

St Joan of Arc Year 6 Curriculum Newsletter Autumn Term

Topic: Cool Britannia: Britain since 1948

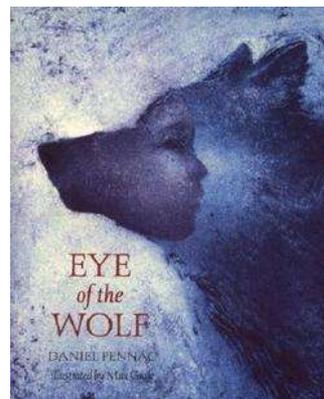
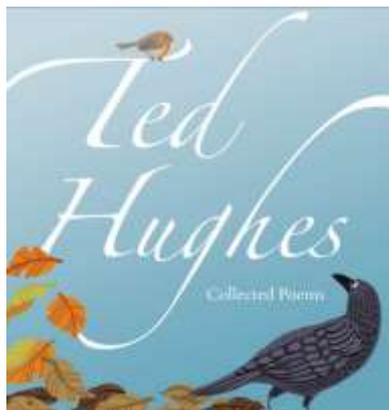
Religious Education:

We will be covering the following topics this half term:

- Weeks 1-4 - Loving - Pupils will know and understand 'the love and care of people' and that God's love is unconditional and never ending.
- Weeks 5-8 –Vocation and Commitment - Pupils will know and understand about 'commitment in life' and understand about the vocation to the priesthood and religious life.
- Week 9- Judaism -RE of another faith- The children will explore the Jewish festivals of Rosh Hashanah and Yom Kippur
- Weeks 10-13- Expectations- Pupils will know and understand that Advent is a time of joyful expectation of Christmas, the Word becoming a human person, Jesus.

English:

- Poetry unit- Powerful Language – In this unit, the children explore a range of poems about the natural world by Ted Hughes. They reinforce comprehension strategies to answer questions or puzzles in the poems. They explore similes, metaphors and personification in the poems, writing their own free verse nature poems based on close observation. In the final writing task, they write their own poems about the seasons drawing on whole-class work, and use feedback to edit and improve their poems.
- Non-fiction unit- *Save Pompeii*- In this unit, the children go on an imaginary mission back in time to warn the people of Pompeii about the volcanic eruption. They read the interactive eBook, locating key information in the text and creating an action plan. The writing tasks include creating an information leaflet and writing a non-chronological report using formal language.
- Live unit- *The Great Debate*- The children are introduced to the main idea of the unit: that they will take part in a formal debate which they will present to a live audience. The children learn about how arguments are constructed and practise distinguishing fact from opinion, before looking at the language features of successful arguments. As a class, they practise structuring arguments for maximum effect. They look at the format of debates, and practise presenting and performing their part in the debate. They then present to an audience. This unit will be based around one debate topic (e.g. 'this house believes that schools should only exist online').
- Fiction unit- *Eye of the Wolf* –(Daniel Pennac)-The children study the text, paying close attention to the author's use of language and specific devices such as flashback and character viewpoint - and how a point of view affects our view of events. They consider examples of adding more detail in a variety of ways using noun phrases. They look at the impact of narrative viewpoint: who is telling the story, the impact of this on the listeners, and themes within the story (particularly humans as a destructive force). For composition they rewrite a scene from the perspective of a different character and complete the unit by retelling a section of the story from the point of view of one of the animals.
- Punctuation and Grammar- Chunks of Meaning: subject, verb, object and adverbial. Chunks of Meaning: the verb 'to be' and subject, verb, complement. Colons, lists and bullet points. Boundaries between main clauses .Coordination and subordination. Hyphens and dashes.



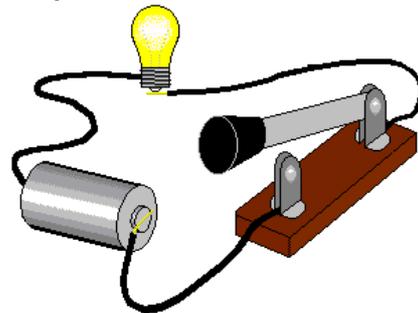
Mathematics:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
Number: Place Value 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 zero. Solve number and practical problems that involve all of the above.		Number- addition subtraction, multiplication + division Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why. Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication. Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context. Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context. Perform mental calculations, including with mixed operations and large numbers. Identify common factors, common multiples and prime numbers. Use their knowledge of the order of operations to carry out calculations involving the four operations. Solve problems involving addition, subtraction, multiplication and division. Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.				Fractions Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions > 1 Generate and describe linear number sequences (with fractions) Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] Divide proper fractions by whole numbers [for example $\frac{1}{3} \div 2 = \frac{1}{6}$] Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example $\frac{3}{8}$] Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.				Geometry- Position and Direction Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.		Consolidation	

Science

Electricity

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- Use recognised symbols when representing a simple circuit in a diagram



Evolution and Inheritance

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
- Exploring the work of significant scientists Mary Anning and Charles Darwin

Computing

- Coding: The children will continue to develop their computer coding skills, using Espresso and Scratch to introduce a wider variety of variables in their coding.
- Multimedia and word processing: Using Microsoft Word the children will publish and edit their non- chronological reports on Pompeii. Using Microsoft Publisher, the children will experiment with design features to create poster-style title pages.
- E-safety: At the start of term the children will revisit the school's e-safety code of conduct and sign it in agreement. The children will explore what constitutes cyber-bullying and visit selected anti-bullying websites during anti-bullying week
- E-safety lessons will revisit the key concepts of digital citizenship.

