

## Literacy

### **Writing to inform**

Children will write a travel magazine article for Eerie-On-Sea, the mysterious setting found in our class novel.

- Explore impersonal tone and formal language
- Use expanded noun phrases to inform
- Use relative clauses to add further detail
- Use brackets or dashes to mark relative clauses and parentheses
- Secure use of commas to mark clauses, including opening subordinating clauses
- Begin to use colons & semi-colons to mark clauses
- Use colons to introduce lists or sections

### **Writing to entertain**

Children will write a suspense narrative, inspired by the Malamander mystery, with a focus on describing setting and atmosphere.

- Use fronted adverbials to show how/when an event occurs
- Use expanded noun phrases to add detail & description
- Use subordinate clauses to add detail or context, including in varied positions
- Use nouns & pronouns for clarity and cohesion
- Use relative clauses to add detail or context
- Use a wide range of sentence structures to add interest
- Use brackets for incidentals
- Use dashes to emphasise additional information
- Use colons to add further detail in a new clause
- Use semi-colons to join related clauses

## Science

### **Animals including humans**

In this unit of learning, children will:

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

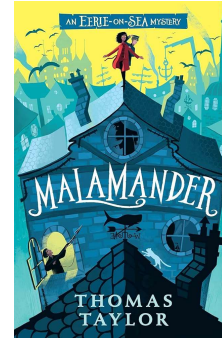
## **Year 6 Block 1 Curriculum Parent Information**



## Reading

Alongside our class novel for this half term, children will be exploring a variety of texts from a wide range of sources. They will continue to develop a range of reading comprehension strategies in order to respond to texts.

Children will participate in whole class reading sessions and guided reading sessions.



## Geography

### ***Economic Activity of the UK: How sustainable is the economic activity of the UK?***

Children will learn about the three main economic sectors and how each impacts the UK's economy. They will learn about different economic activities and their sustainability.

Children will recap previous learning to name and locate the counties and cities of the UK and the key human and physical characteristics and topographical features. They will look into the human geography of the United Kingdom, including land use and will investigate economic activity, trade links and the distribution of natural resources, including energy, food, minerals and water.

## French

### **À l'école**

Children will learn to:

- Repeat and recognise the vocabulary for school subjects
- Say what subjects they like and dislike at school
- Say why they like/ dislike certain school subjects
- Tell the time (on the hour) in French.
- Say what time they study certain subjects at school.

## Maths

This half term we will progress through carefully considered small steps to develop skills in the following areas:

### **Place value**

- Numbers to 10,000,000
- Powers of 10
- Number line to 10,000,000
- Comparing and ordering integers
- Rounding integers
- Negative numbers

### **Addition, subtraction, multiplication and division**

- Add and subtract integers
- Common factors
- Common multiples
- Rules of divisibility
- Primes to 100
- Square and cube numbers
- Formal written methods for multiplication and division
- Multi-step problems

Alongside this, children will engage with regular practise to build their knowledge of arithmetic and recall of multiplication and related division facts.

## Art

### ***Craft and Design: Photo Opportunity***

- **Photomontage** – creating a cityscape photomontage advertising poster inspired by Hannah Hoch, Chris Plowman and Graham Holland.
- **Macro photography** – children will use macro photography and the work of Edward Weston to create abstract photographic art.
- **Digital art** – children will make design decisions to compose and edit an interesting photographic composition for a music album cover.
- **Recreating paintings** – using photography skills, children will make design choices to accurately and creatively recreate a famous painting.
- **Photorealistic self-portraits** – children will explore the work of photorealistic artists and recreate photographic portraits using a grid drawing technique.

## Personal Development and RSHE

### *Me and My Relationships*

- Demonstrate a collaborative approach to a task; describe and implement the skills needed to do this
- Suggest strategies for dealing with challenges that arise from friendships, demonstrating the need for respect and an assertive approach
- Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about
- Recognise peer influence and pressure
- Know the ages at which a person can marry, depending on whether their parents agree; understand that everyone has the right to be free to choose who and whether to marry
- Recognise that some types of physical contact can produce strong negative feelings; know that some inappropriate touch is also illegal

## P.E

### *Real P.E*

Personal skills, coordination and agility

### *Basketball*

Short passing, ball control, dribbling, defending, shooting, running with the ball, game play

## R.E

### *How can following God bring freedom and justice?*

Pupils will find out about the story of the Exodus, sequencing key events and considering different interpretations. Pupils will make clear connections between Bible texts studied and what Christians believe about how God can help during difficult times and how they should behave. They will explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Later in the unit, pupils will investigate the ten commandments, considering why the People of God were given these and what they mean for believers today.

## Home Learning

### *Reading*

Children should read daily at home. They should engage with texts they choose and enjoy. Reading records should be signed daily at home, each time they have read.

### *Spelling Shed*

Spelling lists will be updated online weekly. Children should practice little and often at home. We will give them the opportunity to access Spelling Shed in school also.

### *Times Tables Rockstars*

It is recommended that children access for 3-5 minutes each day in order to help them develop recall of important fluency facts.

## Computing

### *Computing systems and networks: Bletchley Park*

- To understand the importance of having a secure password and what "brute force hacking" is.
- To know that the first computers were created at Bletchley Park to crack the Enigma code to help the war effort in World War 2.
- To know about some of the historical figures that contributed to technological advances in computing.
- To understand what techniques are required to create a presentation using appropriate software.

## Music

In this block, children will continue to develop musical skills, learn about composition, explore different styles, enhance their musical vocabulary, improvise and compose, read and understand notation, listen attentively, and perform in groups. The learning in this unit is focused around one song: Happy by Pharrell Williams - a Pop song with a Soul influence about being happy.

Children will also listen to and appraise: Happy by Pharrell Williams; Top Of The World sung by The Carpenters; Don't Worry, Be Happy sung by Bobby McFerrin; Walking On Sunshine sung by Katrina And The Waves; When You're Smiling sung by Frank Sinatra; Love Will Save The Day sung by Brendan Reilly



# The Kind Kiwis