

# WHAT WILL WE BE LEARNING AT SCHOOL THIS YEAR?



An overview of some of the work being carried out in **Year 6** during the **Autumn Term**:

In **R.E** we will continue to consolidate:

- Using the Bible and locating stories by using Bible references.
- Using references to scripture to explain our opinions.
- Linking our own experiences to the life of Jesus.

Our Topics are:

**Loving-** We will be exploring the concept of unconditional love.

**Vocation-** We will be developing understanding of the vocation of a Priest.

**Expectations-** We will be deepening understanding of Advent and the expectations leading to the birth of Jesus.

**Judaism and Hinduism-** We will explore the festivals celebrated.

**In line with Government expectation, we have implemented a recovery curriculum containing key elements of the Year 5 curriculum to be taught alongside Year 6 objectives.**

In **English** we will be:

## **Reading:**

- Reading 'Locomotion' and 'Stay where you are and leave' exploring the issues raised in the books through drama and writing.
- Making cross-curricular links with our curriculum.
- **Reading aloud using a range of strategies.**
- Checking that text makes sense and asking questions to clarify understanding.
- **Empathising** with characters in our reading.
- **Predicting what might happen from implied meanings. (Y5 and Y6)**
- Evaluating how authors use figurative language and the effects it creates.
- Identifying and comparing themes used in poetry.
- Role-playing scenarios from our books and performing poetry.
- Creating freeze-frames to depict thoughts and feelings.
- Trying out others' ideas and giving helpful feedback.
- **Give/explain the meaning of new words. (Y5)**
- **Use pertinent and technically specific vocabulary when talking about books. (Y5)**

## **Writing:**

- Writing for a range of purposes including poetry, letters, recount, biography, narrative, instructional and newspaper reports.
- Describing characters and setting with vivid detail.
- Using different layouts to organise writing effectively.
- Use accurate verb tenses consistently.
- **Proof reading for spelling, punctuation and grammatical errors.**
- **Consolidating our use of capital letters, full stops, question marks and apostrophes.**
- **Consistently place appropriate commas to avoid ambiguity. (Y5 and Y6)**
- **Continue to use more advance punctuation for parenthesis. (Y5 and Y6)**
- **Revise use of speech punctuation, particularly position of the comma. (Y5 and Y6)**
- Spelling homophones correctly.
- **Writing legibly and using letters of an appropriate size.**
- **Use a wide range of linking words/phrases between sentences and paragraphs to build cohesion including time and place adverbials. (Y5)**

- **Use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that, and omitted relative pronouns). (Y5)**
- **Use a range of adverbs and modal verbs to indicate degrees of possibility. (Y5)**
- **Consolidate understanding of using an apostrophe “s” for possession or just an “s” as plural. (Y5)**
- **Convert nouns or adjectives into verbs using suffixes (classify, criticise, designate). (Y5)**

In **Maths** we will be working on:

- **Reading, writing and ordering numbers to 10,000,000.**
- Rounding numbers to any degree of accuracy. (Y5 and Y6)
- **Knowing the value of each digit to 3 decimal places.**
- **Rapid recall of all times tables.**
- **Using estimation to check answers.**
- Using long and short methods of multiplication with numbers up to four digits. (Y5 and Y6)
- Calculating differences between negative numbers.
- Expressing unknown numbers using symbols or letters.
- Generating and describing linear number sequences.
- Comparing fractions with different denominators.
- **Finding fractions of amounts and simplifying fractions.**
- Adding and subtracting fractions with different denominators.
- Using pictorial representation to understand and explain calculations.
- Using a variety of methods to show our understanding of number including ‘active maths’.

In **Science** we will be working on:

#### Investigative science

- **Planning different types of scientific enquiry to answer questions.**
- **Taking measurements using scientific equipment.**
- **Recording data, using test results to make predictions, reporting and presenting findings, identifying scientific evidence.**

#### Light and shadows

- Recognising that light appears to travel in straight lines.
- Using the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- Explaining that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
- Using the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

#### Electricity

- Associating the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Comparing and giving reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
- Using recognised symbols when representing a simple circuit in a diagram.

In **Computing** we will be learning to:

**Be Computer Heroes – Learn to be safe online**

- Understand that there are lots of different types of secret codes.
- Understand the importance of having a secure password.
- Understand the importance of Bletchley Park to the World War II war effort.
- Understand about some of the historical figures that contributed to technological advances in computing
- Research and present information about historical figures in computing

Use ICT to research new information, make cross-curricular links and present information in a variety of ways.

