



ST John's Highbury Vale Curriculum Newsletter

Year 6

Autumn Term 2 2021

<p>Mathematics Multiplication and division 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 written method of long division, and interpret remainders as appropriate for the context as either whole number remainders, fractions, or by rounding. Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context. Perform mental calculations, including with mixed operations and large numbers choosing the most appropriate method. 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 multiplication and division. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> <p>The Number System: Fractions as numbers Equivalence and calculating with fractions 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>Statistics & Percentages (Ratio & Proportion) 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. Inference and deduction must be used and not just retrieval when interpreting pie charts.</p> <p>Calculating, Patterns & Algebra; Ratio & Measures Ratio problems and problems with multiple unknowns can be visualised using bar models. It is important to distinguish between situations with an additive change or a multiplicative change (which involves ratio).</p> <p>Some helpful websites: All aspects of maths: Prodigy; BBC Bitesize Maths Maths Frame For parents: Maths At Home The School Run Multiplication tables: TT Rockstars Top Marks Problem solving & Reasoning: NRICH Games: Cool Maths Games Maths Playground</p> <p>SMSC: problem solving developing perseverance</p>	<p>Writing The children will be learning to write across a range of different styles.</p> <p>Composition</p> <ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Précising longer passages 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 Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proof-read for spelling and punctuation errors <p>Vocabulary, punctuation and Grammar</p> <ul style="list-style-type: none"> Using passive verbs to affect the presentation of information in a sentence 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 expanded noun phrases to convey complicated information concisely 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 Using semi-colons, colons or dashes to mark boundaries between independent clauses Using a colon to introduce a list <p>Some helpful websites: Every School BBC Bitesize Super Sentence Stacking Pobble365</p> <p>Spelling: Sir Linkalot Oxford Owl</p> <p>SMSC: use of imagination and creativity</p>	<p>Reading 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"> Clarifying Deducing Inferring Predicting Evaluating Summarising <ul style="list-style-type: none"> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Recommending books that they have read to their peers, giving reasons for their choices Identifying and discussing themes and conventions in and across a wide range of writing Understanding through intonation, tone and volume so that the meaning is clear to an audience Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding 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 Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction <p>Here are some suggested websites with free access to quality fiction and non-fiction texts that can be read and heard: Authorfy David Walliams' Elevensies Oxford Owl</p> <p>Comprehension: Read Theory BBC Bitesize</p> <p>SMSC: use of imagination and creativity develop empathy and sympathy</p>	
<p>Religious Education We will continue to learn about Buddhism for two weeks followed by "How would Christians advertise Christmas to show what Christmas means today?" This unit teaches how the meaning and central belief of Christmas is shown in secular advertising, the Biblical narrative and in the life of the church.</p> <p>Useful website: BBC Bitesize SMSC: develop empathy</p>			
<p>Computing: Data and Information: This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. Learners will use spreadsheets to plan an event and answer questions. Finally, learners will create graphs and charts, and evaluate their results in comparison to questions asked.</p> <p>Safety Net Kids Safer Internet SMSC: explore interest and foster curiosity</p>	<p>Science All Living Things and Their Habitats</p> <ul style="list-style-type: none"> To sort and group animals based on their features. To give reasons for the way I have classified animals. To describe how living things are classified into groups. To identify the characteristics of different types of animals. To classify a creature based on its characteristics. To describe and investigate helpful and harmful microorganisms. To identify the characteristics of different types of microorganisms. <p>Some helpful websites: BBC Bitesize The School Run Crickweb Woodlands</p> <p>SMSC: develop a sense of awe and wonder develop enjoyment and fascination for leaning</p>	<p>Art and Design Our art will be linked to our topic and Science. We will improve our mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint) to re-create scenes from the Second World War.</p> <p>SMSC Links: Engagement in and developing an appreciation for artistic opportunities.</p>	<p>Design and Technology Our D&T 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. Using our knowledge of WW2 rationing, we will prepare a birthday party for Willie (the main character from Good Night Mister Tom). We will think about seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>SMSC Links: develop wider cultural awareness in design technology through projects that have a connection with our past heritage.</p>
<p>French French will be taught by Judy. Listening & Responding Understand a longer passage made up of familiar language. Speaking: Hold a simple conversation with at least 4 exchanges. Reading & Responding: Understand short story or factual text and note some main points. Writing: Write a paragraph of about 3-4 simple sentences.</p> <p>Useful website: Language Nut</p> <p>SMSC: sense of enjoyment and fascination</p>	<p>History: We will continue to study WW2. We will be looking at why Britain went to war, why children were evacuated, what Britain was like during WW2 and how propaganda was used to gain support for the war. We will also look into the causes of this devastating war, briefly visiting the conditions before and after WW1.</p> <p>Suggested websites: BBC Bitesize The School Run https://www.keystagehistory.co.uk/primary-ww2/ https://www.teachingideas.co.uk/subjects/world-war-2</p> <p>SMSC: Understand how taste and choice change through culture and age</p>	<p>Physical Education PE lessons will be taught by Ms Sarah Cleary (Thursdays) as before. 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.</p> <p>Some suggested websites to help you keep fit: Cosmic Kids Yoga SMSC: building resilience and perseverance</p>	