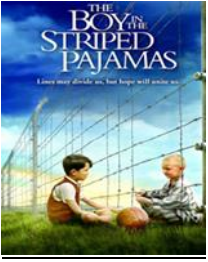








Curriculum Information Sheet Autumn Term 1 2020-2021

Class: Optimistic Owl & Courageous Canaries Year 6

THEMES	This term our learning is based around the theme of Wars – Then and Now
<p data-bbox="145 488 244 515">ENGLISH</p> 	<p data-bbox="325 488 1337 515">During the half term we will be studying novels and stories by significant children’s authors.</p> <p data-bbox="325 519 951 546">Key text: <i>The Boy in the Striped Pyjamas</i> by John Boyne.</p> <p data-bbox="325 584 395 611">SPAG:</p> <ul data-bbox="373 618 1305 790" style="list-style-type: none">• grammar for years 5 and 6 in Appendix 2• modal verbs or adverbs (Persuasive letter writing)• Using adverbs, adverbial phrases, and fronted adverbials (Character descriptions)• Relative clauses• Cohesion <p data-bbox="325 819 440 846">SPELLING:</p> <ul data-bbox="373 853 1283 1084" style="list-style-type: none">• Ambitious synonyms: Adjectives• Homophones: Nouns ending in -ce/-cy and Verbs ending in -se/-sy• Adjectives ending in -ant into nouns ending in -ance/ -ancy• Adjectives ending in -ent into nouns ending in -ence/-ency• Hyphens – joining prefix ending in a vowel to a root word beginning with vowel• Hyphens – to join compound adjectives• End of Autumn 1 – Review spellings. <p data-bbox="325 1122 632 1149">WRITING (two-week cycle):</p> <ul data-bbox="373 1155 1461 1447" style="list-style-type: none">• Character Description of Bruno P&A: To empathise and put ourselves in the shoes of someone else to reflect our understanding of them.• Diary entry – playing Bruno or Gretel P&A: To describe a person’s feelings and struggles and imagine what it would be like to live a life like theirs.• Persuasive letter writing (linked to recycling week) P&A: To persuade the principal to set up a composting team who use compost bins throughout the year, to recycle food waste. <p data-bbox="325 1480 523 1507">GUIDED READING</p> <p data-bbox="325 1514 823 1541">Each week there will be a reading skill focus:</p> <ul data-bbox="373 1547 564 1749" style="list-style-type: none">➤ Vocabulary➤ Retrieval➤ Inference➤ Prediction➤ Explaining➤ Summarising <p data-bbox="325 1783 555 1809">5 Carousel activities:</p> <ul data-bbox="373 1816 1430 2018" style="list-style-type: none">• Working with LSA: Vocab work• Working with CT: Focussing on skill of the week.• Independent Comprehension – based on the comprehension explored with LSA and CT• Non-Fiction Activity – short activities which follow reading a non-fiction text (linked to other subject areas)• SPaG practise

