

# Year 6 – Autumn Curriculum Letter

Welcome back to St. Mary's for the Autumn Term. I hope you had an enjoyable and restful Summer break. This letter will inform you of the exciting things that your child will be learning about over the next term. I know I am excited to welcome your children back for their last Year at St Mary's.

## General reminders

Please ensure that your child reads every day and that this is noted in your child's home-school diary. Children's reading should be noted in the home-school diary at least 4 times a week. If there are any important notes, especially regarding a change in pick-up arrangements, please ensure that these notes are clearly written in the home-school diary.

Please ensure your child has the correct uniform every day and that all of your child's belongings are clearly name-labelled.

Our PE days (for the first half term, at least) are Monday and Friday. Children may come to school in their PE kit on these days and if they have an after (or before) school club.

Homework will be set on a Thursday and due back the following Wednesday this will be a weekly piece of Maths, English and Spelling.

## Curriculum

### RE

Our topics for R.E. this term are two branches from our new curriculum: Creation and Covenant and Prophecy and Promise. Through our lenses of Hear, Believe, Celebrate and Live we will be looking at these themes.

In our Creation and Covenant branch, we will expose the children to many forms of scripture, such as: The second account of Creation and The Nicene Creed.

In our Prophecy and Promise branch we will looking at and exploring stories of the prominent women in the Bible.

### Maths

Place Value	Addition, Subtraction, Multiplication and division	Fractions
<p>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</p> <p>Round any whole number to a required degree of accuracy</p> <p>Use negative numbers in context, and calculate intervals across 0</p>	<p>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>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</p> <p>Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</p>	<p>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>Compare and order fractions, including fractions <math>&gt;1</math></p> <p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p> <p>Multiply simple pairs of proper fractions, writing the answer in its simplest form</p> <p>Divide proper fractions by whole numbers</p>

<p>Perform mental calculations, including with mixed operations and large numbers.</p> <p>Identify common factors, common multiples and prime numbers</p>	
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Our areas for study for this term are Place Value, the 4 operations and Fractions. Children will develop their fluency, reasoning and problem-solving skills in these areas.

Children will continue to be tested on their multiplication tables weekly for this term. Regular practise is important and has a positive impact on Maths attainment.

### English

Children will continue to develop their reading and writing skills through study of our class texts. Children will develop a greater understanding and mastery of spelling, grammar and punctuation. Our class texts for this term are: Rooftoppers, Pig Heart Boy and How to Live Forever.

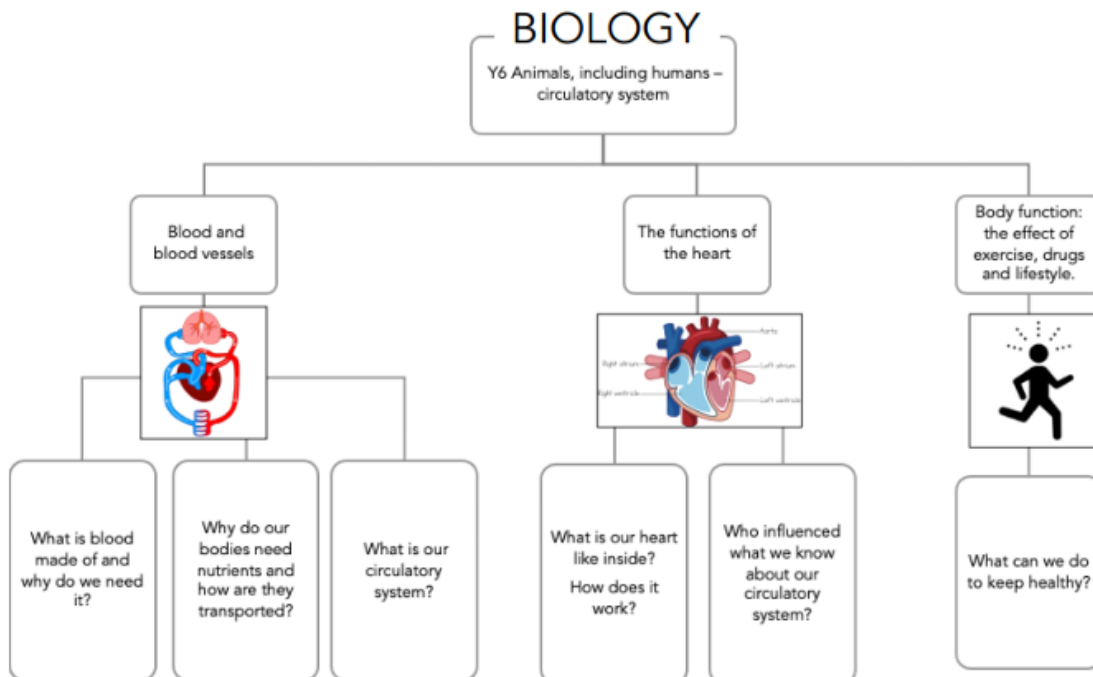
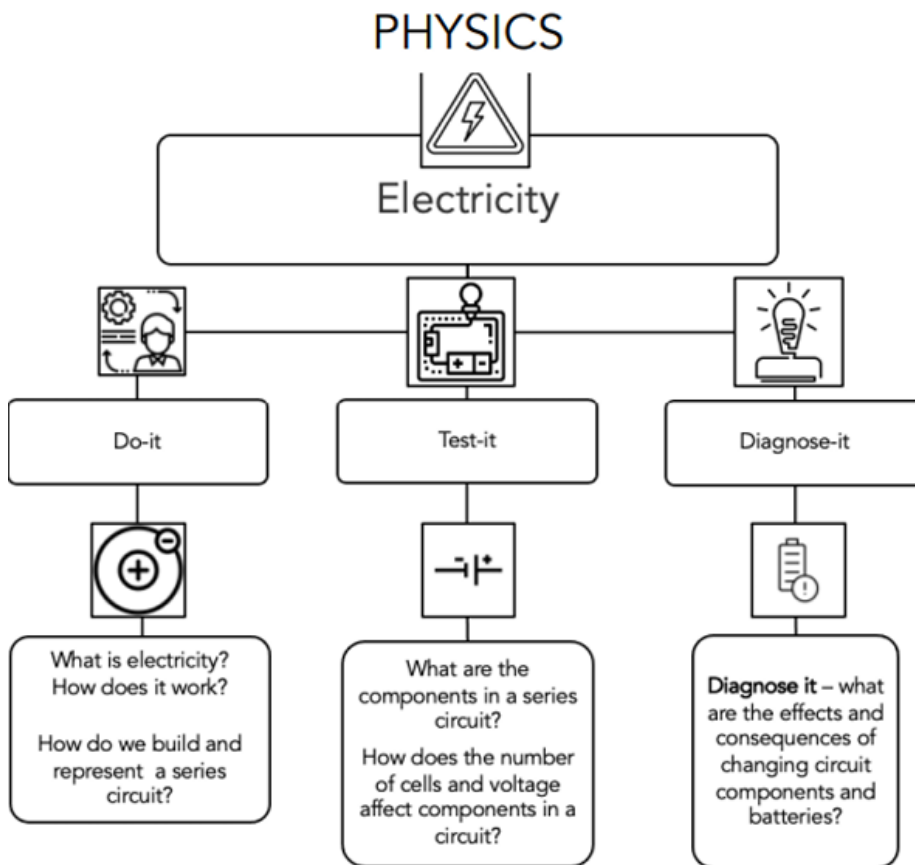
We will be writing for a range of purposes and genres including: autobiographies, speeches, poetry, first person stories, sonnets and explanatory texts.

