

English



Reading and writing learning centred around high quality texts:

Text: Boy

Written outcomes:

- Instructions
- Autobiography
- Letter writing
- Comparative study of Roald Dahl characters

Night Mail

Written outcomes:

- Summaries,
- analysis and performances

Main Outcome:

- Poem with similar structure

Text: Private Peaceful

Written outcomes

- Non-chronological report
- News report
- Narrative based on the Christmas Truce

Whole school poetry focus (2 weeks in October):

Text:

World War One poetry:

- Winter Warfare by Edgell Rickword
- Happy is England Now by John Freeman
- Attack by Siegfried Sassoon
- Anthem for Doomed Youth by Wilfred Owen
- Men who March Away by Thomas Hardy
- The Soldier by Rupert Brooke
- We will remember them
- Grass by Carl Sandburg
- We Shall Keep the Faith by Moina Michael
- For the Fallen by Laurence Binyon
- Dulce et Decorum Est by Wilfred Owen

Outcomes:

- Comparing and contrasting poems/poets
- Descriptive writing through poetry
- Comparing 'Then' and 'Now' through WWI poems
- Writing their own 'war' / remembrance poems
- Performing poems

Grammar and spelling:

- Endings which sound like /ʃəl/
- Words ending in -ant, -ance/-ancy, -ent, -ence/-ency
- Use of the hyphen
- Homophones and other words that are often confused
- Words ending in -able and -ably
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix
- Linking ideas across paragraphs using a wider range of cohesive devices in Non-fiction writing: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter]
- **Punctuation:**
- Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example,

P.E.

1st half: Netball & Tennis

2nd half: Hockey & Gymnastics: Matching & Mirroring

Britain at War Part I: Not Forgotten

Year 6 Autumn term

A hundred years might seem like a very long time ago, but it isn't really. Your great-great grandparents were around then, and they would have lived through, and maybe even taken part in, this terrible conflict. Lots of history books have been written on World War 1 facts and why it started. But it all boils down to the fact that Europe had split into two large families of countries. The Allies — the British Empire, France, Belgium, Russia and later, the USA — were in one family. And the Central Powers of Germany, Austria, Hungary, Bulgaria and Turkey were in the other. On 4 August 1914, Germany invaded Belgium, and so, standing by its promise to stick up for Belgium, Britain declared war on Germany. The world was at war...join us as we learn everything there is to know about the Great War.

Ideas for topic texts to read at home: Where the poppies now Grow, Peace Lily, White Feather, Archie's War, War Game, the Silver Hand, Memorial

STEP INTO YOUR PLACE



Maths

Numbers to 1,000,000 than 10,000,000
Number line to 10,000,000
Comparing and ordering numbers to 10,000,000
Rounding numbers
Negative numbers
Problem solving – using written methods of addition and subtraction
Multiplying numbers up to 4 digits by a 1-digit number
Multiplying numbers up to 4 digits by a 2-digit number
Dividing numbers up to 4 digits by a 2-digit number
Common factors and multiples
Recognising prime numbers up to 100
Squared and cubed numbers
Order of operations
Brackets
Mental calculations
Reasoning from known facts
Simplifying fractions
Fractions on a number line
Comparing and ordering fractions
Adding and subtracting fractions
Problem solving – adding and subtracting fractions
Multiplying a fraction by a whole number then a fraction by a fraction
Dividing a fraction by a whole number
Four rules with fractions
Calculating fractions of amounts
Plotting coordinates in the first quadrant, translations and reflections
Reasoning about shapes with coordinates

Latin

We will begin by looking at the benefits of learning Latin and some hints on pronunciation. The main grammar covered will be nouns (the concept of gender) masculine (-us) and feminine (-a); agreement of noun and adjective and present tense verb endings, including the verb 'to be'. We will translate simple sentences. The pupils will learn the golden rule that Latin relies on word ending (not word order) to convey meaning. A strong emphasis is placed on etymology to build pupils' vocabulary. At the same time pupils' knowledge of Roman Britain will be broadened.

Music

Fifths 2 Programme: We will learn the meaning of Italian musical terminology words through a rap. They will perform different complex rhythms in groups at the same time as others and recap and develop their recorder skills.