In **Geography** we are learning to:

- **Locate the world's countries using maps, interpret a range of sources of geographical information including maps and globes.**
- Understand the processes that give rise to key physical and human features of the world (trade links, climate zones etc)
- Focus on North America- environmental regions, key physical and human (PSHE) characteristics, countries, states and major cities.
- Introduce precise geographical words.
- Identify the position/significance of latitude/longitude, the equator.
- **Describe and make links between places and features.**
- Create maps of locations and identify patterns.

In **History** we are learning to:

- Understand the importance of Black History and World War One.
- Find out and place events, people into correct periods of time.
- Recognise the role of importance figures in Black History, such as Nelson Mandela and Martin Luther King JR.
- **Use dates and vocabulary to describe the passing of time.**
- Know about cultural diversity.
- **Identify and describe reasons for historical events.**
- **Make links between the main events and changes within periods.**
- **Ask and answer questions.**
- Select and record information relevant to the focus from a variety of sources.
- Communicate knowledge and understanding of history.
- Recognise the impact of propaganda.

In **Art** we will be working on:

- Considering famous artists use of colour.
- Using texture, tone and shape to create new effects.
- **Discussing our own and famous artists' work, drawing comparisons and reflecting on creations.**
- Developing the experience of embellishing.

In **Design and Technology** we will be working on:

- Using tools safely and accurately.
- Planning the order of work and developing a design specification.
- Constructing products using permanent joining techniques.
- Pinning, sewing and stitching materials together to create a product.
- **Making modifications as we go along.**
- Evaluating against the original criteria and suggest ways to improve.

In **Music** we will be learning to:

- To perform confidently as a soloist or part of a group from memory.
- To play a rhythmic pattern using a variety of music notations.
- To compose a piece of music containing two or more rhythmic or melodic parts.
- To evaluate and improve a piece of work and make suggestions to others.

In **P.E.** we will be learning to:

Fitness

- Perform skills with greater speed.
- **Perform skills with greater accuracy.**
- Know the importance of being fit.

In **French** we will be learning to:

- Understand familiar spoken words and phrases.
- Identify and note personal responses.
- **Use short phrases and express responses.**
- Take part in simple conversations, supported by visual and other cues and express their opinions.

In **PSHE** we will be:

- Establishing the rules and standards for our classroom.
- Revisiting our understanding of the key messages of the school's mission statement.
- Working on the attitudes and dispositions identified as being appropriate for Year Six pupils – these will be ongoing throughout the year and will be revisited and reinforced constantly.

Developing responsible behaviour

- Understanding the importance of Self Respect.
- Acknowledge positive qualities and create targets.
- Recognise the impact of cyber safety.
- Acknowledge our strengths and targets for improvement.
- Appreciate the significance of Black History.
- Making cross-curricular links across our curriculum.

An overview of some of the work being carried out in Year 6 during the **Spring Term:**

**Highlighted statements will also become a focus for Summer 2021**

In **R.E.** we will continue to consolidate:

- Using the Bible and **locating stories by using Bible references.**
- Using references to scripture to explain our opinions.
- Linking our own experiences to the life of Jesus.

**Our topics are:**

**Sources-** We will explore a wide variety of books and the purpose for which they were written. We will reveal the Bible as the story of God's love, told by the people of God.

**Unity-** We will explore what nourishes and what spoils friendship and unity. We will reveal how the Eucharist challenges and enables the Christian family to live and grow in communion every day.

**Death and New Life-** We will explore how loss and death bring about change for people and reveal how the Church's seasons of Lent, Holy week and Easter; the suffering, death and resurrection of Jesus led to new life.

