



## Curriculum Information Sheet Autumn Term 1 2023-2024

### Class: Optimistic Owl & Courageous Canaries Year 6

#### ENGLISH



During the half term we will be studying **novels and stories by significant children's authors.**

**Key text: *The Boy in the Striped Pajamas* by John Boyne.**

#### SPAG:

- 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

#### SPELLING:

- 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.**




#### WRITING (two-week cycle):

- **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.

#### **GUIDED READING**

**Each week there will be a reading skill focus:**

- Vocabulary
- Retrieval
- Inference
- Prediction
- Explaining
- Summarising

<p><b>MATHS</b></p> 	<p>Each week the children will be challenged on key areas of the <b>Year 6 maths curriculum</b>. 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><b><u>Number &amp; Place Value</u></b></p> <ul style="list-style-type: none"> <li>• read, write, order, and compare numbers up to 10,000,000 and determine the value of each digit</li> <li>• round any whole number to a required degree of accuracy</li> <li>• use negative numbers in context, and calculate intervals across 0</li> <li>• solve number and practical problems that involve all the above</li> </ul> <p><b><u>Number – four operations</u></b></p> <ul style="list-style-type: none"> <li>• multiply multi-digit numbers up to 4 digits by a two-digit whole number</li> <li>• divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division</li> <li>• divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate</li> <li>• perform mental calculations</li> <li>• identify common factors, common multiples, and prime numbers</li> <li>• use their knowledge of the order of operations to carry out calculations involving the 4 operations</li> <li>• solve problems involving addition, subtraction, multiplication, and division</li> </ul>
<p><b>SCIENCE</b></p> 	<p>We will be learning about <b>Evolution and Inheritance</b> for our half term <b>Science topic</b>. There is an emphasis on asking scientific questions, developing investigative skills and writing up investigations. For our topic on <b>Evolution and Inheritance</b> we will be learning about:</p> <ul style="list-style-type: none"> <li>• How have living things changed overtime?</li> <li>• What are fossils?</li> <li>• How do off springs vary from their parents?</li> <li>• How do animals and plants adapt to suit their environment?</li> </ul> <p><b><u>Scientific enquiry skills:</u></b></p> <ul style="list-style-type: none"> <li>• Identifying scientific evidence that has been used to support or refute ideas or arguments</li> <li>• 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</li> </ul>
<p><b>ART</b></p> 	<p><b>Explore and understand and interpret the work of different artists.</b></p> <p>Pupils will be able to interpret and analyse the message in a painting. Artists they will be studying are David Hockney, Paula Rego, John Singer Sargent, Fiona Rae &amp; Lubaina Hamid, They will use different techniques and materials to recreate their own artwork.</p>
<p><b>TOPIC WORK (History)</b></p>	<p><b>Our history topic for this half term is World War 2</b></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>We will be focusing on:</p> <ul style="list-style-type: none"> <li>• The impact of WW1 &amp; 2 on London.</li> </ul>



- 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><b><u>Philosophy Religion and Ethics Education</u></b></p> <p>After extensively studying the Mahabharata in Year 5, pupils will explore the link between the Mahabharata and the Bhagavad Gita in Year 6. They will understand how the culmination of the events of the Mahabharata resulted in the dilemma that Arjuna faced on the battlefield which in turn allowed Krishna to speak his Supreme wisdom in the form of the Bhagavad Gita.</p> <p>They will explore topics such as the relationship between the body and the soul, karma, time and actions in different modes. They will also understand the structure of the Bhagavad Gita in terms of the systems of Yoga - karma, jnana and bhakti.</p>	<p><b><u>Music</u></b></p> <p>Students will be learning about the History of RAP music.</p> <p>They will explore the significance and meaning behind RAP music as well as rhythm, rhyme, timing &amp; beat. Students will be given the opportunity to write their own RAP song.</p>
<p><b><u>Spanish</u></b></p> <p>Students will be learning how to greet each other. They will ask questions and respond accordingly to engage in conversation.</p> <p>The following will be covered:</p> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Farewell,</li> <li>• How are you?</li> <li>• Answers to How are you?</li> </ul>	<p><b><u>Sanskrit</u></b></p> <ul style="list-style-type: none"> <li>• Prayer-Damodarashtakam and yada yada hi</li> <li>• Learning the names of Krishna's family and writing short sentences</li> <li>• Making short sentences using body parts and household items.</li> <li>• Story-Yashoda cannot bind limitless Krishna and The Call of Krishna's flute.</li> <li>• Learning adjectives.</li> </ul>
<p><b><u>Computing</u></b></p> <p>Students will understand the importance of staying safe online and we will discuss the different ways in which they can remain safe online.</p> <p>Pupils will learn about computing systems and networks - Communication and collaboration.</p>	<p><b><u>PE-Game sense Invasion</u></b></p> <p>Pupils will consolidate their defensive skills from previous years to prevent the attackers from scoring and forcing a change in possession.</p> <p>They will develop their understanding of 'attacking' as they work in teams to create tactics to outwit their opponent and create successful attacks, resulting in goals/points being scored.</p> <p>Pupils will continue to explore defensive tactics, applying these into game situations.</p>
<p><b><u>PSHE-Relationships</u></b></p> <p>Pupils will explore and identify ways to resolve conflict through negotiation and compromise.</p>	<p><b>TRIPS &amp; OTHER EVENTS</b></p>

<p>They will discuss how and why respect is an important part of relationships. Pupils will be given the opportunity to identify ways to challenge stereotypes and explore the process of grief, understanding that it is different for different people.</p> <p><b>Character Virtues:</b> Performance: Teamwork, confidence Moral: Respect, integrity and humility</p> <p><b><u>Yoga &amp; Meditation</u></b> Children can choose mudra for meditation that is appropriate for present practise. Children 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> <p><b>P.E. – Wednesday for 6OO Friday for 6CC Yoga – Monday for 6OO Tuesday for Year 6CC</b></p>	<ul style="list-style-type: none"> <li>• <b>History</b> RAF museum <b>Date: 11<sup>th</sup> October 2023</b></li> </ul> <p><b><u>Swimming</u></b> Taking place every <b>Monday</b>. 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>
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**Year 6 Team**