

## Year 6 curriculum information – spring term 1 2021

English	Maths	Science	Other curriculum areas
<p><b>Reading:</b> We will be developing reading fluency and expression, comprehension, inference and deduction skills and backing up our opinions with evidence from a variety of high-quality text styles. Much of our learning will be based around the following texts: <b>The Listeners</b> by Walter de la Mare (poetry) and <b>The Invention of Hugo Cabret</b> by Brian Selznik (historical fiction).</p> <p>Children are expected to access <b>Bug Club</b> via J2e on a regular basis and parents are also encouraged to hear their children read daily and discuss what has been read. Through the above, we aim to develop each child's love of reading, whilst exposing them to a range of reading genres.</p>	<p>Key maths concepts, arithmetic and reasoning skills are developed throughout all maths lessons. White Rose resources are used to support progression.</p> <p>Children are also expected to develop their recall and application of number bonds and times tables (up to x12) by the end of year 4. Half-termly maths challenges and times table challenges are used to reinforce maths fluency.</p> <p>In year 6, children will cover:</p>	<p>Scientific skills and concepts are embedded and developed in all science lessons and through a range of enquiry types.</p> <p>Children will also explore the following:</p>	<p><b>Computing:</b></p> <ul style="list-style-type: none"> <li>Developing E-safety with Safer Internet Day on 9th Feb. The theme is: An internet we trust - exploring reliability in the online world.</li> <li>Create a digital book</li> </ul>
<p><b>Writing:</b> Our writing curriculum will focus on:</p> <ul style="list-style-type: none"> <li>Engaging with a wide range of high-quality texts to support and develop writing across a variety of genres;</li> <li>Planning, drafting, writing, evaluating and editing;</li> <li>Using the diagonal and horizontal strokes needed to join letters;</li> <li>Increasing legibility, consistency and quality of handwriting.</li> </ul> <p>Main writing outcomes include:</p> <ul style="list-style-type: none"> <li><b>Fiction:</b> flashback narrative, persuasive speech</li> <li><b>Non-fiction:</b> biography</li> <li><b>Poetry:</b> Narrative writing based on 'The Listeners'</li> </ul>	<p><b>Number: Decimals</b></p> <ul style="list-style-type: none"> <li>Decimals up to 3 decimal places</li> <li>Understand thousandths</li> <li>Multiply and divide by 10, 100, 1000</li> <li>Multiply and divide decimals by integers</li> <li>Decimals as fractions</li> </ul> <p><b>Number: Percentages of amounts</b></p> <ul style="list-style-type: none"> <li>Fractions to percentages</li> <li>Equivalent FDP</li> <li>Order FDP</li> <li>Percentages of amounts</li> <li>Percentages; missing values</li> </ul> <p><b>Number: Algebra</b></p> <ul style="list-style-type: none"> <li>Finding rules (one step &amp; two step)</li> <li>Forming expressions</li> <li>Substitution</li> <li>Formulae</li> <li>Forming equations</li> <li>Solve simple 1-step equations</li> <li>Solve 2-step equations</li> <li>Find pairs of values</li> </ul> <p><b>Measurement: Converting Units</b></p> <ul style="list-style-type: none"> <li>Metric measures</li> <li>Converting metric measures</li> <li>Calculate with metric measures</li> <li>Imperial measures</li> </ul>	<p><b>Seeing light (physics):</b></p> <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines</li> <li>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>	<p><b>Art:</b></p> <ul style="list-style-type: none"> <li>Create artwork inspired by a text (The Listeners)</li> <li>Artwork inspired by Ancient Egypt including hieroglyphics</li> <li>Continue to develop sketching techniques inspired by a variety of significant artists</li> </ul> <p><b>History – Egyptians:</b></p> <ul style="list-style-type: none"> <li>Discovering what Ancient Egypt was like over 5000 years ago</li> <li>Identifying what evidence has survived in tombs such as Tutankhamun and how they were discovered</li> <li>Exploring what the evidence found tells us about the everyday life of an Ancient Egyptian man, woman and child</li> <li>Learning what the Ancient Egyptians believed about life after death</li> <li>Comparing Ancient Egypt to another ancient civilisation from that time</li> </ul> <p><b>Physical education:</b></p> <ul style="list-style-type: none"> <li>Access the PE tile through j2e for various resources</li> </ul>
<p><b>Grammar and punctuation:</b> Spelling Shed's SPAG Scheme is used to support learning in school and at home, with specific focus for the year on the following:</p> <p><b>Sentence structure:</b></p> <ul style="list-style-type: none"> <li>Use of the passive voice, formal and informal speech appropriate for speech and writing, and use of subjunctive forms</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Using cohesive devices to link ideas across paragraphs</li> <li>Layout devices such as headings, columns, bullets points and tables</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>Semi-colon, colon and dash, including use of colon to introduce a list and semi-colon within lists; hyphens to avoid ambiguity. Brackets and dashes; parentheses.</li> </ul>			<p><b>Music:</b></p> <ul style="list-style-type: none"> <li>Focus on music eras: The modern era – how styles are evolving</li> </ul> <p><b>PSHE:</b></p> <ul style="list-style-type: none"> <li>Living in the wider world: belonging, media and digital literacy, money and work</li> </ul> <p><b>Spanish:</b></p> <ul style="list-style-type: none"> <li>Access Duolingo and BBC Bitesize to keep up your fluency with Spanish</li> </ul>
<p><b>Spelling:</b> Children are taught spelling through the Spelling Shed scheme, with on-line home learning tasks being given weekly.</p>			
<p><b>What parents can do at home to help:</b></p> <ul style="list-style-type: none"> <li>Check your child completes the weekly <b>Home Learning</b> tasks set by the class teacher.</li> <li>Listen to your child <b>read daily</b> and update their Reading Record.</li> <li>Remind your child to learn and practise their <b>spellings</b> regularly and to use Spelling Shed's on-line games to help practise tricky words too.</li> <li>Look out for the half-termly <b>maths</b> challenges and <b>practise</b> those skills regularly too.</li> <li>Help develop your child's fluency in their <b>times tables</b> up to x12 (and associated division facts). Use Times Tables Rock Stars regularly for support.</li> </ul>	<p><b>Links to support learning and wellbeing:</b> Please ensure your child accesses all their school on-line learning accounts from home regularly. Any technical issues, please contact <a href="mailto:ICT@trafalgarfederation.org.uk">ICT@trafalgarfederation.org.uk</a> and for curriculum issues, contact your child's class teacher directly, using their specific class name, to <a href="mailto:classname@trafalgarfederation.org.uk">classname@trafalgarfederation.org.uk</a>.</p> <ul style="list-style-type: none"> <li><b>E-school:</b> J2e</li> <li><b>Maths:</b> Mathletics, Abacus, Times Tables Rock Stars</li> <li><b>English:</b> Spelling Shed, Bug Club</li> <li><b>General:</b> BBC Bitesize</li> <li><b>Wellbeing:</b> Access the Wellbeing tile through E-school for various resources</li> </ul>	<p><b>Trips, visits and dates for your diary:</b></p> <ul style="list-style-type: none"> <li><b>Term:</b> Tuesday, 5<sup>th</sup> January – Wednesday 31<sup>st</sup> March 2021</li> <li><b>Half term:</b> Monday, 15<sup>th</sup> February 2021</li> </ul>	