**In line with Government expectation, we have implemented a recovery curriculum containing key elements of the Year 5 curriculum to be taught alongside Year 6 objectives.**

In **English** we will be:

**Reading:**

- Reading 'Floodland' and using the text to explore the changes to our World.
- Studying non-fiction texts and understanding their purpose.
- Exploring characters and adopting their use of Standard and Non-standard language in role-play.
- Making cross-curricular links with our curriculum.
- **Reading aloud with fluency and confidence.**
- **Consolidating our understanding of complex texts and deciphering the meaning of words. (Y5 and Y6)**
- **Explaining our understanding of the text by making references to what the writer has written.**

**Writing:**

- Using knowledge of text types, forms and styles to inform writing.
- Developing thoughtful, lively and interesting writing through the use of openings and word choices.
- Using formal and informal structures and styles appropriate for the reader.
- **Affecting the emotions of the reader throughout writing.**
- Using speech to advance action and using reported speech accurately.
- Selecting the parts of writing that need to be developed in detail.
- Using more than one subordinate clause in a complex sentence.
- **Proof reading writing for spelling, punctuation and grammatical errors.**
- **Using a range of devices for cohesion across a text.**
- **Using punctuation consistently, especially to indicate speech.**
- Using semi- colons accurately.

In **Maths** we will be working on:

- **Multiplying one-digit numbers with up to two decimal places by whole numbers.**
- Multiplying pairs of fractions and writing the answer in its simplest form.
- Multiplying and dividing fractions by whole numbers.
- Recalling the facts that allow us to identify factors, multiples and prime numbers.
- **Using long division to divide numbers with up to 4 digits.**
- Solving simple problems involving the calculation of percentages.
- **Solving problems that involve converting between units of time. (Y5 and Y6)**
- Converting related units of measure from smaller to larger and vice versa.
- **Comparing and classifying geometric shapes based on their properties and sizes. (Y5 and Y6)**
- **Match a net to its 3D shape. (Y5)**
- Knowing that shapes with the same areas can have different perimeters.
- Calculating area and perimeter of parallelograms and triangles.
- **Draw and measure angles in degrees. (Y5)**
- **Estimate and compare acute, obtuse and reflex angles.(Y5)**
- Finding unknown angles in triangles, quadrilaterals and polygons.
- **Solving multi-step problems by identifying steps needed.**
- Knowing how and when to calculate the mean of a set of data.
- Constructing, interpreting and solving problems involving pie charts and line graphs.
- **Describing positions on the full coordinate grid.(Y5 and Y6)**

In **Science** we will be working on:  
Investigative science

- **Planning different types of scientific enquiry to answer questions.**
- **Taking measurements using scientific equipment.**
- **Recording data, using test results to make predictions, reporting and presenting findings, identifying scientific evidence.**

Evolution and Inheritance

- Recognising that all living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognising that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Interdependence and Adaptation

- Identifying how plants and animals are adapted to their environment in different ways.
- Describing how living things are classified into plants and animals and giving reasons for classification.
- **Describing ways in which nutrients and water are transported within animals, including humans.**

In **Computing** we will be learning to:

**Be computational thinkers**

- Understand that websites can be altered by exploring the code beneath the site.
- Design, write and debug programs that accomplish specific goals.
- Solve problems by decomposing them into smaller parts.

Use ICT to research new information, make cross-curricular links and present information in a variety of ways.

In **Geography** we are learning to:

- Recognise the physical geography of mountains, coasts, volcanoes and earthquakes.
- **Use atlases to describe different features.**
- Understand the processes that give rise to key physical and human features of the world.
- Describe and make links between places and features.
- Describe and understand key aspects of earthquakes, hurricanes and tsunamis.

In **History** we are learning to:

- Understand why World War Two broke out.
- Realise the impact The Blitz had on people.
- Know why children were evacuated and what impact this had on them.
- Appreciate the hardship and the need for rationing of food and clothes.
- **Interpret a range of sources, including primary and secondary.**
- **Recognise that the past is represented and interpreted in different ways.**
- **Give reasons for differences between time periods.**

In **Art** we will be working on:

- **Developing the consideration of colour for purpose.**
- **Developing the concept of one and introducing the concept of two point perspective.**
- Developing an awareness of how paintings are created through composition.
- **Developing an awareness of composition, scale and proportion in artwork.**
- **Improving mastery of art and design techniques with a range of materials.**
- Discussing our own and famous artists' work, drawing comparisons and reflecting on own creations.

- Developing control and experimenting with particular qualities of tone, shades, hue and mood.

In **Design and Technology** we will be working on:

- Working collaboratively on a larger scale.
- Producing increasingly detailed preparatory sketches.
- **Making imaginative use of knowledge of tools, techniques and materials to express ideas and feelings.**
- Identifying suitable equipment and material to convey ideas.
- Developing the experience of embellishing.

