

As readers and writers we will:

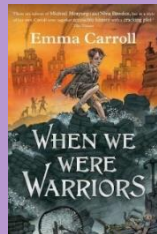
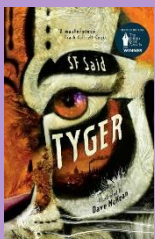
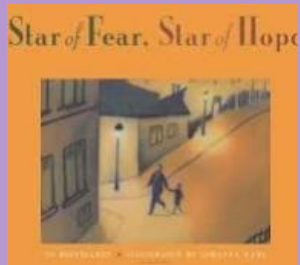
Study 'Star of Fear, Star of Hope' by Jo Hoelstandt and use this text to learn to:

- 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

Book we will read together:



Y6 Curriculum Autumn Term Cycle 2



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:



We will also be taking part in a 'Bright Leaders' programme of study to help prepare us for transition to high school and our future as British citizens.

As artists we will:

- Give examples of how artists use sketchbooks to record, explore and develop ideas.
- Identify and compare how artists use colour, materials and techniques to represent the natural world.
- Use wet-on-wet and wet-on-dry techniques to create different effects.
- Control the amount of water used to change the intensity of colour.
- Select and use a range of watercolour techniques to achieve intended effects.
- Use studies and sketchbook work to develop and inform a final composition.

As historians we will we will :

- Use sources of evidence to deduce information about the past.
- Compare some of the times studied with those of the other areas of interest around the world.
- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) and how these still influence today's world.
- Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.
- Know some of the main characteristics of the Athenians and the Spartans
- Know about the influence the gods had on Ancient Greece
- Know at least five sports from the Ancient Greek Olympics.

As designers we will:

- Find a suitable recipe for their course.
- Record the relevant ingredients and equipment needed.
- Follow a recipe, including using the correct quantities of each ingredient.
- Write a recipe, explaining the process taken.
- Explain where certain key foods come from before they appear on the supermarket shelf.



As linguists we will:

- Notice cognates and near cognates in the text.
- Recognise some previously known words.
- Use a dictionary to research the meaning of relevant vocabulary.
- Recognise and sort nouns by gender and number, and to explain the effect this may have on an adjective.

As geographers we will:

- Identify the most densely and sparsely populated areas.
- Describe the increase in global population over time.
- Begin to describe what might influence the environments people live in.
- Define birth and death rates, suggesting what may influence them.
- Define migration, discussing push and pull factors.
- Explain why some people have no choice but to leave their homes.
- Describe the causes of climate change, explaining its impact on the global population.

As musicians we will:

- Use musical and comparative language in discussion.
- Follow the melody line.
- Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing.
- Sing the correct words at the correct time.
- Recall the counter-melody line.

As computer users we will:

- Learn about the importance of online safety.
- Learn some of the symbols used to denote safety and danger online.
- Think about our own digital footprint and how we can keep safe from cyber bullying.

In RE we will:

- Learn how Christians believe that God was made man through the incarnation.