

# Year 6 - Autumn Term Curriculum Information

Please find below the learning focus and skills your child will be taught this term. Your discussions at home will really help your child's learning.

## English

**Speaking and Listening**— give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

**Reading**— Retrieve, record and present information from a range of non-fiction texts. Be able to distinguish between statements of fact and opinion in texts read. Understand what they read by: identifying how language, structure and presentation contribute to meaning.

**Writing**— Look at a range of texts for description and also entertainment. Plan, write and edit a range of fiction and non-fiction texts that include correct spelling, punctuation and grammar conventions. This will include more advanced punctuation such as colons and semi-colons.

## Mathematics

Within place value, read and write numbers up to 10,000,000 and understand the value of each digit. Use all 4 number operations with increasingly large numbers and solve multi-step problems in context deciding on the correct operations to use. Children will be able to convert standard units of measure from a smaller to a larger unit. They will increase their fluency in the use of analogue and digital time and solve related problems. Children will use fractions in problem solving and be able to add and subtract fractions and mixed numbers. Children will develop their mental mathematics skills using all four number operations and have learned all multiplication and division facts up to 12X12 by heart.

## Science

**Living Things and Habitats**— investigate how animals and plants can be classified and know the main similarities and differences between vertebrates and invertebrates. Be able to name different micro-organisms and say how some can be useful and harmful.

**Light**— Learn about how light travels and how we see objects. Investigate reflection using periscopes and mirrors. Be able to explain how shadows are formed.

## Computing

**Spreadsheet Modelling**—the children will be using Microsoft Excel to produce spreadsheets that involve the use of formula to add and multiply cells. This will link to their maths work on area and perimeter.

Use the language of coding to be able to move objects on screen. Understand and investigate the different uses of codes and use them to design different games and applications.

## Geography

**The Mountain Environment**— investigate mountain ranges in the UK, Europe and the World. Use map skills and up to 6 figure grid references to locate the highest peaks. The children will study and compare climates in different mountainous environments and be able to use climatic data to produce charts and graphs.

## History

**The Mayan Civilisation**— A study of the Mayans. Be able to plot the civilisation on a timeline. Investigate the art and culture of the civilisation and link this to the art unit of work. Consider how the religions influence effected the Mayan people and the significance of the Mayan calendar.

## Art

**Sense of Place**— This unit of work is linked to the geography work on mountains and landscapes in art (mountains). Children analyse the work of Cezanne and his mountainscapes. Children create their own artwork, developing painting techniques, considering atmosphere and the use of colour to create mood.

## Design and Technology

**Controllable Vehicles**— research vehicles and how they can be controlled in a variety of ways. Design own controllable vehicle after deciding on a clear design criteria. The children will make their vehicles using the skills of cutting, measuring and joining wood. They will incorporate simple electric circuits to control their finished product.

## PSHCE

**Importance of protecting images of themselves and others**—Assess risk in unfamiliar situations to build resistance and peer pressure and media influence. Develop skills needed in an emergency.

**Taking care of the environment**—Be aware of responsibilities rights and duties. Develop ideas to support a local community and resolve differences.

## P.E

**Outdoor Activities**— take part in orienteering activities around the school grounds. Use simple maps and grid references to locate fixed controls. (Linked to work completed in Geography.)

**Netball**— take part in netball games using the techniques that have been taught and implement rules of the game.

## Music

**I'll be there**—Sing the song and play instrumental parts within the song. Sing the song and improvise using voices and/or instruments within the song.

**Classroom Jazz**—Listen to the tune and learn to play the tune. Play the tune including improvisation. Play the composed tune head to finish.

## R.E

Consider how ceremonies and rituals are key to a number of religions and investigate how these are similar and different in Christianity, Islam, Sikhism and Buddhism.

**Christianity**— Find out about the Holy Trinity and what it means to Christians. Look at the structure of the Bible and investigate different types of writing. Understand the significance of the Christmas story and the life of Jesus.

## French

**Regular Activities**— learn to talk about regular activities that they do. They will be taught to ask and say what others are doing and be able to talk and write about their likes and dislikes.

**Clothes**— learn to talk about and give opinions on clothes. Be able to talk and write about what clothes are like and how much they cost.

Please note that in most cases your child will be covering these topics as part of the creative curriculum. Links will be made across a number of subject areas. Depending on the level your child is working at, some of the objectives, particularly for English and Maths, may alter.