



In English...

Children will be using the texts 'The Giant's Necklace', 'The Boy at the Back of the Class' and 'Outlaw' as a stimulus for their own writing, which will include: diary recounts, biographies, balanced arguments and radio interviews. They will be expected to use their comprehension skills in order to explore the texts by asking and answering questions as well as developing their vocabulary through the introduction of new words. A variety of sentence types and punctuation marks will be investigated, which children will be expected to use in their own writing. Children must know how to spell the year 5 and 6 key vocabulary and use the words correctly in their own writing.

In Maths...

Children will learn to calculate percentages of numbers and how to convert between fractions, decimals and percentages. We will be learning about algebra and how to find rules for sequences, using rules, and finding values of missing numbers in a number sentence. We will be converting between metric and imperial measurements using graphs and rules. We will need to be able to calculate the area, perimeter and volumes of shapes. We will be learning about ration and proportion and how to solve problems using scale factors. We will be learning about how to calculate the mean and to interpret pie charts. We will also be revising all units covered for our SAT tests.

In Science...

In Science children will describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. They will give reasons for classifying plants and animals based on specific characteristics. The children will be doing research using secondary resources and being Biologists.

What you need to know about Year 6

Important dates this term:

Learning Together Day—Thursday 13th February

Inset Day— Friday 14th February

Trips and Visits:

Shrewsbury prison date TBC

Staff working in Year 6: Our P.E days are:

6A—Monday, Wednesday

6B—Monday, Tuesday

6C—Wednesday and Thursday

You can help at home by:

Helping me to: learn my times tables. Listening to me read and asking questions about what I have read and supporting me to learn my weekly spellings. Make sure that I use Reading Plus and Times Tables Rock Stars three times per week. Please make use of Active Learn where games have been assigned which match the topics that your children will be covering in maths.

In P.E...

Dance:

In this unit children will be using a piece of music to represent Animals/ Adaptations where they will explore choreography that includes unison, cannon, levels, speeds, dynamic movements as well as performing with correct posture to suit the dance style.

Children will co-ordinate a larger variety of dance steps and techniques whilst choreographing and performing. Children will have the option to lead as well as participate and reflect.

Cricket:

In this unit children will demonstrate the correct body position whilst batting, bowling and fielding. They will be able to select the best technique for fielding and bowling and apply this into game situations. Children will be able to perform the long barrier whilst moving and know when best to use this technique.

Children will be able to explain the rules of cricket and be able to play in mini tournaments.

Rounders:

In this unit children will demonstrate the correct body position whilst batting, bowling and fielding. They will be able to select the best technique for fielding and bowling and apply this into game situations. Children will be able to perform the long barrier whilst moving and know when best to use this technique.



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Year 6

In Computing...

This term learners will explore the concept of variables in programming through games in Scratch. First, learners find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, learners experiment with variables in an existing project, then modify them, before they create their own project.

In Music...

Auxy

In this unit, children will explore electronically generated music and its origins. Children will compose and improvise using the Auxy application which will teach them the skills of multi-layering and experimenting with a range of every increasingly complex rhythmic patterns.

In Creative...

In Art & Design children will create graffiti art in the style of Banksy. Children will learn how to create letters of different styles using outlines and will build on what they have learnt about creating different hues in order to make warm and cool shades of the dominant colours.

Design & Technology—Textiles

In this unit of work children will build on their knowledge of basic stitching, joining textiles, finishing techniques and experience of making and using simple pattern pieces to make a bag. They will learn to understand that a 3-D textile product can be made from a combination of accurately made pattern pieces or fabric shapes and that fabrics can be strengthened, stiffened and reinforced where appropriate. Children will continue to generate innovative ideas through drawing, templates, mock-ups and prototypes as well as produce detailed lists of equipment and fabrics relevant to their tasks.

They will continue to select from and use a range of tools and equipment to make products that are accurately assembled and well finished as well as work within the constraints of time, resources and cost.

They will investigate and analyse textile products linked to their final product, as well as continue to critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.

History—children will learn about how crime and punishment has changed over the last 800 years. Children will build on their awareness of the concept of propaganda to understand how historians must understand the social context of evidence studied. They will also learn to select and investigate sources of evidence to draw conclusions about an aspect of the past as well as understand that no single source of evidence gives the full answer to questions about the past. Children will learn to describe how some changes impact both on subsequent periods, and, in the long term, on today's society as well as give short term cause and consequence of the main events, situations and changes in the period studied.

In PSHE...

In PSHE children will, recognise how to provide future income, by setting aspirational goals. Identify jobs which interest me, with any specifically required education. Understand importance of budgeting. Awareness of different ways Government allocate money, & how these affect others. Discuss how I can contribute to future society. Evaluate websites for reliability of info & authenticity.

Environment Project: The World's Environmental Problems. In this unit children will, discuss what makes Britain a democracy, rather than a dictatorship. Explain how to take part in making & changing rules: elections, voting, Parliament. Recognise that as the UK is a democracy, there is a wide diversity of people with different views and identities (SMSC). Discuss how the 'rule of law' operates in England. Understand there are consequences with anti-social and aggressive behaviours. Discuss & debate topical issues: respect other peoples' points of view constructively challenge opinions disagreed with. Investigate knowledge of local & global environmental problems to raise awareness of how we & our community can help follow strategies to reduce further harm. Plus, identify useful methods & explain reasons for doing so.

In MFL...

In MFL children will:

Ask what the time is in Italian.

Tell the time accurately in Italian.

Learn how to say what they do at the weekend in Italian.

Learn to integrate conjunctions into their work.

Present an account of what they do and at what time at the weekend.

In RE...

In RE children will identify features of Gospel text and compare their own ideas with ways in which Christians interpret biblical texts. They will also make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community. They will make connections between Christian teachings, the issues, problems and opportunities in the world today.

Children will explain connections between biblical texts and the concept of the Kingdom of God. They will consider different possible meanings for the biblical texts studied and show awareness of different interpretations. They will make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice. They will also relate the Christian 'Kingdom of God' model to issues, problems and opportunities in the world today.