In **Music** we will be learning to: **(not covered, will try to implement if possible.)**

- Organise musical ideas into a musical style.
- Perform and direct a short performance effectively.
- Record music to evaluate and improve.
- **Play a rhythmic pattern on tuned and untuned instruments.**
- **Use informal notation to represent composition.**

In **P.E.** we will be learning to:

Perform Gymnastics **(not covered – more outdoor skills/fitness due to restrictions)**

- **Perform fluently and with control, even when performing difficult combinations.**
- Work well with a partner or small group.
- Make up longer sequences and perform them with fluency and clarity of movement.
- Vary direction, levels and pathways, to improve the look of a sequence.
- **Use planned variations and contrasts in actions and speed in sequences.**
- Understand what it is important to include in a warm up for gymnastic activity.
- Recognise that a cool down is important.
- Understand how gymnastic activity helps overall health.
- Watch performances and use criteria to make judgements and suggest improvements.
- Explain how a sequence is formed, using appropriate terminology to describe technique and composition.
- Comment on what works well, explaining why.

In **French** we will be learning to:

- Understand familiar spoken words and phrases.
- Identify and note personal responses.
- Use short phrases and express responses.
- **Take part in simple conversations, supported by visual and other cues and express opinions.**
- Begin to use knowledge of grammar to adapt and substitute single words and phrases.

In **PSHE** we will be:

- Consistently reinforcing the rules and standards for our classroom.
- Revisiting our understanding of the key messages of the school's mission statement.
- Working on the attributes and dispositions identified as being appropriate for Year Six pupils – these will be ongoing throughout the year and will be revisited and reinforced constantly.
- Recognise the importance of mental health.  
Respectful behaviour offline and online
- Understand how to use the internet safely.
- Realise the impact natural disasters, such as famine, have on people.
- **Comment on how we can reduce our carbon footprint.**



An overview of some of the work being carried out in Year 6 during the **Summer Term**:

In **R.E.** we will continue to consolidate:

- **Using the Bible and locating stories by using Bible references.**
- **Using references to scripture to explain our opinions.**
- **Linking our own experiences to the life of Jesus.**

In **RE** our topics are:

**Witnesses**-We will explore the courage to be a witness and reveal Pentecost, the Holy Spirit enables people to witness to the Easter message.

**Healing**-We will explore that when people become sick, they need care and reveal the sacrament of the Anointing of the Sick.

**Common Good**-We will explore justice for the good of all and reveal the work of Christians for the common good of all.

**In line with Government expectation, we have implemented a recovery curriculum containing key elements of the Year 5 curriculum to be taught alongside Year 6 objectives.**

In **English** we will be:

**Reading:**

- Reading, 'Goodnight Mr Tom' and focusing on Greek myths and legends.
- **Reading aloud with fluency, intonation and expression.**
- **Empathising with characters and identifying feelings.**
- Exploring different language used in Shakespeare plays.
- Adopting the role of characters in role-play, understanding and empathising with their actions.
- Explaining the significance of different words in the context of a text.

**Writing:**

- Planning and writing for a clear audience and purpose.
- Manipulating word order for effect and formality.
- Use known genres to create writing to suit Power of Reading texts.
- **Varying sentence structure to expand ideas and provide emphasis.**
- **Using speech to convey and develop a character.**
- Ensuring that the style and content of writing accurately reflects the purpose.
- Maintain assured and conscious control of formality through manipulating grammar and vocabulary choices.
- Using passive appropriately in writing.
- Recognising and understanding the subjunctive.
- Knowing how colons are used and using them correctly.
- Using dashes to mark the boundaries between independent clauses.
- Using hyphens in writing.
- Spell all of the words from the Year 5/6 spelling list.

In **Maths** we will be working on:

- **Performing mental calculations that include large numbers and mixed operations.**
- Reading, writing, ordering and comparing numbers and knowing the value of each digit.
- **Solving measure problems involving decimal notation up to 3 decimal places.**
- **Matching fractions, decimals and percentages.**
- Using both long and short methods of multiplication with numbers up to 4 digits.
- Using estimation to check answers to calculations.
- **Solving multi-step problems by identifying steps needed. (Y5 and Y6)**
- Recalling the facts that allow us to identify factors, multiples and prime numbers.
- Solving simple problems involving the calculation of percentages.
- Naming parts of circles, including radius, diameter and circumferences.



