Year 6 Term 1 Curriculum Letter

Dear Parents,

This is an outline of what will be covered in each subject in Term 1. A letter will be sent out each term to inform you of the topics covered in each subject. For further information regarding the curriculum, please click on the following link: The national curriculum in England - Framework document (publishing.service.gov.uk)

Please note that the Arabic department will also share information via Class Dojo for each term.

Mathematics	
Review of Y5 NC strands	• To review the 4 operations, fractions, decimals and percentages, measurement, position and direction, statistics (based on Y5 NC). • To complete Baseline assessment during Week 2.
Place Value	• To read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. • To round any whole number to a required degree of accuracy. • To use negative numbers in context and calculate intervals across. • To solve number and practical problems that involve all of the above.
4 Operations ***Addition, subtraction, multiplication and division***	• To multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. • To divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. • To 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. • To perform mental calculations, including with mixed operations and large numbers. • To identify common factors, common multiples and prime numbers • use their knowledge of the order of operations to carry out calculations involving the 4 operations. • To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. • To solve problems involving addition, subtraction, multiplication and division. • To use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
Fractions	• To use common factors to simplify fractions; use common multiples to express fractions in the same denomination. • To compare and order fractions, including fractions >1. • To add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.

	• To multiply simple pairs of proper fractions, writing the answer in its simplest form. • To divide proper fractions by whole numbers. • To associate a fraction with division and calculate decimal fraction equivalents for a simple fraction. • To understand how to solve the fraction of an amount.
English	
Acrostic Poetry	Talk for Writing format. **<u>Imitation</u>** • Creative hook and context • Learn and internalise model text - understand unknown words & deepen understanding. • Reading as a reader and as a writer **<u>Week 2 -Innovation</u>** • Acrostic poetry features • Create a new plan, boxed up version • Shared writing • Write own (Peer and self-editing) **<u>Week 3 - Invention</u>** • **Hot task** - Further opportunities for children to write from stimulus including oral invention. • Independent application children write independently)
Biographies	• **<u>Weeks 1&2 - Imitation</u>** • Cold task • Creative hook and context • Learn and internalise model text - understand unknown words. • Deepen understanding Reading as a reader Reading as a writer • Biography features taught • **<u>Week 3 -Innovation</u>** • Create a new plan, boxed up version • Shared writing • Write own (Peer and self-editing) • Daily feedback •

	• Teacher plans next steps based on assessment **Week 4 - Invention** • **Hot task** - Further opportunities to write from stimulus including oral invention. • Independent application (children write independently) **Grammar** • To use relative clauses to clarify, define and add detail. • To use noun phrases to convey information concisely (expanded noun phrases). • To use varied verb forms to express a range of time references. • To use brackets to indicate parenthesis.
Persuasive Writing	**Weeks 1&2 - Imitation** • Cold task • Creative hook and context (Principal video) • Learn and internalise model text - understand unknown words. • Deepen understanding Reading as a reader Reading as a writer • Biography features taught: **Week 3 & 4 -Innovation** • Create a new plan, boxed up version • Shared writing • Write own (Peer and self-editing) • Daily feedback Teacher plans next steps based on assessment **Week 5 - Invention** • **Hot task** - Further opportunities to write from stimulus including oral invention. • Independent application (children write independently) **Grammar** • To use fronted adverbials beginning with a range of conjunctions. • To use a semi-colon to separate main clauses. • To compare the vocabularies of informal speech and writing. • To use a range of subordinate clauses to clarify, elaborate and link ideas effectively.
Science	

Animals including humans	• To identify and name the main parts of the human circulatory system. • To describe the functions of the heart, blood vessels and blood. • To briefly look at the digestive system and to recognise the impact of diet, exercise and lifestyle in the way our body's function. • To understand the ways in which nutrients and water are transported to animals, including humans. • To discuss and describe the respiratory system. <u>Investigation</u> • Creating a respiratory system using bottles and balloons. • Make a model heart - Art
Electricity	• To identify circuits and their components. • To use recognised symbols when representing a simple circuit in a diagram. • To explain the meaning of electrical conductors and insulators. • To understand the difference between renewable and non-renewable energy. • To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches <u>Investigation</u> • Creating and experimenting with circuits. • Investigating the best conductors of electricity
History	
	• To understand the causes of WW1. • To recognise a map of Europe from 1914. • To explain the assassination of Franz Ferdinand. • To explore what life was like for soldiers on the frontline and at home for children. • To describe the role of women during the war. • To discuss alliances between countries. • To understand the role of horses in WW1. • To explain trench warfare. • To describe what happened during the Battle of Somme.
Geography	

