

As readers and writers we will:

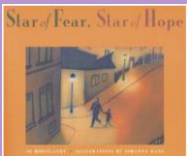
Study 'Star of fear, Star of Hope' by Jo Hoelstandt and use this text to learn to:

- Use expanded noun phrases to convey complicated information concisely (recap from Y5)
- Use passive verbs
- Link ideas across paragraphs using a wider range of cohesive devices
- Integrate dialogue to convey character and advance the action
- Use devices to build cohesion within a paragraph
- Link ideas across paragraphs using adverbials of time, place and number
- Use of inverted commas and other punctuation to punctuate direct speech
- Use Y5 standard punctuation
- Use consistent and correct tense

Study 'Can we save the Tiger' by Martin Jenkins to learn to:

- Enhance meaning through selecting appropriate grammar and vocabulary
- Use expanded noun phrases to convey complicated information concisely
- Use modal verbs and adverbs to indicate degrees of possibility
- Use brackets, dashes or commas to indicate parenthesis
- Use expanded noun phrases to convey complicated information concisely
- Apply persuasive language
- Use passive verbs
- Link ideas across paragraphs using a wider range of cohesive devices
- Use clear organisational features

Book we will read together:



Y6 Curriculum Autumn Term Cycle 1



As mathematicians we will:

- read, write, order and compare numbers to 10 million using place value.
- Round any number to a required degree of accuracy.
- Place negative numbers in sequence and calculate with negative numbers by counting on and back across zero.
- Add and subtract numbers with 4 or more digits using standard written algorithms.
- Multiply 4 digit by 1 and 2 digits using a standard written algorithm.
- Divide 4 digit numbers by 1 and 2 digit numbers using a standard written algorithm.
- Learn factors, multiples, square and cube numbers.
- Learn the order of operations using BODMAS.
- Work with equivalent fractions, mixed numbers and improper fractions to compare and order.
- add, subtract, multiply and divide using fractions.
- Find fractions of amounts.
- Use coordinates in 4 quadrants and translate and reflect shapes.

As scientists we will:

- Identify and name parts of the human circulatory system.
- Describe the function of the heart, blood vessels and blood.
- Describe the effects of diet, exercise, drugs and lifestyle on health.
- Understand the ways in which nutrients and water are transported in animals, including humans.
- Understand respiration and gas exchange.
- 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.
- give reasons for classifying plants and animals based on specific characteristics.
- Compare sources of light and explain how the eye is protected from light.
- Describe how light travels and how we see luminous and non-luminous objects.
- Recall factors that affect the size of a shadow and describe how the distance between an object and the surface its shadow is cast on affects the size of the shadow.
- Use ray diagrams to explain why shadows change size and why the shape of a shadow matches the object that cast it.
- Recall what happens to light when it reaches a smooth mirror surface.
- Identify the incoming and reflected rays and describe the relationship between their angles.
- Use mirrors to make a working periscope and explain how a periscope works using ray diagrams.
- Recall a range of uses of mirrors and reflection and describe how a mirror reflects light in different situations.
- Explain how light is reflected using knowledge of light and reflection.

As citizens we will we will explore:



In PSHE we be completing the Jigsaw unit 'Being me in My World' where we will be focussing on our role as global citizens.

As historians we will we will :

- Find out what World War II was and where and when it took place.
- Understand what the Blitz was and which areas were most likely to be affected.
- Learn about the effects of air raids and the causes of evacuation.
- Find out about the experiences and feelings of evacuees.
- Understand what rationing was, why it was necessary and how it impacted on people's lives.
- Learn about the experiences of Jewish children during the war and that the war created many refugees.
- Consider how the war affected people's everyday lives.

As artists we will:

- create sketch books to record our observations and use them to review and revisit ideas about Salvador Dali
- improve our mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal, paint, oil pastels]
- learn about the life and works of Salvador Dali.

As linguists we will:

- Learn about the different countries around the world in which French is spoken.
- Learn about different French shops and shopping related vocabulary.

As designers we will:

- understand and use textiles in our product
- apply knowledge of how to join textiles
- design a product made from textiles
- generate ideas using sketches and labelled diagrams
- design a textile product made from different materials
- generate design ideas through discussion with peers, sketches, diagrams and proto-types
- measure, mark and cut materials accurately

As computer users we will:

- Learn about the importance of online safety.
- Learn some of the symbols used to denote safety and danger online.
- Use 2diy3d to create games to educate others about online safety.
- Think about our own digital footprint and how we can keep safe from cyber bullying, grooming etc.

As musicians we will:

- Sing and play elements of Happy by Pharrell Williams - a Pop song with a Soul influence about being happy using different percussion instruments.

In PE we will:

- Develop our skills in hockey by learning how to move with the ball, control and pass using a hockey stick.
- Complete Forest School activities learning to use tools and items from the natural environment in different ways.

In RE we will:

- Learn how Christians believe that God was made man through the incarnation.
- Identify and explain Jewish beliefs about God
- Give examples of some texts that say what God is like and explain how Hindu people interpret them
- Make clear connections between Hindu beliefs.
- Give evidence and examples to show how Hindu people put their beliefs into practice in different ways
- Make connections between Hindu beliefs studied and explain how and why they are important to Hindu people today
- Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Hindus today, and articulate responses on how far they are valuable to people who are not Hindu.