

Primary Curriculum Matters



Information about learning in Year 6

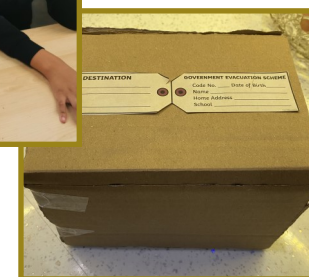
The Home/School Partnership Curriculum Newsletter Term 1 Autumn 2022

**SENSATIONAL
START**

Far From Home



During this learning theme, we will be extending our chronological knowledge beyond 1066, focusing on World War 2. Lessons will explore everyday life for children and their families during the Second World War. Developing our empathic skills, we will focus on the evacuation of children, life at home and life at war.



Sensational Start!

We began our learning theme by completing some WW2 activities! We used research skills to develop presentations about key people involved in the war and made our own gas mask boxes. We also had fun making some wartime rationing recipes!

GUIDED READING

Pupils will be reading the novel 'Once' by Morris Gleitzman, which is the story of a young Jewish boy who is determined to escape the orphanage he lives in, to save his Jewish parents from the Nazis in the occupied Poland of the Second World War.

Pupils will develop their reading skills using the meta-thinking reading strategies:

- Retrieval, inference, evaluative and opinion questions.
- Predicting, clarifying, summarising and asking questions.
- Determining importance, making connections, thinking aloud, noting structure and language features as well as visualising.
- *Using our HPL skills of linking, meta-thinking and analysing.*



HISTORY– WWII

Within the learning theme of World War Two, children will:

- Identify and describe changes within this period of history.
- Analyse sources of information for accuracy, usefulness and relevance and combine them to answer questions.
This links to our HPL Advanced Cognitive Performance characteristic of analysing.
- Examine artefacts and explain what they show us about this time in history.
- Discuss the impact and causes of historical changes in Britain.
- Discuss the impact of significant historical events and people.



Subjects linked to the learning theme of:

Far From



Home



ENGLISH – 'Goodnight Mister Tom'

FICTION: Diary writing (Purpose: write to create emotion and describe feelings).

Purpose is clear and consistently maintained.

Convincing view point established.

GRAMMAR & PUNCTUATION:

Use expanded noun phrases to convey complicated information concisely.

Link ideas across paragraphs using adverbials of frequency.

Use conjunctive adverbs and fronted adverbials.

Consistently use subordinate clauses to write multi-clause sentences.

SPELLING: To spell words from the Year 5 / 6 spelling list.



*HPL - analysis
of the text*

ART - Creating Wartime Images

- Create layers of paint to add detail to background colours.
- With pencil, use hard and soft lines to record detail in the distance, foreground and create shadow.

HPL focus on creativity



RE

Pupils will be finding out about Judaism:

- Understand that Jews live by ten key rules.
- Name the main Jewish festivals.
- Name and explain the main Jewish symbols.



MUSIC– WWII

- Learn about the changes in musical styles in Britain from the 1930's.
- *HPL—analysis.* Analyse some traditional Second World War songs by thinking about the melodies and scales.
- *HPL—creativity.* Explore graphic scores and compose a soundscape.



ENGLISH – 'Goodnight Mister Tom'

NON-FICTION: Letter writing (Purpose: write in role to respond to events within the story.) *HPL Linking*—seeing alternative perspectives.

Features of selected form clearly established and level of formality used for purpose and audience.

GRAMMAR & PUNCTUATION:

Know what standard English is and conscientiously move between this and local dialect for effect.



MATHS

During maths, we will be learning to master the following objectives:

- Read and write numbers to at least 1 000 000, determine the value of each digit and partition and order and compare numbers to at least 1 000 000.
- Divide 1000, 100 and 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines.
- Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 / generate and describe linear number sequences.
- Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- Interpret negative numbers in context, and calculate intervals across zero.
- Count forwards and backwards with positive and negative whole numbers.
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why and solve number problems and practical problems that involve all of the above.

During our maths lessons, we will be developing our HPL skills with a particular focus on analysing (precision complex and multi-step problem solving). In every maths lesson, we will also be developing our retrieval skills linked to realising (automaticity, speed and accuracy).

SPANISH

Mrs Unsworth will be teaching 6SM for Spanish this year and Mrs Balfour will be teaching 6EC. Pupils will:

- Revise key vocabulary from Year 5.
- Describe their physical appearance and character and that of others.

PE - Leadership

- What is a leader?
- Why is space important when completing a task?
- How do you lead a team to complete a task?
- Why is it important to use appropriate equipment?
- Why is it important to think about the participants when planning an activity?
- Planning and evaluation.

Year 6 PE days: 6EC Week A and B - Wednesday, Friday.
6SM Week A - Wednesday, Thursday. Week B - Tuesday, Wednesday.

SCIENCE - Electricity

- Associating the brightness of a lamp or the volume of a buzzer with the number and voltage of cells.
- Comparing and giving reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
- Using recognised symbols when representing a simple circuit in a diagram.
- Planning different types of scientific enquiries to answer questions.

HPL focus on linking (abstraction, imagination and bigger picture thinking).



Our focus this term:

*Empathy
and
Hope*

PSHE

Jigsaw – Being Me in My World

Pupils will be:

- Identifying goals for the year and discussing their worries and concerns.
- Considering the universal rights for all children.
- Understanding that their actions affect other people locally and globally.
- Making choices about their own behaviour and how these relate to rewards and consequences.

COMPUTING: CODING

Pupils will:

- Plan a program before coding to anticipate the variables that will be required to achieve the desired effect.
- Follow through plans to create the program.
- Debug when things do not run as expected.

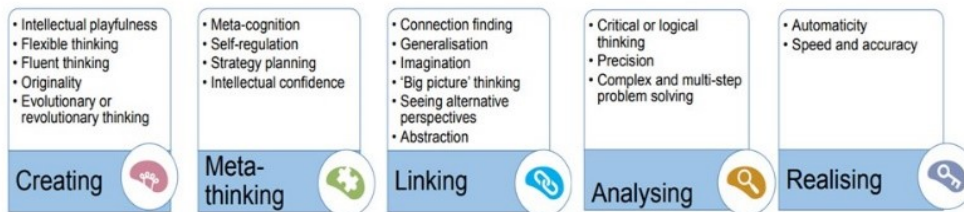
HPL—Realising (automaticity) and Agile

High Performance Learning Information

Our 'High Performance Learning framework' enables us to ensure a consistent approach to teaching and learning throughout all ages phase of our school. The advanced cognitive performance characteristics (ACPs) are focused on developing how learners think and the values, attitudes and attributes (VAAs) focus on developing how learners behave.

Advanced Cognitive Performance Characteristics (ACPs)

How Learners Think - these are:



Values, Attitudes and Attributes (VAAs)

How Learners Behave - these are:



HPL Characters

We previously ran a competition for children in our primary year groups to design superhero and animal characters to best represent the HPL **Values, Attitudes and Attributes (VAAs)** and **Advanced Cognitive Performance Characteristics (ACPs)**.