- Reducing ratios to the simplest forms.
- Translating and reflecting shapes using all four quadrants. (Y5 and Y6)

In **Science** we will be working on:

Investigative science

- **Planning different types of scientific enquiry to answer questions.**
- **Taking measurements using scientific equipment.**
- **Recording data, using test results to make predictions, reporting and presenting findings, identifying scientific evidence.**

Understanding how our bodies function

- Understanding the use of micro-organisms.
- Identifying and naming the main parts of the human circulatory system.
- Describing the functions of the heart, blood vessels and blood.
- Recognising the impact of diet, exercise, drugs and lifestyle on the way our bodies function.
- Learning the importance of keeping ourselves clean.
- Appreciation of the changes we are going to experience throughout puberty and to discuss any worries.

In **Computing** we will be learning to:

Organise data

- Learn how data is collected and stored by exploring barcodes, QR codes and RFID chips.
- Investigate how collecting big data can be used to help people in a variety of different scenarios.
- Learn the difference between mobile data and WiFi and how data is transferred and use understanding of big data to design their own smart school.

In **Geography** we are learning to:

- Appreciate that aspects of the local area have changed.
- **Carry out an in-depth study** of the local area, focusing on changes.
- **Using and understanding different geographical data.**
- **Interpreting a range of geographical sources** including maps, globes, aerial photographs and ordnance surveys.
- Know how population changed as a result of the war.
- Realise the impact on houses and housing.
- Recognise the city states of Athens and Sparta.

In **History** we are learning to:

- **Recognise similarities and differences between different periods of history.**
- **Give reasons for differences between ages.**
- Recognise the impact Greek culture had on the world.
- Know the reasons why citizens and slaves were different.
- Appreciate the difference in games and leisure.
- Know some plays and understand the importance of theatre.
- Study the significance of soldiers and warfare.
- Know some beliefs and customs.
- Know Gods, Goddesses, myths and legends associated with the Greeks.

In **Art** we will be working on:

- Using colour to express moods and feelings.
- **Applying knowledge of different techniques to express feelings and mood.**
- **Observing and using a variety of techniques to show the effect of light on people.**
- Producing increasingly accurate drawings of people.

In **Design and Technology** we will be working on:

- Producing increasingly detailed preparatory sketches.
- Planning the order of work, choosing appropriate materials, tools and techniques.
- Exploring, developing and communicating aspects of design proposals by modelling ideas in different ways.
- **Selecting appropriate tools, materials, components and techniques.**
- Using tools safely and accurately.
- Constructing products using permanent joining techniques.
- **Evaluating products, identifying strengths and areas for development.**

In **Music** we will be learning to:

- **Compare music from a variety of eras, genres/styles and cultures.**
- Analyse the genre, style, time and place of a piece of music using musical vocabulary.
- Perform significant parts from memory or notation.
- **Present and direct a short performance effectively.**
- Sing songs in harmony, in tune and with expression in Major and Minor keys.
- Play a rhythmic pattern on tuned and un-tuned instruments with increased control.

In **P.E.** we will be learning to:

Play rounders

- Create a warm up and explain how it is organised.
- **Bowl underarm accurately.**
- **Bat effectively, using different types of shot.**
- Field with increased accuracy.
- Throw over arm with accuracy and for a good distance.
- Hit the ball from both sides of the body.
- Direct the ball away from fielders, using different angles and speeds.
- Plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding.
- Gauge when to run after hitting the ball.
- **Use tactics which involve bowlers and fielders working together.**

In **French** we will be learning to:

- **Understand familiar spoken words and phrases.**
- **Identify and note personal responses.**
- Use short phrases and express responses.
- Take part in simple conversations, supported by visual cues and express opinions.
- Begin to use knowledge of grammar to adapt and substitute single words and phrases.

In **PSHE** we will be:

- Embedding the rules and standards for our classroom
- **Revisiting our understanding of the key messages of the school's mission statement.**
- Working on the attitudes and dispositions identified as being appropriate for Year Six pupils – these will be ongoing throughout the year and will be revisited and reinforced constantly.

Exploring Relationships and Feelings

- **Learning more about our bodies and relationships through our RSE lessons.**
- **Explore families and committed relationships.**
- **Understand the impact our choices can have.**
- Reviewing our time at Primary School, evaluating what we have achieved.
- Learn about personal safety and how to minimise risk.