Physical Features - Rivers	• To describe and explain the water cycle. • To relate the formation and continuum of rivers to their knowledge of the water cycle. • To understand that upper course river features include the source, V-shaped valleys, interlocking spurs, rapids, waterfalls and gorges. • To understand that middle course river features include wider, shallower valleys, meanders, and oxbow lakes. • To explain that lower course river features include wide flat-bottomed valleys, floodplains and deltas at the estuary or river mouth. • To recognise that rivers erode in four ways: Abrasion, Attrition, Hydraulic action and Solution or Corrosion.
Art	
Drawing – People and War	Pupils will learn to: • Select appropriate drawing materials. • Know when different materials can be combined and use this to good effect. • Develop their own style of drawing. • Choose appropriate techniques to convey the meaning of their work. • Create drawings which communicate movement. • Include shadows and reflections in their drawings.
Sculptures	• Pupils will learn to: • Create texture using different resources. • Use different approaches to create images. • Make decisions about the effectiveness of various methods. • - Combine pattern, tone and shape.

Please see the outline of what will be taught in each specialist subject.

French	• Pupils will learn a text about the French food, talking about Croque monsieur, • They will also find out some verbs related to the main topic and will practice exercises related to the text.
Music	• Critically listen to and evaluate music, considering elements such as harmony, rhythm, and form. • Explore music from various cultures and historical periods in depth. • Perform challenging songs that require advanced vocal techniques and harmonies. • Focus on performance skills, including stage presence and audience engagement. • Play in larger ensembles, such as school bands and develop collaborative skills. • Refine technical skills on various instruments, including improvisation and complex rhythms. • Compose and arrange music for different combinations of instruments, considering musical form and style.

	• Incorporate technology into composition and performance, such as using music software.
ICT	• Pupils will have the opportunity to delve into the numerous advantages and potential dangers posed by the internet. They will learn strategies to guarantee their online safety, including how to prevent cyberbullying and navigate the world of online gaming responsibly. • A comprehensive collection of detailed lesson plans and engaging activities will be created to highlight the critical importance of staying safe while using the internet. These resources aim to educate and empower individuals to make informed decisions and navigate online environments responsibly. • Students will engage in considering and articulating their vision for a better internet. Through this activity, students will be prompted to reflect on current internet practices and imagine how those practices could be improved to create a more positive and constructive online environment. By encouraging students to contemplate their ideal online community, this lesson plan aims to foster critical thinking, digital citizenship, and ethical engagement with technology. • Students will be given different situations and asked to respond by providing strategies and advice for staying safe while using the internet. This exercise aims to raise awareness about online safety and equip students with the knowledge and skills to navigate the digital world responsibly. • Students will have the opportunity to gain proficiency in utilizing various software applications tailored for specific tasks. As part of their coursework, they will delve into creating spreadsheets using Excel, developing a comprehensive understanding of its functions, and harnessing techniques for effective data manipulation. • Students will become capable and understand how to open the Google search engine and look for information on how to create a blog tailored for a specific purpose. • Pupils will be encouraged to identify and explore what they think a better document design and layout may be. Students will look at different blogs and decide which one is better and discuss how they can design their own.
PE	**<u>Icebreakers and Classroom Routines (2 lessons)</u>** • Students will learn the rules and routines of the physical education classroom, and what is expected in year 6. • We will discuss our yearly curriculum as well as sport ECAs, fixtures, and competitions throughout the year in line with our performance pathway. • Students will play icebreaker games to get to know each other as well as any additional new students in the class. • Student will also play 3 of our main sports to assess baseline ability and performance of the class. **<u>Volleyball (4 Lessons + 1 lesson for Assessment)</u>** • Students will recap their knowledge in the game of volleyball • Students will practice dig and volley, and begin working on their decision making on when to play which shot in isolated practices and match play • Students will practice serving and work towards serving at the back of the court • Students will practice spiking the ball in isolated practice and match play

- During matches, students will refresh their knowledge of rules and scoring during volleyball, and work towards umpiring and line judging other matches when their team is not playing.

Basketball (4 Lessons + 1 for Assessment)

- Students will recap their knowledge in the game of basketball and the rules of the game.
- Students will practice shooting using both layup and set shot in isolation, in the presence of defenders, and during matches.
- Students will develop their dribbling through learning skills and prioritising ball protection
- Students will practice and develop their chest and bounce passes in insolation, with the presence of a defender, and during matches.
- Students will also practice attacking and defensive strategies used in basketball.
- Students will learn how points are awarded during a game.

Handball (4 Lessons + 1 for Assessment)

- Students will recap their knowledge in the game of handball and the rules of the game.
- Students will practice shooting using the jump shot and aiming for corners in isolation, in the presence of defenders, and during matches.
- Students will practice defensive strategies using the horseshoe formation around the goalkeeper's box keeping their hands up.
- Students will develop their passing and moving through practising attacking as well as working in their team to create space
- Students will develop their dribbling skills in isolation, in the presence of a defender, and during matches