

Year 6
General Class
Information

Big Maths

Later in the term, children will bring a Big Maths worksheet home for homework. This will have lots of different types of maths questions for your child to have a go at.

Every Monday morning, the children will be taught in small groups led by an adult.

The teaching will focus on the key objectives in Maths for that week at the pupil's appropriate stage and level of learning. This small group work will help to address any mistakes or misconceptions the children may have with number and close any gaps in their knowledge. The aim is to increase a pupil's confidence, accelerate progress and secure fluency in basic skills.

To best help your child in Maths, please support with homework tasks and practise fluency in times tables and number bonds.

Reading

The children will develop their reading in class throughout the week through shared reading and guided reading sessions. I shall be monitoring their reading progress carefully each week with my own records. Our class reading books for this half term are 'A Great Adventurers' by Alistair Humphreys, 'Plastic Planet' by Georgia Amson-Bradshaw and 'The Boy in the Striped Pyjamas' by John Boyne .

Your child will bring home two books; a reading banded book and a Sharing Book to read and enjoy with you.

Reading Banded Book

The reading banded book should be at a level the child can read at comfortably and not struggle, with some fluency and understanding. The band will be directed by the Class Teacher.

The reading records are for parents to record your child's reading at home. We ask all our children to read for 15 minutes each night. Although I will be keeping my own record of your child's reading progress it would be really helpful if you could make comments in your child's reading record book each time they read, to let me know how they have coped with a book at home. Home reading records are checked regularly.

Sharing book

In order to encourage your child to develop their vocabulary and become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together.

Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!

The school continues to run an early-doors reading and number club, 8am - 8:45am each morning. We ask that children are in the club by 8.20am.

RE: Branch 5 - To the Ends of the Earth

- Show understanding of the scripture passages studied, identifying literary forms and authorial.
- Use specialist theological and religious vocabulary to describe and explain between at least one of the scripture passages.
- Explain why Jesus is called the 'new Adam', making links between scripture texts from the new and Old Testament.
- Consider 'There were many other signs that Jesus worked, and the disciples saw, but they are not recorded in this book' and give some reasons why some people find it difficult to believe things they

RE: Branch 5 - To the Ends of the Earth

- Describe and explain, with examples, the different ways in which Christians' bear witness to their beliefs now and in the past and make links with the life of a saint.
- Considering what beliefs matter most to them.
- Playing with possibilities and wondering about why people of religious faith sometimes choose prison, persecution, or even death rather than give up their faith.
- Describe how one charity studied witnesses its Christian faith through its work.

English**Reading**

- Reading books that are structured in different ways and reading for a range of purposes.
- Recommending books that they have read to their peers, giving reasons for their choices.
- Identifying and discussing themes and conventions in and across a wide range of writing.
- Making comparisons within and across books.
- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Asking questions to improve their understanding.
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predicting what might happen from details stated and implied.
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Writing:

- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Noting and developing initial ideas, drawing on reading and research where necessary.
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- In narratives, describing settings, characters, atmosphere and integrating dialogue to convey character and advance the action in longer passages.
- Using a wide range of devices to build cohesion within and across paragraphs.
- Using further organisational and presentational devices to structure text and to guide the reader.
- Assessing the effectiveness of their own and others' writing.
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensuring the consistent and correct use of tense throughout a piece of writing.
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proof-read for spelling and punctuation errors.

Grammar and Punctuation:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
- Using expanded noun phrases to convey complicated information concisely.
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
- Using commas to clarify meaning or avoid ambiguity in writing.
- Using brackets, dashes or commas to indicate parenthesis.
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Mathematics**Fractions**

- To explore equivalent fractions using models and concrete representations.
- Use knowledge of HCF to simplify fractions.
- To convert improper fraction to a mixed number and vice versa.
- To compare fractions.
- To add and subtract fractions where the denominators are multiples of the same number.
- To add and subtract fractions where the denominators are not multiples of the same number.
- To find the lowest common multiple.
- To add fractions where one or both are mixed numbers or improper numbers.
- To subtract fractions from mixed numbers with denominators that are multiples of the same number.
- To subtract mixed numbers.
- Solve problems involving fractions.
- To multiply fractions and mixed numbers by integers.
- To divide fractions by integers.
- To combine the four operations when calculating with fractions.
- To calculate a fraction of an amount.
- To find the whole amount from a known value of a fraction.

