**YEAR 6 CURRICULUM NEWSLETTER**

**AUTUMN 2**

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| **ENGLISH** | * Children will plan their writing by: * 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 * in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed * Children will draft and write by: * selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action * précising longer passages * using a wide range of devices to build cohesion within and across paragraphs * using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] * Children will evaluate and edit by: * assessing the effectiveness of their own and others’ writing * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * 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   This half term the children will write:   * A newspaper report linked to World War Two topic * A story that gives a clear message * A letter to Santa trying to persuade him to buy something   Our class books will be:   * Letters from the Lighthouse * Friend of Foe |
| **MATHS** | **FRACTIONS**  Pupils will begin by simplifying fractions before moving on to comparing and ordering fractions related to a half and also by making the denominators the same. They will then begin to add and subtract fractions with different denominators, including mixed numbers. Pupils will then multiply and divide fractions. Pupils will be required to divide fractions by whole numbers and will explore different methods.  **DECIMALS**  Pupils will begin with reading and writing decimals using Base 10 materials before moving on to dividing and multiplying decimals by 1-digit numbers with no regrouping or renaming. Pupils will then be asked to write fractions as decimals using division and pictorial methods before looking at multiplying fractions which involve some regrouping and renaming by 1-digit numbers. Pupils will look at dividing decimals again, this time when regrouping and renaming with 1-digit numbers is required. They then move on to multiplying and dividing decimals by 2-digit numbers, which involves regrouping and renaming, using a variety of methods and strategies, including: number bonds, the worded method (writing down a problem in words and numbers), long division and the column method. |
| **SCIENCE** | **ELECTRICITY**  Pupils will be taught to:   * associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit * 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 * use recognised symbols when representing a simple circuit in a diagram.   Building on their work in year 4, pupils will construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors. They should learn how to represent a simple circuit in a diagram using recognised symbols.  Pupils will be taught to take the necessary precautions for working safely with electricity. Pupils might work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit. |
| **HISTORY** | WORLD WAR TWO – Did World War Two change Britain for the better?  Vocabulary: treaty, blitz, welfare state, employed, rationing, evacuated, negotiation ,evacuee, gas mask, justify, revenue, consequence  Key Facts the children will cover:  -Germany lost the first world war and the Treaty of Versailles was agreed.  -The British Prime Minster was keen to avoid another war so he often gave in to Hitler’s territorial demands.  -In 1938 Britain started to prepare for was by building warships and educating people about rationing and gas masks.  -The war began because Hitler spread hatred and killed many people.  -The second world war began in 1939.  -Children were evacuated to the countryside where it was safer.  -After the war, Britain was in a lot of debt.  -After the war, a third of houses had been destroyed, many people had died and there was still rationing.  -Most adults were employed.  -Key changes: education was free up to the age of 25  -Benefits were introduced to support those in need.  -Immigration began as there was not enough people to do the jobs required. |
| **DT** | **MECHANICAL SYSTEMS – AUTOMATED TOYS**  The children will make a Christmas themed toy using an automata mechanism. They will be measuring and cutting their materials, assembling the frame, choosing cams, designing the characters that sit on the followers and also finishing with a foreground and background. |
| **ART** | **MAKE MY VOICE HEARD**  Children express their personality, transforming their names into graffiti tags, using block lettering, serifs contrasting colours and shadow.  After viewing the emotive works of Käthe Kollwitz, children draw their own portraits using a series of lines and experiment with ‘halo' and ‘chiaroscuro’ techniques.  Having learned about the symbolism used in Picasso's ‘Guernica’, children plan their own composition based upon this famous piece, using symbols reflective of the First World War and plotting contrasting areas of black and white.  Continuing with their 'Guernica' inspired compositions from last lesson, children apply paint in tones of black, white and grey, standing back from their work at regular intervals to ensure that they maintain balance in their piece.  Children turn their Käthe Kollwitz inspired drawings from Lesson 2 into sculptures fit for the Fourth Plinth in Trafalgar Square, being aware of the message their sculpture portrays through its expression and looking at sculptors such as Mark Wallinger. |
| **SPELLING** | Words ending in -able  Words ending in -ably  Word families based on common words, showing how words are related in form and meaning  Word families based on common words, showing how words are related in form and meaning  Creating diminutives using prefixes micro- or mini  Adding suffixes beginning with vowel letters to words ending in -fer |
| **PE** | **FOOTBALL**  The children will learn to keep control of the ball when static and when on the move. They will perform dribbling skills with accuracy, control and confidence. They will learn to complete accurate passes with a partner and perform passing skills with accuracy, speed and confidence. The children will develop a broader range of attacking and defending skills and use these in a game situation. They will learn to understand the use of ‘space’ within a game and aim and shoot with accuracy. The children will learn how to stop a ball accurately and how to header a ball safely. They will learn to understand the rules of the football game and follow them accurately. |
| **PSHE** | **FAMILY AND FRIENDS**  Children will consider their networks of people who are special to them, and how they are changing and developing as they get older and prepare to move on to secondary school. They will continue to develop their skills in making new friendships, and in maintaining and coping with challenges in existing friendships and other relationships. They will also consider the value of diversity within friendships, and understand that there is a wide range of different family situations in which people live. The role of groups in friendship will be considered, including both the benefits and pressures that can bring. They will explore why and how to seek support from people they trust, and how they themselves can and do support others. |
| **RE** | **HINDUISM**  How do Hindus show their faith? Faith in what? Children will describe Hindu beliefs about God. Children will learn about A Hindu life; what is important? And describe one of the four aims in Hindu life; Dharma. We will ask Why is Mahatma Gandhi a Hindu Hero? The children will describe some key events in the life of Gandhi. What is it like to be a Hindu in Britain today? How and why do Hindus celebrate Diwali? The children will learn about the story behind Diwali, its meaning for Hindus and ways in which it is celebrated in Leicester today. What do Hindus say that God is like? Children will try to understand Hindu beliefs about God, understood through the Trimurti. |
| **ICT** | **NETWORKS**  The aim of these sessions is to provide children with the opportunity to find out more about how networks work, understand computer networks including the internet, learn how they can provide multiple services, such as the World Wide Web, and explore the opportunities they offer for communication and collaboration. We will discover what the children know about the internet and do some research and find out about the age of the internet. The children will find out what a LAN and a WAN are and think about how we access the internet in school. Finally we will think about what the future might hold for the internet and technology. |