



ST John’s Highbury Vale Curriculum Newsletter

Year 6

Autumn Term 1 2023

<p><b>Mathematics</b></p> <p>We will be recapping and consolidating key objectives.</p> <p><b>Number and place value</b></p> <p>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</p> <p><b>Addition and Subtraction</b></p> <p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).</p> <p>Add and subtract numbers mentally with increasingly large numbers.</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p><b>Multiplication and Division</b></p> <p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p> <p><b>Fractions</b></p> <p>Compare and order fractions whose denominators are all multiples of the same number.</p> <p>Read and write decimal numbers as fractions e.g. 0.71 = 71/100</p> <p>Read, write, order and compare numbers with up to three decimal places – know thousandths</p> <p>Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25</p> <p><b>Measurement</b></p> <p>Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p> <p>Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes.</p> <p><b>Properties of Shape</b></p> <p>Draw given angles, and measure them in degrees (°)</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles</p> <p><b>Statistics</b></p> <p>Solve comparison, sum and difference problems using information presented in a line graph</p> <p><b>Some helpful websites:</b></p> <p>All aspects of maths: <a href="#">Prodigy</a>: <a href="#">BBC Bitesize Maths</a> <a href="#">Maths Frame</a></p> <p>For parents: <a href="#">Maths At Home</a> <a href="#">The School Run</a> Multiplication tables: <a href="#">TT Rockstars</a> <a href="#">Top Marks</a></p> <p>Problem solving &amp; Reasoning: <a href="#">NRICH</a> Games: <a href="#">Cool Maths Games</a> <a href="#">Maths Playground</a></p> <p><b>SMSC:</b> problem solving developing perseverance</p>			
<p><b>Art</b></p> <p>Our art will be linked to our English text ‘Goodnight Mister Tom’. We look forward to using the fantastic facilities in Maberley hall for lots of creative activities.</p> <p><b>Exploring and Evaluating a range of artists and styles.</b></p>		<p><b>Writing</b></p> <p>The children will be learning to write across a range of different styles.</p> <p>*Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>*Using a wide range of devices to build cohesion within and across paragraphs e.g. then, after that, this, firstly</p> <p>*Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>*Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>*Proof-read for spelling and punctuation errors</p> <p>Grammar and Punctuation will be learnt as part of the genre development work and some of the following aspects will be covered:</p> <p><b>Vocabulary, punctuation and Grammar</b></p> <p>*Converting nouns or adjectives into verbs using suffixes e.g.-ate, -ise, -fy</p> <p>*Using the perfect form of verbs to mark relationships of time and cause</p> <p>*Using modal verbs or adverbs to indicate degrees of possibility</p> <p>*Using devices to build cohesion, including adverbials of time, place and number</p> <p>*Using commas to clarify meaning or avoid ambiguity in writing</p> <p>*Using brackets, dashes or commas to indicate parenthesis</p> <p><b>Some helpful websites:</b></p> <p><a href="#">Every School</a> <a href="#">BBC Bitesize</a> <a href="#">Super Sentence Stacking</a> <a href="#">Pobble365</a></p> <p><b>Spelling:</b> <a href="#">Sir Linkalot</a> <a href="#">Oxford Owl</a></p> <p><b>SMSC:</b> use of imagination and creativity</p>	
		<p><b>Religious Education</b></p> <p><b>The journey of life and death.</b></p> <p>We will learn what the journey of life and death looks like from a Christian perspective. We will look at and discuss the milestones in life (both secular and religious). We will learn about rites of passage and sacraments in the Christian church.</p> <p><b>Useful website:</b> <a href="#">BBC Bitesize</a></p> <p><b>SMSC:</b> To develop empathy. Ask the big questions about life and that which is beyond.</p>	<p><b>PSHE</b></p> <p>Children will identify their goals for the year, know that there are universal rights for all children; understand that actions affect other people locally and globally; make choices about behaviour; and understand how democracy and having a voice benefits the school community.</p> <p>Children will apply this learning to the school’s Kindness Project.</p>
<p><b>Computing:</b></p> <p>In ICT we will begin the term by refreshing what we have learnt about online safety. Later in the term, we will be developing our coding skills using a program called 2Code.</p>	<p><b>French</b></p> <p>In French we will be looking at seasons, revising months and weather, describing the seasons (looking at adjectival agreements), creating posters of the seasons in French.</p> <p>Link: <a href="https://www.lightbulblanguages.co.uk">https://www.lightbulblanguages.co.uk</a></p> <p>SMSC: sense of enjoyment and fascination</p>	<p><b>History:</b></p> <p>During the first half of the term we will be looking at WW2.</p> <p>We will be looking at why Britain went to war, what were the role of men and women in war, and what Britain was like during WW2 and propaganda.</p> <p><b>Suggested websites:</b></p>	<p><b>Physical Education</b></p> <p>Children will have two PE lessons per week. One lesson will focus on dodgeball and the other on fitness.</p> <p><b>Some suggested websites to help you keep fit:</b></p> <p><a href="#">Cosmic Kids Yoga</a></p>
<p><b>Reading</b></p> <p>As well as practising their reading fluency and spoken expression, the children will learn the following key reading skills:</p> <ul style="list-style-type: none"><li>• <b>Clarifying</b></li><li>• <b>Deducing</b></li><li>• <b>Inferring</b></li><li>• <b>Predicting</b></li><li>• <b>Evaluating</b></li><li>• <b>Summarising</b></li></ul> <p>*Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>*Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>*Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>*Predicting what might happen from details stated and implied</p> <p>*Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>*Retrieve, record and present information from non-fiction</p> <p>Here are some <b>suggested websites</b> with free access to quality fiction and non-fiction texts that can be read and heard:</p> <p><a href="#">Authorfy</a> <a href="#">David Walliams’ Elevensies</a> <a href="#">Oxford Owl</a></p> <p><b>Comprehension:</b> <a href="#">Read Theory</a> <a href="#">BBC Bitesize</a></p> <p><b>SMSC:</b> use of imagination and creativity develop empathy and sympathy</p>			
<p><b>Science</b></p> <p>Our Science topic for the second half term is ‘Animals including humans.’ We will be learning to identify and name the main parts of the human circulatory system. We will look at how diet, exercise, lifestyle and drugs can impact how our bodies function. We will learn how to describe the ways that water and nutrients are transports within animals, including humans.</p> <p><b>Some helpful websites:</b></p> <p><a href="#">BBC Bitesize</a> <a href="#">The School Run</a> <a href="#">Crickweb</a></p> <p><b>SMSC:</b> develop a sense of awe and wonder develop enjoyment and fascination for learning</p>			

<a href="#">Safety Net Kids</a> <a href="#">Safer Internet</a> <b>SMSC:</b> explore interest and foster curiosity	<b><u>Music</u></b> Children will continue to learn how to play the flute.	<u><a href="#">BBC Bitesize</a></u> <u><a href="#">The School Run</a></u> <a href="https://www.keystagehistory.co.uk/primary-ww2/">https://www.keystagehistory.co.uk/primary-ww2/</a> <a href="https://www.teachingideas.co.uk/subjects/world-war-2">https://www.teachingideas.co.uk/subjects/world-war-2</a>  <b>SMSC:</b> Understand how taste and choice change through culture and age	<b>SMSC:</b> building resilience and perseverance
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