



## WHAT WILL WE BE DOING AT SCHOOL THIS TERM?

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

### In R.E, 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-** We will explore the festivals celebrated.

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

### In English we will be working on:

- Using knowledge of text types, forms and styles to inform writing.
- Planning and writing for a clear audience and purpose.
- Ensuring the content and style of a piece of writing accurately reflects the purpose.
- Borrowing and adapting writer's techniques from book, screen and stage.
- Ensuring all writing is controlled and balanced.
- Proof reading writing for grammar, punctuation and spelling errors.
- Evaluating the work of others and suggesting improvements.
- Evaluating writing and making improvements based on this.
- Using the correct words when discussing writing.
- Showing understanding of subject, verb, object and structure of a sentence.
- Saying what parenthesis is.
- Using brackets, dashes and commas for parenthesis.
- Recognising brackets and dashes.
- Revising previous spelling conventions.
- Using a thesaurus.
- Investigating spelling patterns and conventions.
- Using knowledge of word roots, prefixes and suffices for spelling.
- Using a dictionary to check the meaning and spelling of words.
- Choosing the correct spelling by using a visual strategy-does it look right?
- Writing consistently in neat, personal handwriting style.
- Joining letters correctly.

### In Maths we will be working on:

- Reading, writing and ordering numbers to 10,000,000.
- Rounding numbers to any degree of accuracy.
- Knowing the value of each digit to 3 decimal places.
- Using estimation to check answers.
- Expressing unknown numbers using symbols or letters.
- Converting between kilometres and miles.
- Converting related units of measure.
- Solving multi step problems.
- Using long and short methods of multiplication with numbers up to four digits.

- Calculating differences between negative numbers.
- Comparing fractions with different denominators.
- Calculating the perimeter, area and volume of shapes using correct formulae.
- Describing properties and compare nets for different 3D shapes.
- Finding fractions of amounts and simplifying fractions.
- Adding and subtracting fractions with different denominators.
- Finding percentages of amounts.
- Multiplying fractions by whole numbers.
- Dividing fractions by whole numbers.

## **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.

### 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.

### Evolution and Inheritance

- Understanding adaptation leads to evolution.

### Materials

- Comparing and grouping everyday materials according to their properties.
- Knowing some materials will dissolve in a solution.
- Describing how to recover a substance from a solution.
- Using knowledge of solids, liquids and gases to know how they might be separated.
- Demonstrating that dissolving, mixing and changes of state are reversible.
- Explaining that some changes produce new materials.

### Forces

- Explaining that unsupported objects fall to the earth because of the force of gravity acting between the Earth and the falling object.
- Identifying the effects of air resistance, water resistance and friction, which act between moving forces.

Our science this year is revision and reinforcement of topics which have previously been covered in other year groups.

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

### Make a text-based adventure game

- Design, write and debug programs that accomplish specific goals.
- Use sequence, selection and repetition in programs; work with variables and various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

### **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 South America- environmental regions, key physical and human (PSHE) characteristics, countries and major cities.
- Introduce precise geographical words.
- Identify the position/significance of latitude/longitude, the equator.
- Know more of the world's continents and cities.
- Describe and make links between places and features.
- Describe in detail types of settlement and land-use.

### **In History we are learning to:**

- Include trade links to describe the distribution of resources (Cafod)
- Find out and place events, people into correct periods of time.
- Use dates and vocabulary to describe the passing of time.
- Recognise characteristic features of the Aztec society.
- 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.
- Understand social, cultural and religious diversities (clothing)
- Communicate knowledge and understanding of history.

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

- Considering famous artists use of colour.
- Using shapes to create patterns including abstract patterns.
- Demonstrating that patterns can reflect expression.
- 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.
- Suggesting ways that a product could be improved.
- Planning the order of work.
- Developing a design specification.
- Constructing products using permanent joining techniques.
- Communicating ideas through detailed labelled drawings.
- Pinning, sewing and stitching materials together to create a product.
- Making modifications as they go along.
- Evaluating against the original criteria and suggest ways to improve.

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

- Explore common time in 5,6,9 with dotted and swing rhythms.
- Perform significant parts from memory.
- Analyse musical ideas into a musical style.
- Perform and direct a short performance effectively.
- Analyse the genre, style, time and place of a piece of music using musical vocabulary.
- Sing in harmony, in tune and with expression.

