

# Year 6 Curriculum Information Autumn 2 2021-2022

## English

### Poetry - A Narrative Poem

- Analyse war poetry by Wilfred Owen
- Explore narrative poems that tell stories
- Investigate how each element of narrative poetry adds to the strength of a poem
- Understand that poems can be written about a variety of topics
- Explore how to write their own narrative poem by using each element of poetry
- Learn how to recognise elements of poetry in their own poems and how to add them into a poem to make the story more effective

### Non-fiction: Discussion texts

- Analyse discussion texts
- Planning, writing and editing discussion texts
- Elaboration - supporting points with evidence
- Balance and formal tone
- Logical conjunctions for cause and effect

### Spelling, Punctuation and Grammar

- Words ending in -able
- Words ending in -ably
- Word families based on common words, showing how words are related in form and meaning
- Creating diminutives using prefixes micro- or mini-
- Active and passive voice
- Semicolon to separate independent clauses
- Alan Peat - imagine sentences, the 3 -ed

## Maths

- 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 & answer in its simplest form e.g.  $1/4 \times 1/2 = 1/8$ .
- To divide proper fractions by whole numbers e.g.  $1/3 \div 2 = 1/6$ .
- To describe positions on the full coordinate grid (all four quadrants).
- To draw and translate simple shapes on the coordinate plane, and reflect them in the axis.
- To recall all multiplication tables up to  $12 \times 12$

## Science - Electrifying!

- This topic builds on the Year 4 work on electricity, taking it into the scientific use of symbols for components in a circuit as well as considering the effect in more detail of changing components in a circuit.
- The children will have the opportunity to apply their learning by creating an electronic game.

## Geography - Where does all of our stuff come from?

- In this unit, the children will find out about the UK's global trade links, investigating where everyday products come from and the journeys they take to our homes. This builds on work children may have done in KS1 looking at the geography of food.
- The children will also map the journeys taken by items, and research the pros and cons of buying local or imported goods.

## RE - What do religions say to us when life gets hard?

- Express ideas about how and why religion can help believers when times are hard.
- Outline Christian, Hindu and/or nonreligious beliefs about life after death.
- Explain some reasons why Christians and Humanists have different ideas about an afterlife.
- Explain some similarities and differences between beliefs about life after death.

## **PSHE – How can we keep healthy as we grow?**

- Explore how mental and physical health are linked.
- Learn how to maintain good dental health, including oral hygiene, food and drink choices.
- Recognise how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep.

## **Computing – My Online Life**

My Online Life has been developed to improve children's knowledge of the risks of their online lives and to develop skills when using online services. It takes a holistic approach to each of the different elements of their online lives.

## **Art – Talking Textiles**

- Explore ways in which stories can be told visually
- Experiment with different ways of using textiles to create effects
- Design a piece of textile artwork that tells a story
- Use a variety of different textile techniques to create their own talking textile story

## **Design Technology – Frame Structures**

- Children investigate and make annotated drawings of a range of portable and permanent frame structures
- Understand how to strengthen, stiffen and reinforce 3-D frameworks
- Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks

## **PE - Football**

- Passing/sending the ball over a long distance
- Passing/sending the ball when challenged by opponents.
- Creating and scoring opportunities
- Defending as an individual
- Defending as a team

## **Health & Fitness**

- 1km timed run
- Interval training & Circuit training

## **Music – Classroom Jazz 1 and Jazz 2**

- Listen & Appraise: Pupils will listen to jazz style pieces including *The Three Note Bossa & Five Note*
- Musical Activities: The children will play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B in the *Bossa Nova* style
- Perform & Share: Children will perform their composition, record the performance and evaluate.

**Spanish** - Revision of work covered last term: animals, present continuous verbs, locations, gender of nouns, calendar work.

- Noun/adjective agreement (gender, plurals)
- Simple conjunctions
- Useful questions and answers to build conversations
- Map work and Spanish culture – Madrid

## **Home Learning Opportunities**

- Homework is set on a Friday and should be completed by Wednesday morning.
- Practising spellings and times tables everyday has the most impact on learning.
- Please bring your reading book and record every day & write in it every time you read.
- Anything you read outside of school (comics, newspapers, magazines) can be written into your record by somebody at home.
- PE kits should be worn on Mondays and Wednesdays - to be worn all day (don't forget to put trainers/pumps in your bag).