

Work to be covered in the Autumn Term by Y6.

This information has been provided so that you are fully aware of the work your child will cover over the term.

We hope that it will also enable you to support your child at home in their studies.

If there is anything contained within this leaflet that you don't understand, please contact your child's class teacher.

Numeracy:

- Read, write & order numbers up to 10 million 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 zero.
- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- Divide numbers up to 4 digits by a two-digit whole number using the formal method.
- Solve problems which require answers to be rounded to specified degrees of accuracy
- Recall & use equivalences between simple fractions, decimals & percentages
- Use, read, write and convert between standard units, using decimal notation to up to three decimal places.
- Describe positions on the full coordinate grid (all four quadrants)
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

ICT: Spreadsheets and 'We are APP planners'

- Understand and construct spreadsheets using cell formulas to make efficient calculations.
- Develop an awareness of the capabilities of smartphones and tablets.
- Understand geolocation, including GPS.
- Evaluate competing products.

Curriculum

- To devise documents and presentations, including music and images, outlining the learning from this term's topics.

Literacy:

- To be able to present biographical texts using appropriate features.
- To be able to present a discussion text and a balanced argument.
- To structure a news report correctly and write in a formal, journalistic style
- To infer and make deductions using information from the text.
- To use a range of drama techniques to explore the text further - paired discussion and hot seating.
- To write from the perspective of an evacuee showing historical evidence.
- Understand underlying themes when reading.
- Know the correct punctuation for complex sentences.
- Develop phonic knowledge through spelling patterns eg, prefixes and suffixes.

Science: Light

- To explain that shadows have the same shape as the object that casts them.
- To understand properties of how light and sound travel.
- To use and explain how simple optical instruments work.
- To explain how the human eye sees objects.

Electricity

- To know the correct symbols for circuits.
- To use electrical symbols to draw and understand circuits.
- Children to understand how switches work.
- To build a series and a parallel circuit.
- Children to investigate changes which affect the brightness of bulbs.

<p>RE: Poverty & Wealth</p> <ul style="list-style-type: none"> • Be able to make connections between religious teaching on money and wealth • Be able to compare and contrast religious teachings on money • Be able to explain what influences them personally in issues to poverty and wealth. <p>Is Christmas Christian enough?</p> <ul style="list-style-type: none"> • To know the key elements of the biblical Christmas story. • Connect stories, symbols and beliefs with what happens at Christmas. <p>Art:</p> <ul style="list-style-type: none"> • To create silhouettes of themselves. • To look at the work of famous artists to inform future artwork. • To represent accurately and effectively in landscape artwork. • To understand the impact of the Dig for Victory campaign. • To enlarge images, to use paint colours appropriately. <p>PSHCE: Money Matters and Feeling Safe</p> <ul style="list-style-type: none"> • To examine ways of earning money. • To explore decisions required in saving and budgeting. • To learn about planning for the future. • To consider reasons why some people use bullying behaviour. • To consider what makes a dream school. <p>Safeguarding - Curriculum Links</p> <ul style="list-style-type: none"> • Anti Bullying Week (Nov 18th) • Issues associated with safety and electricity • Food Technology 	<p>History:</p> <ul style="list-style-type: none"> • To begin to understand what life was like during WW2. • To find out about the experiences and feelings of evacuees. • To understand role of teachers, parents and children in events leading up to evacuation. • To understand why rationing was needed and understand the impact on the way people lived. • To understand propaganda and become aware of the significance of the posters. • To learn about historical figures and their role in winning WW2. • To recognise the features of the Blitz. • To be aware of the role women played in the war. • To learn how families celebrated Victory in Europe. <p>Design Technology:</p> <ul style="list-style-type: none"> • To design a shelter and plan for materials using tools and equipment safely and accurately to build with. • To refine handcrafts such as sewing and knitting - 'Make Do and Mend'. • Food Technology - practice and reinforce hygiene and food skills - 'Dig for Victory'. <p>Music: Exploring Rounds & Sounds</p> <ul style="list-style-type: none"> • To identify instruments from sounds. • To play a chord accompaniment. • To play a chord drone accompaniment Relay Race. • To sing in unison & as a four part round. • To know what ostinato is. 	<p>PE: Dance</p> <ul style="list-style-type: none"> • Explore, improvise and combine movement ideas fluently and effectively • Perform with expression • Demonstrate the ability to translate ideas into movement. <p>Games</p> <ul style="list-style-type: none"> • Combine and perform skills with control. • Use attacking and defending skills appropriately in games. • Recognise their own and others strengths and weaknesses in games. • Understand the safety needs of an activity. • Be an effective team member. <p>French: The Euro and ordering in a restaurant</p> <ul style="list-style-type: none"> • To practice numbers to 100. • To know the unit of currency is the Euro. • To sing songs to practise key vocabulary. • To know the names of food items. • To be able to say what they like or don't. • To translate into English. • To be able to order food and ice-creams. <p>Geography:</p> <ul style="list-style-type: none"> • To know how water is used around the world. • To understand why some places go for a long time without rain. • To locate these places on a map of the world. • To understand how water used to help provide energy to many places. • To improve understanding of the sewage treatment process and how to use drains and sewers responsibly.
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