



Curriculum Information Sheet Autumn Term 2 2024-25

Class: Optimistic Owl & Courageous Canaries Year 6

ENGLISH

**Poems that create images and explore vocabulary.**

Students will understand how figurative language can be used to enhance images for the reader. When performing their poems they will make eye contact, change facial expressions or use gestures adding impact to words.

They will be able to use a given poetic structure to inform their own writing as well as learn a poem by heart and perform it using intonation, volume and movement.

**News Reports**

Students will know the structure and register of a news report, how to form the progressive form of the past tense and use pronouns and conjunctions which are cohesive devices.

Students will be able to consciously control formality. write precisely and concisely. Use modal verbs to indicate possibility and certainty.

**Spelling**

:: Endings which sound like /ʃəs/  
spelt -cious or -tious and  
/ʃəl/ spelt -cial or -tial **revisited**

Words ending in -ant, -ance /-ancy,  
-ent, -ence /-ency **revisited**

: Words ending in -able and -ible  
Words ending in -ably and -ibly  
**revisited**

**Reading**

**Pig Heart Boy**

Focus on the core text will be for comparing and producing personal response.

Students will explore an explanation, a poem and a persuasive letter for retrieval as well as summarising and understanding different themes. Students will also focus on a narrative, an advertisement and a report for inference.

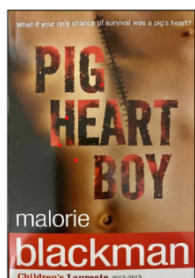
At the end of this topic students will know:

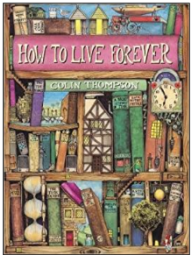
Fiction can be used as a context to explore controversial issues A supposition is a belief without proof.

Students will be able to retrieve multiple examples from a text and justify opinions using evidence from the text.

**How To Live Forever**

Focus will be on the core text for comparing and authorial intent. Students will also focus on some labels, an advertisement and a report for retrieval. They will use predicting and a produce a personal response. Students will explore a poem and an extended narrative for inference.





At the end of this Unit students will know:  
Wry humour is a form of dry humour, intended to mock It is helpful to read a poem twice: once for an overall impression and twice for meaning. They will be able to analyse questions to clarify their intention and structure a response to a text verbally.

## MATHS



Each week the children will be challenged on key areas of the **Year 6 maths curriculum**.

We will be developing their skills in:

### Fractions, Decimals & Percentages

- use common factors to simplify fractions
- compare and order fractions, including fractions  $>1$
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form
- divide proper fractions by whole numbers
- associate a fraction with division and calculate decimal fraction equivalents
- multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places
- multiply one-digit numbers with up to 2 decimal places by whole numbers
- recall and use equivalences between simple fractions, decimals, and percentages, including in different contexts

### Ratio & Proportion

- solve problems involving the relative sizes of 2 quantities
- solve problems involving the calculation of percentages and the use of percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

## SCIENCE



We will be learning about **Light** 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 **Light** we will be learning about:

### Light (How we see things?)

How does light travel?

How are object seen? Why do shadows have the same shape as the objects that cast them?

### Scientific enquiry skills:

- Planning different types of scientific enquiries to answer questions, including recognising, and controlling variables where necessary.
- Identifying scientific evidence that has been used to support or refute ideas or arguments.

### Design and sew a waistcoat

Students will be able to:

- Consider a range of factors in their design criteria and use this to create a waistcoat design.
- Use a template to mark and cut out a design.
- Use a running stitch to join fabric to make a functional waistcoat.
- Attach a secure fastening, as well as decorative objects.
- Sew decorative embroidery stitches.
- Evaluate their final product.

#### Character Virtues:

Performance: confidence, teamwork, respect and determination

Intellectual: Reflection and judgement

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### TOPIC WORK

### Geography: Physical processes: earthquakes, mountains and volcanoes.

Students will be focusing on:

- The structure of Planet Earth.
- Tectonic Plates and where they can be found.
- Effects of tectonic plate movement.
- Causes and effects of Earthquakes.
- Mountain formation.
- Volcanoes.
- Students will understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.
- Understand geographical skills use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.



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| <p style="text-align: center;"><b><u>Philosophy Religion and Ethics Education</u></b></p> <p><b>Focus:</b></p> <p>Know, 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><b><u>Music</u></b></p> <p>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;"><b><u>Computing</u></b></p> <p><b><u>3D Modelling</u></b></p> <p>During this unit, learners will develop their knowledge and understanding of using a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space, including combining 3D objects to make a house and examining the differences between working digitally with 2D and 3D graphics. Learners will progress to making accurate 3D models of physical objects, such as a pencil holder, which include using 3D objects as placeholders. Finally, learners will examine the need to group 3D objects, then go on to plan, develop, and evaluate their own 3D model of a photo frame.</p> | <p style="text-align: center;"><b>Sanskrit</b></p> <p style="text-align: center;"><b>Reading &amp; Writing:</b></p> <p>We will be learning how to apply the Leg and Hook as well as learning new Vocabulary words.</p> <p style="text-align: center;"><b>Conversation:</b></p> <p>We will learn how to use classroom Expressions as well as some Christmas words.</p> <p>Storytime: Tucket the Bucket: We will be extending our Vocabulary Bank through story time.</p> <p>Christmas Story: We will be extending our Vocabulary Bank through story time.</p> <p><b>Scriptural Verse:</b><br/>Bhāgavat Gita Chapter 2 Verse 22</p> <p>We will be developing the pronunciation of the target language through verse recitals.</p> <p style="text-align: center;"><b>PSHE-Health and wellbeing</b></p> <p>We will look at different ways pupils can de-stress and explore the ways in which pupils can take responsibility for their health.</p> <p>We will learn about the ways in which we can build resilience and discuss the impact of technology on health.</p> |
| <p style="text-align: center;"><b>HEALTH &amp; WELLBEING</b></p> <p><b><u>PE-Teamwork</u></b></p> <p>Pupils will bring together the previous skills of fitness. They will test their stamina and work together on ways to improve it. They will think of ways to support teammates during various activities as well their as understand the qualities of an effective leader.</p> <p>Pupils will show an understanding of the techniques most appropriate.</p> <p><b><u>Swimming</u></b></p>  | <p style="text-align: center;"><b>TRIPS &amp; Workshops</b></p> <p style="text-align: center;">Trip: Bentley Priory Museum<br/>Thursday 5<sup>th</sup> December 2024<br/>Multi-faith week<br/>9<sup>th</sup> December-12<sup>th</sup> December2024</p>   |

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.

This half term students will be developing their survival skills.

### **Yoga & Meditation**

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 (shoulder stand), halasana (plough), Matsyasana (fish) postures performed well.

**P.E. – Wednesday for 6OO and Friday 6CC  
Yoga – Monday for 6OO & Tuesday for 6CC**