<p>MATHS</p> 	<p>Each week the children will be challenged on key areas of the Year 6 maths curriculum. The principal focus of mathematics teaching in upper key stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between addition and subtraction, multiplication and division with decimals and negative numbers.</p> <p>We will be developing their skills in:</p> <p><u>Number & Place Value</u></p> <ul style="list-style-type: none"> • read, write, order, and compare numbers up to 10,000,000 and determine the value of each digit • round any whole number to a required degree of accuracy • use negative numbers in context, and calculate intervals across 0 • solve number and practical problems that involve all the above <p><u>Number – four operations</u></p> <ul style="list-style-type: none"> • multiply multi-digit numbers up to 4 digits by a two-digit whole number • divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division • divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate • perform mental calculations • identify common factors, common multiples, and prime numbers • use their knowledge of the order of operations to carry out calculations involving the 4 operations • solve problems involving addition, subtraction, multiplication, and division
<p>SCIENCE</p> 	<p>We will be learning about Evolution and Inheritance for our half term Science topic. There is an emphasis on asking scientific questions, developing investigative skills and writing up investigations. For our topic on Evolution and Inheritance we will be learning about:</p> <ul style="list-style-type: none"> • How have living things changed overtime? • What are fossils? • How do offspring vary from their parents? • How do animals and plants adapt to suit their environment? <p><u>Scientific enquiry skills:</u></p> <ul style="list-style-type: none"> • Identifying scientific evidence that has been used to support or refute ideas or arguments • Reporting and presenting findings from enquiries, including conclusions, causal relationships, and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
<p>ART</p> 	<p><u>Propaganda Art</u> Your Country Needs you! Creating propaganda posters based on research of them.</p> <p>Writing opportunity: Two page spread on Propaganda with a collage of examples found by the children</p>
<p>TOPIC WORK (History)</p> 	<p>Our history topic for this half term is War - then and now</p> <p>It is important that the children develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Throughout their History learning this half term we will be focusing on:</p> <ul style="list-style-type: none"> • The impact of WW1 & 2 on London. • The 'Holocaust' • Links to other countries and occupations of those countries. • Extended chronological study- significant turning point in British history- the battle of Britain

<p style="text-align: center;"><u>Philosophy Religion and Ethics Education</u></p> <p>Focus:</p> <p>Pupils will learn, understand and appreciate the importance of critical thinking, philosophical thinking and personal insight (e.g in their own lives) They will use a range of activities such as reading, debating and talk partners</p>	<p style="text-align: center;">PERFORMING ARTS</p> <p><u>Music</u> All year 6 classes will be taught to sing and play musically with increasing confidence and control. Each class will have a 30mins music lesson each week</p> <p style="text-align: center;">SANSKRIT</p> <ul style="list-style-type: none"> • Prayer-Damodarashtakam and yada yada hi • Learning the names of Krishna’s family and writing short sentences • Making short sentences using body parts and household items. • Story-Yashoda cannot bind limitless Krishna and The Call of Krishna’s flute. • Learning adjectives.
<p style="text-align: center;"><u>Computing</u></p> <p><u>E-Safety</u> Pupils will learn that they should be cautious about the friends they make online, explore what it means to be responsible and respectful in offline and online communities, learn that children’s websites must protect their private information, discuss positive and negative aspects of interacting with others online and be introduced to the concept of stereotype and explore the messages they receive regarding differences between boys and girls.</p>	<p style="text-align: center;">TRIPS & OTHER EVENTS</p> <ul style="list-style-type: none"> • (P.E) Dance Workshop – Date: tbc • (History) RAF museum to complete the WW1 artefacts workshop – Date: Wednesday 29th September 2021 • (Science) Palaeoquest - Date: Friday 24th September 2021
<p style="text-align: center;">HEALTH & WELLBEING</p> <p><u>Health Related Exercise</u> The focus of the learning is to take pupils through 4 health related fitness assessments. Pupils will record their scores, ready to compare them against their scores recorded at the end of the programme in week 6. They will understand the functions of the cardiovascular system. Pupils will perform a cardio circuit developing their own aerobic fitness. They will understand the meaning of flexibility and how flexibility affects our bodies. Pupils will perform a flexibility circuit developing their own flexibility. They will understand the meaning of strength and perform a strength circuit. They will develop pupils' understanding of aerobic fitness and how exercise affects our bodies. Pupils will perform an aerobic fitness circuit.</p> <p><u>Swimming</u> Taking place every Monday. Please ensure your child has the correct swimming kit as this could impact their ability to swim that day. Swimming is part of the national curriculum and therefore requires full participation.</p> <p><u>Yoga & Meditation</u> Children can choose mudra for meditation that is appropriate for present practise. Children</p>	

should be now able to independently perform warmups and limbering.
Surya Namaskar – each posture performed with accuracy and precision. Asanas: sarvangasna (shoulderstand), halasana (plough), Matsyasana (fish) postures performed well.

P.E. – Wednesday for Year 6

Yoga – Tuesday for Year 6

Thank you

Mrs Kerai & Mr Chavhunduka