

## Year 6 Curriculum Information – Autumn Term 2 2022

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>These skills are developed further by weekly guided reading sessions, where children are supported in smaller groups with their teacher. Children are expected to read at home daily and parents are encouraged to hear their children and discuss what has been read, signing their child's reading records. 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 continue to develop their recall and application of times tables (up to x12). Half-termly maths challenges and regular times table practice using Times Tables Rock Stars are used to reinforce maths fluency.</p> <p>This half term 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>Coding using Scratch</li> <li>Developing existing coding skills and learning how to transfer them from 1 platform to another.</li> </ul> <p><b>Design and technology:</b></p> <ul style="list-style-type: none"> <li>Planning, designing, making and evaluating a decorated drawstring bag.</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> diary entry; flashback narrative.</li> <li><b>Non-fiction:</b> a film review; biography.</li> <li><b>Poetry:</b> Narrative descriptive writing using the poem, The Listeners, as stimulus.</li> </ul>	<p><b>Fractions, Decimals and Percentages:</b></p> <ul style="list-style-type: none"> <li>Compare and order fractions</li> <li>Use factors to simplify fractions</li> <li>Add, subtract, multiply and divide fractions with different denominators</li> <li>Use equivalences between fractions, decimals and percentages to solve problems</li> <li>Calculate fractions and percentages of different amounts</li> </ul> <p><b>Converting units:</b></p> <ul style="list-style-type: none"> <li>Know the metric measures</li> <li>Converting and calculating with metric measures</li> <li>Converting between miles and kilometres</li> <li>Know the 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>Geography – Raging Rivers</b></p> <ul style="list-style-type: none"> <li>Understanding the key stages of the water cycle</li> <li>Describing key features of rivers</li> <li>Understanding the impact of rivers on people and on the landscape</li> <li>Independent research on a river</li> </ul> <p><b>Music:</b> <b>Remember, remember:</b></p> <ul style="list-style-type: none"> <li>Focus: listening and composing</li> </ul> <p><b>Physical education:</b></p> <ul style="list-style-type: none"> <li>Focus: invasion games - hockey, tag rugby, football</li> <li>Indoor PE: basketball</li> </ul>
<p><b>Grammar and punctuation:</b> <b>Spelling Shed's SPAG</b> 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>PSHE:</b> <b>Relationships:</b></p> <ul style="list-style-type: none"> <li>Relationships, including different family structures and marriage and civil partnerships</li> <li>Safe relationships</li> <li>Respecting ourselves and others</li> </ul> <p><b>Religion and Worldviews - Hinduism</b> <b>What does it mean to live a Hindu life?</b></p> <ul style="list-style-type: none"> <li>Hinduism - deities, festivals and symbols.</li> <li>The importance of worship; rites of passage</li> <li>Visit to a Mandir</li> </ul> <p><b>Spanish:</b></p> <ul style="list-style-type: none"> <li>Flags, countries, famous places, revision cardinal numbers, key questions; months; cardinal points and poetry</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 practise 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@trafalfarfederation.org.uk">ICT@trafalfarfederation.org.uk</a> and for curriculum issues, contact your child's class teacher directly, using their specific class name, to <a href="mailto:classname@trafalfarfederation.org.uk">classname@trafalfarfederation.org.uk</a>.</p> <ul style="list-style-type: none"> <li><b>E-school:</b> J2e</li> <li><b>Maths:</b> Times Tables Rock Stars</li> <li><b>English:</b> Spelling Shed</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>INSET day:</b> Monday 31<sup>st</sup> October 2022</li> <li><b>N.B.</b> School starts back after half term on Tuesday 1<sup>st</sup> November 2022</li> <li><b>End of autumn term:</b> Friday 16<sup>th</sup> December 2022</li> <li><b>Start of spring term:</b> Wednesday 4<sup>th</sup> January 2023</li> </ul>