivalences between simple fractions, decimals and percentages, including in different contexts
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, levels of accuracy
Find pairs of numbers that satisfy number sentences involving two unknowns
Use negative numbers in context, and calculate intervals across zero
Compare and classify geometric shapes based on their properties and sizes
Calculate and interpret the mean as an average

Throughout the term, children will tackle a range of reasoning and problem solving challenges that allow them to:

- apply their 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.

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) and Light (Autumn 2).

In addition, children will be expected to develop their investigation skills by planning and carrying out their own experiments based upon questions raised.

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

Computing and Online Safety

We will be continuing with our Online Safety lessons this term and linking this to every child's right to be safe. 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 online, 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).

Following on from 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) They 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 focusing on different types of forest/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;
- 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 and gymnastics. We will also be looking at Physical Health and Mental Wellbeing.

During Autumn 1 (games) we will be joined by an F.A. trained coach from the Sedgefield Sports Partnership, who will develop the children's football skills.

During Autumn 2, the children will develop their gymnastic skills, focusing particularly on balances and linking these together.

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

Our main focus will be '**Making Your 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

Our main focus will be the following using the musical style of Bacharach and Blues:

- 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, children will be able to read, say and understand vocabulary linked to food and 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 Growth Mindset Tree.

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