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

#### Swim

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

#### Dance

- Create motifs to demonstrate a dance idea.
- Perform to an accompaniment communicating individually, with a partner or in a group.
- Respond to a range of stimuli.
- Explore dance and movement ideas imaginatively.
- Comment on what works well, explaining why.
- Use appropriate language and terminology to describe, interpret and evaluate their own and others' work.
- Describe how dance contributes to fitness and wellbeing.
- Identify what types of exercise they need to do help their dancing.
- Recognise how costume, music and set can help to improve a dance performance.
- Combine and perform skills with control.

#### Play Aztec Football

- Perform skills with greater speed.
- Choose when to pass/dribble to maintain possession towards goal.
- Use attacking and defending skills appropriately.
- Choose and use various formations to suit the needs of the game.
- Understand the importance of keeping fit.
- Understand how playing games can contribute to a healthy lifestyle.
- Recognise the best points in team and individual performance.
- Suggest ways to improve performance.

### **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.
- Begin to use knowledge of grammar to adapt and substitute single words and phrases.

### **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.

## **WHAT WILL WE BE DOING AT SCHOOL THIS TERM?**

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

### **In RE 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 English we will be working on:**

- Using knowledge of text types, forms and styles to inform writing.
- Planning and writing for a clear audience and purpose.
- Ensuring the content and style of a piece of writing accurately reflects the purpose.
- Borrowing and adapting writer's techniques from book, screen and stage.
- Showing a confident and established voice through a piece of writing.
- Thoughtful, lively and interesting writing.
- Writing which is controlled and balanced.
- Selecting the parts of writing that need to be developed in detail.
- Using formal and informal structures and styles appropriate for the reader.
- Affecting the emotions of the reader at points in the text.
- Using a range of layout devices to structure writing.
- Using a variety of sentence openings.
- Manipulating the reader.
- Manipulating word order for effect.
- Using speech to advance action.
- Using reported speech accurately.
- Using a range of techniques for special effects e.g. asides, flashbacks, footnotes.
- Varying sentence structure to expand ideas and provide emphasis.
- Using speech to convey and develop a character.
- Adding depth and detail to paragraphs.
- Selecting and using stylistic devices to support the purpose and effect of writing.
- Proof reading writing for grammar, punctuation and grammar errors.
- Using a range of devices for cohesion across a text.
- Using punctuation consistently.
- Changing grammar and vocabulary for consistency and impact.
- Using more than one subordinate clause in a complex sentence.
- Using semi- colons accurately.
- Reading aloud using a range of strategies.
- Ensuring that the style and content of writing accurately reflects the purpose.
- Using passive appropriately in writing.
- Using the correct words when discussing writing.
- Using dashes to mark the boundaries between independent clauses.
- Using ellipsis in writing.

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

- Solving problems that involve converting between units of time.
- Using negative numbers in context and calculating intervals across zero.
- Converting related units of measure from smaller to larger and vice versa.
- Converting between kilometres and miles.
- Comparing and classifying geometric shapes based on their properties and sizes.
- Finding unknown angles in triangles, quadrilaterals and polygons.
- Using estimation to check answers to calculations.
- Solving multi-step problems by identifying steps needed.
- Recalling the facts that allow us to identify factors, multiples and prime numbers.
- Using long division to divide numbers with up to 4 digits.
- 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.
- Translating and reflecting shapes using all four quadrants.
- Using simple formulae expressed in words.
- Expressing unknown numbers using symbols or letters.
- Reducing ratios to the simplest forms.
- Solving simple problems involving the calculation of percentages.
- Solving problems involving unequal sharing and grouping using fractions and multiples.
- Using both long and short methods of multiplication with numbers up to 4 digits.
- Rounding any number to the degree of accuracy required.
- Using written division methods where the answer has two decimal places.
- Multiplying one digit numbers with up to two decimal places by whole numbers.
- Adding and subtracting fractions with different denominators and mixed numbers.
- Simplifying, comparing and ordering fractions including fractions more than 1.
- Multiplying pairs of fractions and writing the answer in its simplest form.
- Dividing fractions by whole numbers.

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

#### Evolution

- 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.

#### 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.

#### Earth, Sun and Moon

- Describing the movement of the Earth, relative to the Sun in the solar system.
- Describing the movement of the Moon relative to the Earth.
- Describing the Sun, Earth and Moon as approximately spherical bodies.
- Using the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

## 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.

## Sound

- Identifying how sounds are made, associating some of them with something vibrating.
- Recognising that vibrations from sounds travel through a medium to the ear.
- Finding patterns between the pitch of a sound and features of the object that produced it.
- Finding patterns between the volume of a sound and the strength of the vibrations that produced it.
- Recognising that sounds get fainter as the distance from the sound source increases.