- Children will learn how to develop confidence in their ability to act appropriately when confronted with unfamiliar situations involving technology and the internet.
- Children will explore the possible safety risks of online gaming including exposure to inappropriate content, grooming, bullying, trolling and the use of bribery tactics. They will learn that research, parental controls and device settings are tools we can use to help us game safely and confidently.

Topic: Cool Britannia: Britain since 1948

An in-depth study of how Britain has changed since the Second World War

- **History:** a study of an aspect or theme in British history. Themes covered include: changes in aspects of social history e.g. leisure, technology, sport; fashion; work; post-war Britain and the NHS; post-war immigration, the changing roles of women and significant dates and events in this period.
- **Geography:** naming and locating the counties of the UK. Identifying the UK's geographical regions and identifying their key human and physical characteristics (farming, business, industrial, tourism etc). Human geography, including: types of settlement and land use, economic activity; locate the world's countries - post-colonialism and immigration to the UK
- **Art:** exploring the works of post-war British artists: Lowry, Hockney, Vivienne Westwood and changes in fashion.
- **DT (cooking and nutrition):** post-war rationing, the rise of tinned and processed food (and effects on the nation's health), multi-cultural influences on our diet
- **Music/PE:** looking at different musical trends during this period, e.g the birth of pop music, punk, brit-pop, Beatlemania



PE

- **Netball:**
 - The children develop and improve their defending, attacking and team play skills. They explore the techniques and movement required in netball. This unit build on spatial awareness developed in previous games units such as invasion games.
- **Gymnastics:**
 - In this unit the children will use their knowledge of composing sequences to develop performances that meet requirements and demonstrate increased quality and complexity. They will perform different skills, using what they have learned about variations in speed, level and direction, with the aim of showing as much control and precision as possible.
- **Dance:**
 - The children will learn about the Haka and develop and perform their own interpretations.

PSHE (Personal, Social and Health Education)

- **Keeping Safe: Out and About:**
 - Feelings of being out locally with increasing independence
 - Recognising and responding to peer pressure
 - Consequences of anti- social behaviour
 - Exploring prejudice and the harmful impact of racism (Show Racism the Red Card Workshop)

Music

- Roundabout :performing songs in the round.
- Exploring lyrics: Looking at melody and folk songs.
- Key Stage 2 Singing Practice: This will take place on a Friday afternoon. The children will learn new songs for Mass and will be learning carols for the Christmas Concert after the October half term break.

Ways you can help at Home:

- ☺ Homework is distributed on Monday and will involve spelling activities and weekly maths mastery work. In homework books you will find a summary of the spelling work and the maths mastery activities. The children should complete these activities for the following Friday when the learning will be revisited.
- ☺ Full PE gear is required on PE days. This includes the school t shirt, and dark blue or black shorts or track suit bottoms. Trainers or plimsolls need to be worn.
- ☺ Please ensure that your child has a rain coat with them on days when the weather is changeable. You may want to encourage them to check the weather forecast in preparation for the next day.
- ☺ Uniform is to be clean and worn in an acceptable manner. It is highly advised to label all items of uniform to ensure items can be returned if misplaced. Only school uniform is to be worn in school buildings.
- ☺ Should you wish to discuss a matter concerning your child, please feel free to make an appointment to discuss these concerns. Appointments should be agreed beforehand and can be arranged via the school office.
- ☺ Children are expected to read every night for at least twenty minutes. Reading logs are to be filled in by the child and signed by the caregiver. Fostering an enjoyment to read and continuing to encourage reading independence is a continuing focus. Please feel free to make comments in the log book. Even though Year 6 children are independent readers, it is still important that they read aloud to an adult two to three times a week, this fosters a greater focus on expression and understanding, as well as the opportunity to discuss themes and vocabulary from the text.
- ☺ All children in year 6 should confidently know the times tables and their related division facts up to 12 x 12. If your child has not yet reached this target, please continue to learn and practise these at home.
- ☺ In any case of absenteeism, it is requested that caregivers provide an explanation on the day or the day after the absence. If an absence is known in advance, a letter of explanation would be appreciated.

Other Information:

- **Can you help?** If you think you can help in any way with the topic we are doing this half term (Cool Britannia), please talk to the class teacher.

Thank you for your continued support,
Mr Shreeves & Mrs Gyles