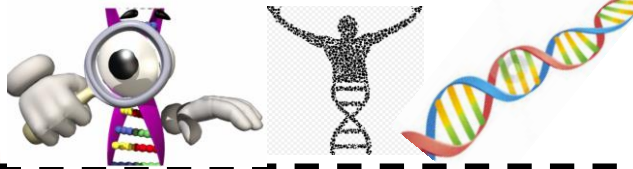


## Literacy

We will:

- Listen and respond appropriately to adults and their peers.
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Use vocabulary to gain, maintain and monitor the interest of the listener
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
- Learn a wider range of poetry by heart.
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- Retrieve, record and present information from non-fiction.
- Identify how language, structure and presentation contribute to meaning.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Distinguish between statements of fact and opinion.
- Our class reader this term is "Wonder" by R.J. Palacio. We will be using this to facilitate creative writing.



### How you can support your child:

- Help your child to become more independent and responsible for their possessions and by completing and bringing in their homework on time.
  - Read independently or to someone daily, recording it in their planner and bringing this in every day and getting their planner signed weekly.
  - Ask your child questions about their reading. Test them on key grammar terms, e.g. nouns, adverbs, etc and regular maths
- Spend time practising on Times Tables Rock Stars .

## Year 6 Autumn 1 2020 ID



Who do you think you are? Are you an extrovert or an introvert, a singleton, a twin or even a triplet? Let's discover what makes you, you! From your fingerprints and footprints, to your genes and DNA, everything is unique to you. So why do you look like Mum or Dad, or even Auntie Rose?

Explore the world of human identity and how our unique features can be used to tell us apart from others or help to solve a crime! Write reports, adverts and poems all on the theme of identity and express your opinions, views and beliefs. Do you like the same things as others or are your tastes uniquely yours?

Then it's time for some detective work! In the case of the stolen handbag, use your knowledge and skills to solve the crime and identify the culprit. And remember to love being you! Why? Because there's only one you: you're one of a kind!

**Homework Planners need to be brought in daily and signed every Thursday evening. Most homework will be set via Google Classroom.**

	In	Out
Monday	Spellings Reading	Spellings Maths Literacy
Tuesday	Reading	TTRockstars
Wednesday	Reading	
Thursday	Reading	
Friday	<b>Literacy Maths</b> Home learning or preview learning - subject to change Reading	Home learning or preview learning (Weekly or fortnightly)

## Numeracy

We will:

- Find the difference between a positive and a negative integer, or two negative integers, in context
- Use approximations, inverse operations and tests of divisibility to estimate and check results
- Use knowledge of place value and multiplication facts to  $12 \times 12$  to derive related multiplication and division facts involving decimals (e.g.  $0.8 \times 7$ ,  $4.8 \div 6$ )
- Describe, identifying and visualising parallel and perpendicular edges or faces; use these properties to classify 2-D shapes and 3-D solids
- Suggest, plan and develop lines of enquiry; collect, organise and represent information, interpret results and review methods; identify and answer related questions
- Describe and interpret results and solutions to problems using the mode, range, median and mean
- Solve multi-step problems, and problems involving fractions, decimals and percentages; choose and use appropriate calculation strategies.
- Relate fractions to multiplication and division (e.g.  $6 \div 2 = \frac{1}{2}$  of  $6 = 6 \times \frac{1}{2}$ ); express a quotient as a fraction or decimal (e.g.  $67 \div 5 = 13.4$  or  $13\frac{2}{5}$ ); find fractions and percentages of whole-number quantities (e.g.  $\frac{5}{8}$  of 96, 65% of £260)
- Use and apply arithmetic skills within reasoning problems.

## Science

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Use test results to make predictions to set up further comparative and fair tests.
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- Identify scientific evidence that has been used to support or refute ideas or arguments.
- Compare how plants and animals have adapted to habitats.

## Computing

We will:

- Solve problems by decomposing them into smaller parts.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
- Be discerning in evaluating digital content.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.



## PE

- Will take place on a Tuesday and Friday.
- We will be focusing on netball and fitness skills
- Each day (weather or space permitting) we will be starting the day with our daily run
- Please encourage your child to bring in a roll-on deodorant (if they need it) in a plastic container to put on before and after PE
- Children need to bring in a named water bottle every day.

## Music

- We will be learning through music games, focusing on pitch, pulse, rhythm, as well as singing and playing instruments.

## Wellbeing Curriculum

- Daily mindfulness activities
- How to be a positive role model and friend
- Being respectful, listening and respecting other people's views or opinions while maintaining boundaries
- Healthy and unhealthy relationships and qualities that help us to flourish
- Peer pressure: the dangers and strategies to deal with it
- Prejudice and discrimination
- Online safety and awareness
- Recognising stereotypes and how to break down barriers
- Awareness of behaviour and impact on others

## Art and Design

We will:

- Improve our mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- Describe and explain the ideas, methods and techniques used to create artwork on a particular theme or genre, particularly studying the human face and form in detail, using pencil, charcoal and pastels.
- Select from and use a wider range of tools and equipment to perform practical tasks
- Use research and develop design criteria to inform the design of functional, appealing products that are fit for purpose.

## Geography

We will:

- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Find out about two influential historical figures who brought about social reform.
- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

## Religious Studies

We will:

- Describe what a Buddhist might learn from the religious story of Siddhartha
- Reflect on and evaluate their achievements and strengths in all areas of their lives, recognising their own worth
- Make links between the beliefs and teachings of different religious groups and show how they are connected to believers' lives
- Make links between the teachings of Buddhism and Christianity and show how they guide the way Buddhists and Christians live their lives.
- Explain how Buddhist teaching is similar to that of other religious groups and how it influences how people of faith try to live their life.
- Suggest reasons for Buddhist beliefs about enlightenment and how religious sources shape these beliefs