

In English the children will:

- Use the book Freedom- Catherine Johnson
- Write newspaper reports, non-chronological reports, persuasive letters and detailed narratives
- 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 that 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:

Study the impact of the Torah on Jewish people

This unit is the third and final unit in which pupils learn about the faith of Judaism. They learn about the importance of Abraham as a significant figure in the Jewish faith and how he showed the commandment of belief in One God. The importance of The Torah as the principal sacred text of the Jewish faith is explored along with Jewish prayer and worship of God, - The Shema and Mezuzah. The unit moves onto looking at the rite of passage for a Jewish young person of their Bar/Bat Mitzvah and the life-changing effect that this landmark has for them. Finally pupils have the chance to create their own rite of passage for leaving primary school as a covenant of how they will live their life in the future.

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.



Maafa Year 6 Autumn



How can you help?

- Encourage your child to check Google Classroom regularly
- Encourage them to complete their homework within the required time set
- Have fun reading with them
- Encourage them to come and speak to us if they have any concerns
- Come and speak to us or email us if you have any concerns



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 Science the children will:

Human Circulatory system

- Learn about the 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 body's 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 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 Science the children will:

Light Theory

- *This project teaches children about the way that light behaves, travelling in straight lines from a source or reflector, into the eye. They explore how we see light and colours, and phenomena associated with light, including shadows, reflections and refraction.*
- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- 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 that light appears to travel in straight lines.
- Explain the dangers of using lasers and ways to use them safely.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- 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.
- 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.
- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Describe, using diagrams, how light behaves when reflected off a mirror (plane, convex or concave) and when passing through a lens (concave or convex).
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Take accurate, precise and repeated measurements in standard units, using a range of chosen equipment.
- Independently decide which observations to make, when and for how long and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect.
- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.



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, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$).
- Divide proper fractions by whole numbers (for example, $\frac{1}{3} \div 2 = \frac{1}{6}$).
- Solve problems which require answers to be rounded to specified degrees of accuracy.

In ART/DT the children will:

Trailblazers, barrier breakers

- 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

In Spanish the children will:

This Term we will learn more verbs and we will be able to follow instructions and explain in Spanish things we like or dislike (food, sports, hobbies) All children must be able to count up to 1 million in Spanish. We will revise vocabulary to order in a restaurant and buy in different shops. This term we will learn some popular Spanish songs and learn more about Spanish festivals.

In DT the children will:

- 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.
- Understand and apply the principles of a healthy and varied diet.
- Know what constitutes a healthy diet (including understanding calories and other nutritional content).
- Know the principles of planning and preparing a range of healthy meals.
- Plan a healthy daily diet, justifying why each meal contributes towards a balanced diet
- Follow a recipe that requires a variety of techniques and source the necessary ingredients independently.
- Demonstrate modifications made to a product as a result of ongoing evaluation by themselves and to others.



In RE the children will:

- **Remembrance**
- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- **Celebrating Christmas**
- Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

In the RSE Curriculum:

We will:

- Learn about the link between values and behaviour and how to be a positive role model
- Discuss issues respectfully : how to listen to and respect other points of view how to constructively challenge points of view they disagree with
- Compare the features of a healthy and unhealthy friendship: what it means to be attracted to someone and different kinds of loving relationships ; that people who love each other can be of any gender, ethnicity or faith and about the qualities of healthy relationships that help individuals flourish
- Learn how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups
- Learn how stereotypes are perpetuated and how to challenge this

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

