

**ST John's Highbury Vale Curriculum Newsletter**  
**Year 6**  
**Autumn Term 1 2021**

<p><b>Mathematics</b>          We will be recapping and consolidating key objectives.</p> <p><b>The Number System: big and small numbers</b>          The value of a digit is determined by its position. Place value must be explored in terms of the value of each digit (additive partitioning) and its overall value, as well as its position relative to other numbers. Large numbers are named in patterns of 3. However, decimals are not necessarily larger if they have more digits.</p> <p><b>Calculating, Patterns &amp; Algebra : all operations</b>          Deciding which calculation method to use is supported by being able to take apart and combine numbers in many ways. The associative, distributive and commutative laws are useful in making decisions and adjusting equations. Standard written algorithms use the structures of the maths to produce efficient methods of calculation. Standard written multiplication involves a series of partial products which are then recombined. There are connections between factors, multiples and prime numbers and between fractions, division and ratios.</p> <p><b>The Number System: Fractions as numbers</b>  <b>Equivalence and calculating with fractions</b>          Fractions express a relationship between a whole and equal parts of a whole. Fractions that look very different in their notation may be equal or linked to the same idea. Equivalent fractions are connected to the idea of ratio: keeping the numerator and denominator of a fraction in the same proportion creates an equivalent fraction. Putting fractions in place on the number line helps understand fractions as numbers in their own right.</p> <p><b>Some helpful websites:</b>          All aspects of maths: <a href="#">Prodigy</a>: <a href="#">BBC Bitesize Maths</a> <a href="#">Maths Frame</a>          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>          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>Writing</b>          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          *Using a wide range of devices to build cohesion within and across paragraphs e.g. then, after that, this, firstly          *Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]          *Ensuring the consistent and correct use of tense throughout a piece of writing          *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>          *Converting nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -fy          *Using the perfect form of verbs to mark relationships of time and cause          *Using modal verbs or adverbs to indicate degrees of possibility          *Using devices to build cohesion, including adverbials of time, place and number          *Using commas to clarify meaning or avoid ambiguity in writing          *Using brackets, dashes or commas to indicate parenthesis</p> <p><b>Some helpful websites:</b>  <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>Reading</b>          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          *Identifying and discussing themes and conventions in and across a wide range of writing          *Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence          *Predicting what might happen from details stated and implied          *Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas          *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>Art</b>          Our art and DT will be linked to our topic and Science. We look forward to using the fantastic facilities in Maberley hall for lots of creative activities and cooking.</p> <p><b>Exploring and Evaluating a range of artists and styles.</b></p>	<p><b>Religious Education</b>  <b>What Does It Mean To Be a Buddhist?</b></p> <p>We will learn how Buddhists live their lives through their faith. How the teachings of Buddhism are arranged through the eight-fold path, four noble truths, symbols and five precepts. We will learn about the sangha (Buddhist community) and Dharma (ultimate truth).</p> <p><b>Useful website:</b> <a href="#">BBC Bitesize</a>  <b>SMSC:</b> To develop empathy. Ask the big questions about life and that which is beyond.</p>	<p><b>Science</b>          Our Science topic for the first half term is Evolution and Inheritance. We will be investigating how the Earth and living things have changed over time; how fossils can be used to find out about the past and how animals and plants are adapted to suit their environments. We will look at the lives of important scientists such as Charles Darwin and Mary Anning. We also invited two palaeontologists from the UCL to come and talk to us about evolution and fossils. A Fossil Workshop prepared by UCL will be delivered in collaboration with experts and us.</p> <p><b>Some helpful websites:</b>  <a href="#">BBC Bitesize</a> <a href="#">The School Run</a> <a href="#">Crickweb</a> <a href="#">Woodlands</a></p> <p><b>SMSC:</b> develop a sense of awe and wonder develop enjoyment and fascination for learning</p>
<p><b>Computing:</b>          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><a href="#">Safety Net Kids</a> <a href="#">Safer Internet</a>  <b>SMSC:</b> explore interest and foster curiosity</p>	<p><b>French</b>          The Four Seasons – using poems and classical music to explore the topic of the seasons, making simple statements about the seasons, using adjectives, making sure they agree, introducing prepositions          Link:  <a href="https://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm#y3">https://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm#y3</a> unit 13</p> <p><b>SMSC:</b> sense of enjoyment and fascination</p>	<p><b>History:</b>          During the first half of the term discover WW2          We will be looking at why Britain went to war, why children were evacuated, what Britain was like during WW2 and propaganda.  <b>Suggested websites:</b>  <a href="#">BBC Bitesize</a> <a href="#">The School Run</a>  <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></p> <p><b>SMSC:</b> Understand how taste and choice change through culture and age</p>
<p><b>Physical Education</b>          PE lessons will be taught by Ms Sarah Cleary (Thursdays). Wherever possible, these lessons will take place outside. Please ensure that your child arrives at school wearing their PE kit. This should include a jumper (not their school jumper). School PE kits should also include trainers; the children need proper trainers for PE (not flat-soled converse-style trainers) and these must be different to their ordinary school shoes. From Monday 13<sup>th</sup> September we will have two weeks of swimming at the Highbury Pool. All sessions will take place in the afternoon. This is an essential part of children's development and an important skill to master; so, please ensure pupils bring the necessary kit with them.  <b>Some suggested websites to help you keep fit:</b>  <a href="#">Cosmic Kids Yoga</a></p> <p><b>SMSC:</b> building resilience and perseverance</p>		