<u>Reading</u> Learning focuses	<u>Writing</u> Learning focuses
<p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>- asking questions to improve their understanding - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>- predicting what might happen from details stated and implied.</li> <li>- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>- identifying how language, structure and presentation contribute to meaning.</li> </ul> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Provide reasoned justifications for their views.</p>	<p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative, using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p> <p>To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.)</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as, on the other hand, in contrast, or as a consequence), and ellipsis (omission of word or phrase)</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>Evaluate and edit by: - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Distinguish between the language of speech and writing and choosing the appropriate register</p> <p>Proof-read for spelling and punctuation errors.</p>
<p><b>SPAG</b></p> <ul style="list-style-type: none"> <li>- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</li> <li>- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> <li>- Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas.</li> </ul>	

- Varying sentence structures. A complex sentence consists of a main clause and one or more subordinate clauses, eg. Although it was late, I wasn't tired.
- Direct and reported speech.
- Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].

# Science

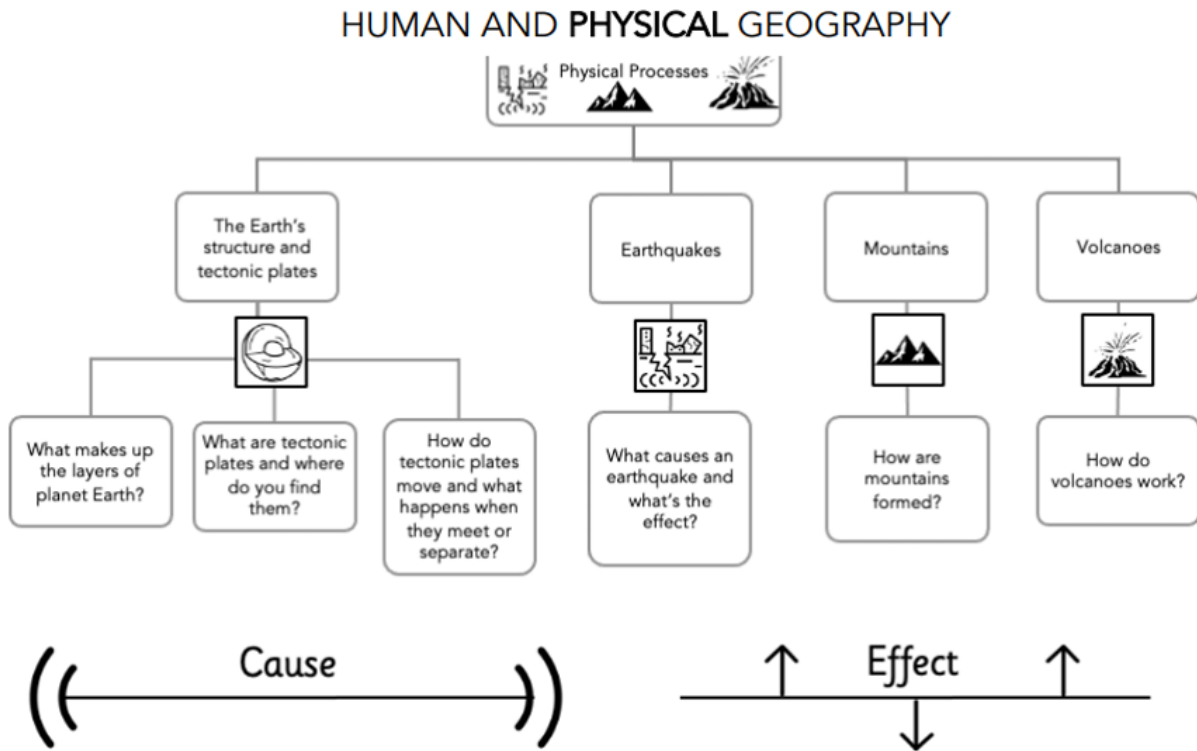
Our topics for this term are: Electricity and Animals including humans.