Decimals

- To recap understanding of numbers up to 3dp.
- To multiply by 10, 100, 1,000 up to 3dp.
- To apply knowledge to division.
- To explore what happens when you exchange decimals.
- To answer problems up to 2dp.
- To explore the relationship between decimals and fractions.
- To calculate fractions as decimals.

PE**PE – Tuesday**

The children will be able to:

- Use Dynamic balance, agility and social skills.
- Make up a sequence and adapt it to different apparatus layouts.
- Use combinations of dynamics (pathways) to use space effectively

PE - Friday

The children will be taught how to:

- See new challenges as an opportunity to learn.
- Have a clear understanding of how to improve my work and that of others.
- Be able to respond physically in imaginative ways.
- Plan an activity including possible dangers.
- Negotiate and collaborate with others.
- Perform a range of skills fluently

Please ensure that your child has the correct PE uniform of navy jogging pants, navy sweatshirt, white t-shirt, royal blue shorts and trainers.

Art – Artist Study

- Understand a narrative and use descriptive language to tell a story.
- Suggest ideas for the meaning behind a picture.
- Identify different features within a painting and use the formal elements to describe it.
- Be creative and imaginative in finding their own meaning in a painting.
- Use their own art or personal experiences to justify their ideas.
- Read a picture well and see beyond the first glance, analysing and evaluating it successfully.

PSHE – Living in the Wider World

To explain how money is earned, saved, and spent, and begin to make informed choices about budgeting and financial priorities.
To explore how they contribute to their school, local, and global communities

RSE – Journey in Love

The wonder of God’s love in creating new life:

Physical

To explain how human life is conceived.

Science – Circuits, Batteries and Switches

- Describe the function of key electrical components and explain how the models used in the lesson represent these.
- Correctly predict if an electrical circuit will work or not, explaining why using their knowledge of complete loops, power sources and present of components
- Describe the relationship between the number of bulbs in a circuit, the bulb brightness and the amount of resistance.
- Explain that increasing the number of components increases the resistance; affecting the flow of current and energy transferred.
- Identify that batteries are a voltage source; they come in different voltages, affecting bulb brightness.
- Describe that voltage can be changed using different numbers of cells in a circuit.

Computing – Inventing a Product

- Evaluate code, understand what it does and adapt existing code for a specific purpose.
 - Debug programs and make them more efficient using sequence, selection, repetition or variables.
 - Design appropriate housing for their product using CAD software, including any input or output devices needed to make it work.
 - Create an appealing website for their product aimed at their target audience and explains what their product is using persuasive language.
- Create an edited video of their project, articulating the key benefits.
Describe and show how to search for information online and be aware of the accuracy of the results presented.

History:**Who should go on the bank note?**

- Comparing and making connections between different contexts in the past.
- Describing the links between main events, similarities and changes within and across different periods studied.
- Giving reasons for historical events, the results of historical events, situations and changes.
- Starting to analyse and explain the reasons for and results of historical events, situations and change.
- Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.
- Making links with different time periods studied.

Year 6 Curriculum Map**Music**

- To talk about the music shared and how it makes them feel, using musical language to describe the music.
- To identify the characters and story events in an opera.
- To demonstrate a good singing posture
- To follow a leader when singing.
- To listen to each other and be aware of how you fit into the group
- To sing with awareness of being ‘in tune’.
- To rehearse and perform their part within the context of the opera.
- To listen and follow musical instructions from a leader.