Computing

- How can we trust the internet?
- Words words words
- Have fun with Scratch.
- Do you agree?

Geography & History

We will be examining primary and secondary evidence- biased and unbiased, including propaganda and political cartoons. We will find out the causes of WWI, and significant individuals in the conflict. We will compare maps from 1914 and 2020 and look at diagrams to answer questions. We will examine trench warfare, statistics of casualties and the work of Edith Cavell. Finally we will examine the treaty of Versailles and the changing face of Europe in 1914.

This knowledge will complement our work on Westminster Archives' 'Not Forgotten' programme. Here we will learn about the lives of local soldiers Pte Artuhur Sealby, Pte Walter Tull and Lt James Brill and will research local records and artefacts to find out more. We will undertake a project called 'Crossing the White line' during which we will learn more about Britain's first black infantry officer. This will culminate in a performance of WWI and suffragette songs to commemorate the anniversary of the unknown warrior at Westminster Abbey.

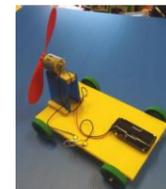
Art

Art: We will be studying the work of female war artists, including Olive Mudie-Cooke, Clare Atwood, Victoria Monkhouse, Norah Neilson Gray, Flora Lion and Anna Airy. We will compare them to the work of male war artists such as John Singer Sergeant and Paul Nash. We will create a watercolour study of poppies, using brushwork to capture their translucency followed by clay poppies for an installation.



Design and Technology

To reinforce our science learning on electricity we will make electric fan buggies using a variety of joining and mechanical techniques.



P.S.H.E

- **Relationships:** Collaboration: Teamwork
- **Relationships:** Collaboration: Shared Goals
- **Relationships:** Collaboration: Community Spirit
- **Health & Wellbeing:** Aspirations: Identified Strengths 1
- **Health & Wellbeing:** Aspirations: Identified Strengths 2
- **Health & Wellbeing:** Aspirations: Setting Goals 1
- **Health & Wellbeing:** Aspirations: Setting Goals 2
- **Created & Loved by God:** Emotional Wellbeing: Body Image
- **Created & Loved by God:** Emotional Wellbeing: Peculiar Feelings
- **Created & Loved by God:** Emotional Wellbeing: Emotional Changes

Science

Working scientifically in Upper Key Stage 2

Planning enquires: Children should plan different types of enquiry to answer questions. **Identifying variables:** Children should recognize and control variables where necessary.

Secondary sources. Children should recognize when secondary sources will be most useful to research their ideas and begin to separate opinion from fact. **Using equipment:** They should choose the most appropriate equipment. Children should take measurements, using a range of scientific equipment with increasing accuracy and precision. **Collecting data:** They should make their own decisions about what observations to make, what measurements to use, and how long make them for. **Recording:** They should choose how to record data. Children should record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs. They should report and present findings from enquires, including conclusions, causal relationships and explanations of results (in oral and written forms). **Analysing data:** Children should use test results to make predictions to set up further comparative and fair test. They should use simple models to describe scientific ideas. They should identify scientific evidence that has been used to support or refute ideas or arguments. **Making Improvements:** They should use their results to identify when further tests and observations might be needed

Autumn term topics

Electricity:

- 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

Key Scientist: Michael Faraday

Light:

- Recognise that light appears to travel in straight lines
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- Explore the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Key Scientist: Isaac Newton

R.E.

Kingdom of God

Know about the Kingdom of God. Reflect on its meaning for us. Understand that everyone is invited into the Kingdom of God. Consider ways to share this Good News. Understand the words and actions necessary to show our commitment to the Kingdom. Reflect on how we can live up to this commitment. Understand the variety of responses to the Kingdom. Reflect on our response. Know that Jesus has compassion for all who suffer. Think of ways in which we can show compassion. Know about people who helped to spread the Kingdom of God. Reflect on what we can learn from them.

Justice

Understand the meaning of justice. Know about some people who have been persecuted for speaking out about injustice. Reflect on the cost of commitment. Know about some people who work for justice. Reflect on what we can learn from them. Understand that we are all called to help one another. Reflect on how people with disabilities can help us. Know that Advent is a time when we prepare to celebrate the birthday of Jesus. Reflect on ways to prepare in this season. Know about the Mystery of the Incarnation.