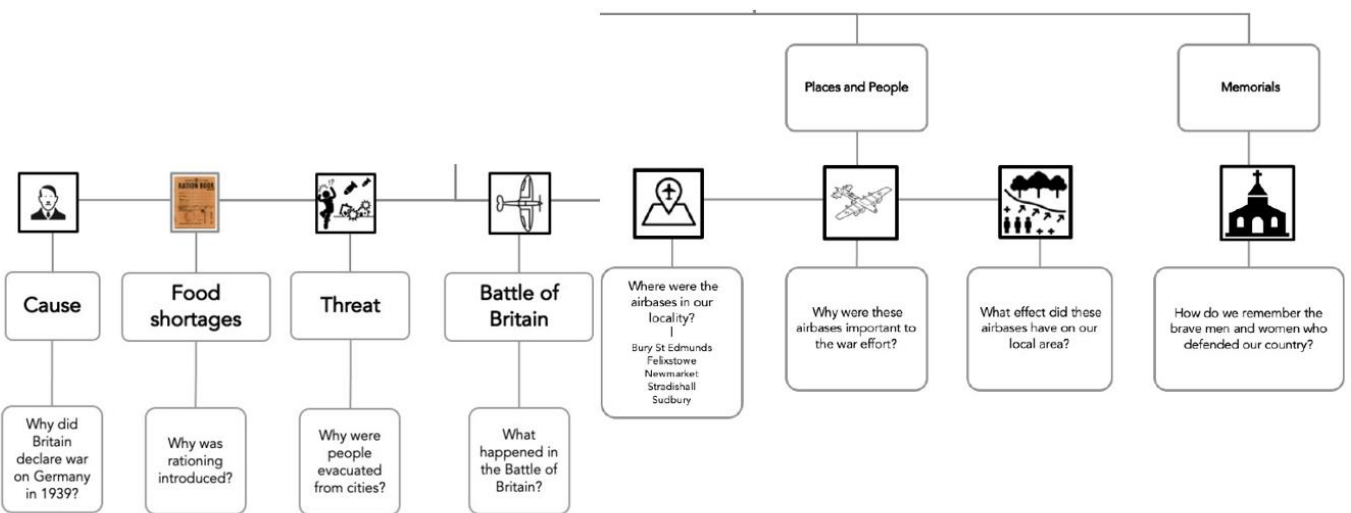
Children will continue to develop their 'Working Scientifically' skills by planning, designing, undertaking and evaluating their own investigations.

# Geography

Our topic this term is Physical Processes.



History Our topic for the term is conflict in WW2 including our local area.



# Computing

This term, we will be focusing on developing and building on our current coding skills.

Learning objectives

I am learning about variables in games.	I am learning about the variables in programming.	I am learning about the importance of improving games.
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## Art

Our topic for this term is: printmaking and textiles.

At the end of this block, pupils will ...	
Know:	Be able to:
Batik is a method of making marks on cloth using hot wax	Apply wax to the surface of fabric and dye it to create coloured designs
Perspective is a technique that enables artists to create the illusion of depth to a painting or drawing	Create a simple one-point perspective sketch

In this block, pupils will create a simple one-point perspective drawing and use selected parts to create a printed image as well as replicate line through batik.

## D.T:

Our topic for this term is: Food and Nutrition.

## PSHE

Our weekly lessons will focus on a range of themes such as online safety, mental health and money.

## PE

Our focus for this term is on honing our skills in games and gymnastics. PE will be taught by Mrs Dyer on Fridays and Mrs D-N on Mondays.

## Music and French

Music and French will be taught by Mrs Dyer on Friday afternoons.



I look forward to working closely with you over the term. Should there be any questions or problems, do not hesitate to make an appointment to see me.

With very best wishes,

Mrs D-N