

In English the children will:

- Use the book Freedom- Catherine Johnson
- Write newspaper reports, non-chronological reports and persuasive letters.
- Choose between formal and informal language, depending on the situation.
- Retrieve, record and present a range of relevant information from fiction and non-fiction texts, focusing on the evidence from the text.
- Make detailed notes on an appropriate planning format, drawing on reading and research where necessary.
- Select appropriate grammar and vocabulary to change and enhance meaning.
- Link ideas within and across paragraphs using a wider range of cohesive devices.
- Proof-read to check the spelling, punctuation, degree of formality (register) and subject and verb agreement throughout a piece of writing.
- Use and identify expanded noun phrases which convey complicated information concisely.
- Use taught punctuation and new punctuation (semicolon, colon, dash, bullet points and hyphens).
- Use a wide range of phrases, including determiners and other grammatical elements, to add interest and clarity for the listener.
- Make inferences, including distinctions between fact and opinion, and justify them with detailed, targeted evidence and extended written responses.
- Make detailed notes on an appropriate planning format, drawing on reading and research where necessary
- Use vocabulary and sentence structures, including subjunctive forms, that are appropriate for formal speech and writing.
- Analyse the meaning of words, including figurative language, and consider the impact of language on the reader.
- Assess the effectiveness of their own and others' writing, proposing and making changes to spelling, grammar, vocabulary and punctuation to enhance effects and clarify meaning.
- Perform their own compositions effectively, using appropriate intonation, volume and movement so that meaning is clear

In RE the children 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



In Music the children will:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

In the Maafa project.

- Come and join us as we explore and learn about what it is like in Africa today and the ancient Kingdoms that thrived on the continent for thousands of years.
- We will learn about the origins of the transatlantic slave trade in the 15th century and Britain's involvement from the time of Elizabeth I, when John Hawkins became the first British slave trader.
- Understand the structure of the transatlantic slave trade and the consequences of enslavement for enslaved people.
- Discover how the people of Britain benefited from the money and goods produced by the slave trade.
- Learn about the causes and consequences of the abolition of slavery in the 19th century, the worldwide African diaspora and the European colonisation in Africa.
- Explore the lives and actions of black people in 20th century Britain.
- Understand how the Race Relations Act of 1965 became the first piece of British legislation to tackle racial discrimination and know that the Equality Act 2010 provides people with protection against racism and other forms of discrimination, today.
- We will also explore the lives of black people who have made significant contributions to Britain and will celebrate black culture in Britain today.



Maafa Year 6 Autumn 1

How can you help?

- Please read and discuss your child's reading book with them. Aim to do this at least three times per week and encourage your child to answer questions, retrieve evidence and make inferences about the story they have read.
- Please support them in completing their homework and handing it on time, every Wednesday when we will review it in class
- Encourage them to undertake TTRockstars (30 mins per week) as frequently as possible, small chunks daily are more effective
- Encourage them to check Google Classroom and ensure they have completed all the homework tasks set.
- Please sign by their daily recorded reading tasks as well as the current week in their planners.
- Ensure they are wearing the correct uniform
- Encourage them to speak with us before the deadline day if they do not understand their homework and need help.
- Tell us if there is anything worrying or upsetting your child.

In Geography the children will:

- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- 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.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- 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.
- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

In the RSE Curriculum:

We will:

- Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- Know the risks associated with an inactive lifestyle (including obesity).
- Know what constitutes a healthy diet (including understanding calories and other nutritional content).
- Know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
- Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.

In Science the children will:

- Learn about the transport role of the human circulatory system, its main parts and their primary functions.
- Learn about healthy lifestyle choices and the effects of harmful substances on the body.
- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Describe the ways in which nutrients and water are transported within animals, including humans.
- 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.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.



In History the children will:

- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Learn about a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

In ART/DT the children will:

- Learn about great artists, architects and designers in history.
- Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
- Use sketchbooks to record their observations and use them to review and revisit ideas.
- Evaluate and analyse creative works using the language of art, craft and design
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.



In Maths the children will

- Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- Solve number and practical problems that involve all of the above.
- Round any whole number to a required degree of accuracy.
- Use negative numbers in context, and calculate intervals across zero.
- Solve problems involving addition, subtraction, multiplication and division.
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.
- Perform mental calculations, including with mixed operations and large numbers.
- Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.
- Identify common factors, common multiples and prime numbers.
- Use their knowledge of the order of operations to carry out calculations involving the four operations.
- Associate a fraction with division and calculate decimal fraction equivalents (for example, 0.375) for a simple fraction (for example, 3/8).
- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- Compare and order fractions, including fractions > 1.
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
- Multiply simple pairs of proper fractions, writing the answer in its simplest form (for example, $\frac{1}{3} \times \frac{1}{2} = 1/6$).
- Divide proper fractions by whole numbers (for example, $1/3 \div 2 = 1/6$).
- Solve problems which require answers to be rounded to specified degrees of accuracy.

In Computing the children will:

- Learn how to use technology safely, respectfully and responsibly
- Identify a range of ways to report concerns about content and contact
- Find similarities and differences between in-person and cyberbullying
- Identify good strategies to deal with cyberbullying
- Identify secure websites to use by identifying privacy seals of approval
- Understand the benefits and pitfalls of online relationships
- Identify information that should not be shared online and the reasons why
- Identify and understand how the media play a powerful role in shaping ideas about boys and girls



In PE the children will:

- Develop flexibility, strength, technique, control and balance through a range of ball skills
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- Apply skills and knowledge to be able to confidently move with a ball
- Apply skills and knowledge to be able to pass and move with the ball
- Apply a variety of defending and attacking skills and techniques within a game