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

### Create a short television advert

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Select, use and combine a variety of software on a range of digital devices to design and create a range of programs.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact.

### Explore computer networks

- Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.

## **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.

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

- Considering famous artists use of colour and its application.
- Exploring the use of texture in colour and on different surfaces.
- 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:**

- Perform significant parts from memory.
- Organise musical ideas into a musical style.
- Perform and direct a short performance effectively.
- Analyse the genre, style, time and place of a piece of music using musical vocabulary.
- Compare composers and music from a variety of eras, genres/styles and cultures.
- Organise music electronically and create electronic sounds to represent musical ideas.
- Record music to evaluate and improve.
- Play a rhythmic pattern on tuned and untuned instruments.
- Use more formal notation to represent composition.

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

#### Perform Gymnastics

- 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.



## WHAT WILL WE BE DOING AT SCHOOL THIS TERM?

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

### 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 English we will be working on:

- Selecting parts of writing that need to be developed in detail.
- Using formal and informal structures and styles appropriate for the reader.
- Affecting the emotions of the reader at points in the text.
- Manipulating the reader.
- Manipulating word order for effect.
- Using a range of techniques for special effects e.g. asides, flashbacks, footnotes etc.
- Varying sentence structure to expand ideas and provide emphasis.
- Using speech to convey and develop a character.
- Selecting the parts of writing that need to be developed in detail.
- Selecting and using stylistic devices to support the purpose and effect writing.
- Changing grammar and vocabulary for consistency and impact.
- Ensuring that the style and content of writing accurately reflects the purpose.
- Using passive appropriately in writing.
- Understanding passive and active voice.
- Using the 'perfect form' of verbs for effect.
- Using a range of devices for cohesion across a text.
- 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.
- Using semi colons accurately.
- Spelling words with the prefix 'tele' and 'circum'.
- Spelling polysyllabic words with unstressed vowels.
- Spelling common words which feature hyphens.
- Spelling words with silent letters.
- Using knowledge of roots, prefixes and suffixes to aid spelling.

### In Maths we will be working on:

- Performing mental calculations that include large numbers and mixed operations.
- Rounding any number to the degree of accuracy required.
- Reading, writing, ordering and comparing numbers to 10,000,000 and knowing the value of each digit.
- Converting between kilometres and miles.
- Converting related units of measure from smaller to larger and vice versa.
- Solving measure problems involving decimal notation up to 3 decimal places.
- 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.
- Recalling the facts that allow us to identify factors, multiples and prime numbers.
- Solve multi-step problems by identifying steps needed.
- Solving simple problems involving the calculation of percentages.

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

Understanding how our bodies function

- 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:**

Be travel writers

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Select, use and combine a variety of software on a range of digital devices to design and create a range of programs.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact.

Be publishers

- Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.

**In Geography we are learning to**

- Appreciate that aspects of the local area have changed.
- Know how population changed as a result of the war.
- Realise the impact on houses and housing.
- Recognise the impact of the Blitz.
- Know why evacuation occurred and how people felt about it.
- Appreciate the difference in the way of life.
- Know important architecture.
- Recognise the city states of Athens and Sparta.

**In History we are learning to:**

Have an understanding of what life was like during World War II

- Appreciate that aspects of the local area have changed.
- Understand how education was affected.
- Know how population changed.
- Realise the impact on houses and housing.
- Know about the changes in law and order.
- Appreciate the hardship and need for rationing.
- Study new technologies – code breaking.
- Recognise that the past is represented and interpreted in different ways.
- Give reasons for differences between ages.

Study Greek Culture

- 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.
- Communicating ideas through detailed drawings.
- Planning the order of work, choosing appropriate materials, tools and techniques.
- Selecting appropriate tools, materials, components and techniques.
- Using tools safely and accurately.
- Recording evaluations using drawings with labels.
- Developing a design specification.
- Constructing products using permanent joining techniques.
- Evaluating products, identifying strengths and areas for development.
- Exploring, developing and communicating aspects of design proposals by modelling ideas in different ways.
- Making modifications as we go along.
- Evaluating against original criteria and suggesting ways that products could be improved.

**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.
- Recognise our own and others' strengths.
- Identify what is needed to improve performance and suggest to do this.
- Know the importance of particular types of fitness to the game.
- Use different ways of bowling.
- Bowl underarm accurately.
- Vary how we bowl.
- 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 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:**

- 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.
- Learning more about our bodies and relationships through our SRE lessons.