



Curriculum Overview

Term: Autumn Term

What are we learning in Year 6?

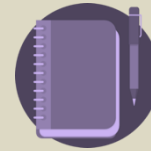
Reading



In reading we are learning to:

- Apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words that they meet.
- Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, non-fiction and reference books or textbooks.
- Maintain positive attitudes by commenting on books that they have read and recommending books to their peers.
- Understand what they read by drawing influences such as inferring characters feelings, thoughts and Motives from their actions, and justifying inferences with evidence.
- Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Distinguish between statement of fact and opinion.
- Understand what they read by predicting what might happen from details within the text
- Understand what they read by summarising the main ideas drawn from more than one

Writing



In writing we are learning to:

- Use dictionaries to check the spelling and meaning of words, including those of uncommon and more ambitious vocabulary.
- Spell some words with silent letters for example night, psalm, solemn.
- Confidently use a thesaurus in a range of contexts
- Write legibly in joined handwriting when writing at speed, deciding whether or not to join specific letters.
- Plan their writing by identifying the audience for and purpose of the writing, selecting language that shows good awareness of the reader.
- Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Use techniques to create suspense.
- Plan an information text
- Proofread for spelling and punctuation errors.
- Use semicolons, colons or dashes to mark boundaries between independent clauses.
- Use inverted commas and other punctuation to indicate direct speech.

Maths




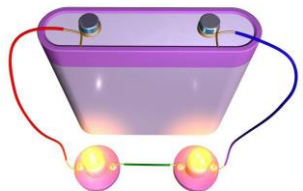

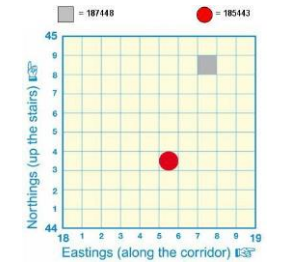


In maths we are learning to:




- Read, write, order and compare numbers up to 10 million and determine the value of each digit.
- Solve number and practical problems that involve large numbers, rounding and negative numbers.
- Perform mental calculations, including with mixed operations and large numbers.
- Use their knowledge of the order of operations to carry out calculations involving the four operations.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- Solve problems involving addition, subtraction, multiplication and division.
- 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.
- Rapidly and accurately perform mental calculations, including with mixed operations and large numbers.
- Solve problems across a range of contexts and subjects involving addition, subtraction, multiplication and division.

<p>paragraph, identifying key details that support the main ideas</p> <ul style="list-style-type: none"> Independently retrieve, record and present information from non-fiction with clarity in a range of contexts 	<ul style="list-style-type: none"> Link ideas across paragraphs using a wider range of cohesive devices 	<ul style="list-style-type: none"> Efficiently divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting and explaining remainders according to the context Order, compare, add, subtract and divide fractions
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Science: Light & Electricity	History: Industrial Revolution & 19th Century Britain Victorians	Geography: North West England & Spatial Sense
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	<p>Pupils will recognise that light appears to travel in straight lines and that objects are seen because they give out or reflect light into the eye. They will understand why shadows have the same shape as the objects that cast them.</p>		<p>Pupils will explore how the Industrial Revolution was one of the most significant social and demographic changes in history. These changes caused a reassessment of ideas about the role of the state and representation.</p>		<p>Pupils will learn about the region of North West England. They will explore why this area was the engine for the Industrial Revolution and why it is called Britain's Energy Coast because of oil, gas and nuclear energy.</p>
<p>Pupils will associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. They will compare and give reasons for variations in how components function and draw simple circuits.</p>		<p>Pupils will explore the socio-economic changes caused by the Industrial Revolution. They will explore the social problems caused and the political, social and popular reforms to address these problems.</p>		<p>Pupils continue to develop their map reading skills. They will explore 6 figure grid references and latitude and longitude. They look at different types of map projections including Mercator and Gall-Peters projections.</p>	

Art: Language of Art: Style: LS Lowry & Victorian Artists	R.E: Hinduism/Christianity/Islam	Music: I'll Be There & Classroom Jazz (2)	P.E:	PSHCE:	
	<p>Pupils will explore L.S Lowry who is famous for painting scenes of life in the industrial districts of North West England. He is best known for his urban landscapes with human figures often referred to</p>	<p>This term the pupils will learn about Islam- beliefs and practices. Key Q – What is the best way for a Muslim to show commitment? Term 2 – Christmas</p>	<p>All the learning in the first half-term is focused around the song I'll Be There by the Jackson 5. All the learning in the second half-term is focused around two tunes: Bacharach</p>	<p>The Autumn term will focus on learning / improving skills in football, fitness, dance and handball.</p>	<p>This term the pupils will study the topics 'Being Me in my World' and 'Celebrating differences'.</p>

	as "matchstick men".	Key Q – How significant is it that Mary was Jesus' mother?	Anorak and Meet The Blues.		
Pupils will explore the development of new art forms and styles by Victorian artists. The art movements of this period included Realism, Impressionism and Expressionism to name but a few.				 	

Wider Curriculum Overview

Whole School Events:	Homework:	Clubs available:	PE Days:
<p>Every term the children take part in worldwide events that support fundraising or help our children gain a wider understanding of the wider world. Our events for this term include:</p> <p>Harvest Festival Jeans for Jeans Day Christmas Jumper Day Carol Concert Christmas Performance</p>	<p>The children are expected to read daily to an adult and this should be recorded on their reading log.</p> <p>Children in Year 6 will be set compulsory homework each Friday of regular reading (at least 3 times a week) and completion of TT rock stars (at least 3 times a week). They will also be set one piece of maths work and either a grammar or reading comprehension exercise.</p> <p>All tasks should be completed by the following Friday.</p> 	<p>There are a range of enrichment opportunities available for our pupils this term. Clubs include:</p> <p>KS2 Language Club (lunchtime) KS1 and KS2 Story Telling Club (lunchtime) KS2 Choir (after school) KS1 Sports (after school) KS2 Sports (after school)</p> <p>A club letter will be sent out and children can sign up on a first come, first serve basis.</p> <p>The school also has an early morning club which runs daily from 8.30am. For children who have a sibling at our other site this is free, for all other children there is a charge payable via the app of £1 per session.</p>	<p>Year 6 will have their P. E lessons on Mondays and Fridays.</p> <p>Please ensure that your child has a suitable kit for their PE day. This should be a red (plain) T shirt, black shorts or jogging bottoms and black sweatshirt or hoodie as well as trainers or plimsolls. As the weather gets colder the children should also bring a black jumper.</p>

