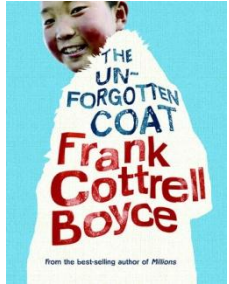
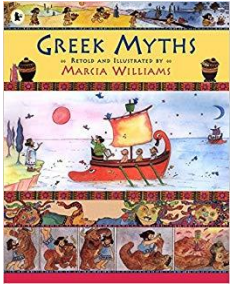
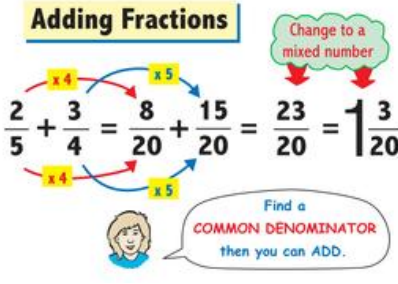



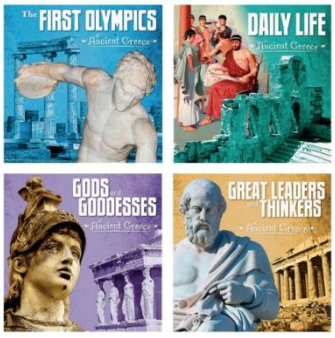






These are the topics and areas of the school curriculum that the children in Year 6 will be studying this term. As you can see there are the key learning intentions (What the children will know and be able to do) for each area and some ideas for ways in which you could help support this learning at home. If you have any further questions about what is going on in our lessons, then please call in at the end of the school day and find out more.

English	Maths	Science	ICT & Computing	Art & Design	Modern Foreign Languages
The Unforgotten Coat & Myths	Maths Mastery	Living Things in their Habitats	We are Game Developers	Autumn Sketching	Spanish
 					
In School:	In School:	In School:	In School:	In School:	In School:
<ul style="list-style-type: none"> Increasing their familiarity with a wide range of books, including myths, legends from our literary heritage, and books from other cultures and traditions Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Use a range of devices to build cohesion within and across paragraphs 	<ul style="list-style-type: none"> Compare and order fractions, Use common factors to simplify fractions; Recall and use equivalences between simple fractions, decimals and percentages, Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375 and $\frac{3}{8}$). Add and subtract fractions with different denominators and mixed numbers, Multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$). Find simple percentages of amounts 	<ul style="list-style-type: none"> I can give examples of animals in the five vertebrate groups and some of the invertebrate groups I can give examples of flowering and non-flowering plants I can use classification materials to identify unknown plants and animals (Databases) I can describe with diagrams or models as appropriate how light travels in straight lines past translucent or opaque objects to form a shadow of the same shape. 	<ul style="list-style-type: none"> I can create and code my sprites to move and bounce in different directions I can code sprites to hide when clicked I can code a scoring system I can code sprites to move faster when touching other sprites I can code sprites to move in random directions I can debug (fix) any code that doesn't work 	<ul style="list-style-type: none"> I can work from a variety of sources including observation, I can carry out preliminary studies, trying out different media and materials and mixing appropriate colours. I can use dry media to make different marks, lines, patterns and shapes within a drawing. I can explore colour mixing and blending techniques with coloured pencils. 	<ul style="list-style-type: none"> I can recap the most necessary language needed for the classroom and get pupils to think about why Spanish is an important language to learn. I can revise and extend knowledge of the numbers needed to tell the time I can learn how to ask for and give the time (hour, half and quarter) I can consolidate and extend the ability to ask for / give the time I can say 'at ... o'clock. I can say numbers up to 1000
At Home:	At Home:	At Home:	At Home:	At Home:	At Home:
Ask the children to retell the story of the Unforgotten Coat and a range of the Myths they have heard.	If you have a PC, smartphone or tablet then the children have a username and password for a game called TT Rockstars. This will give them regular practice of their times tables, little and often is best!	Discuss the issue habitat protection and in particular the problem of unsustainable palm oil and the workshops we will have with Chester Zoo ahead of our visit.	If you have a PC there are lots of coding activities available. In school we use Scratch and App Inventor from MIT and this is a free download. Let your child show you what to do.	Discuss our whole school art project with your child and check the class webpage for pictures of our finished artwork. Encourage your child to draw and be creative at home and bring finished pieces into school for display.	Ask your child to talk to you about and talk to you in the Spanish that they are learning. Encourage them to listen to the many songs and short film available to help them to learn the key vocabulary.
Geography & History	Music	Religious Education	Physical Education	Design & Technology	PSHE
Ancient and Modern Greece	Clarinets		Orienteering	Soup & Greek Food	Expectations and Safety
					
In School:	In School:	In School:	In School:	In School:	In School:
Modern Greece (Geog) <ul style="list-style-type: none"> I can identify the continent in which you can find Greece and locate it on a map. I can name the four countries that border Greece. Ancient Greece (Hist) <ul style="list-style-type: none"> I can explain how and why empires grow. I can explain the chronology of a timeline. I can explain how the political system worked in Ancient Greece. I can Greece with modern political systems. 	<ul style="list-style-type: none"> I can adopt the correct posture for playing the clarinet successfully. I can use the correct hand position in order to play successfully. I can achieve the correct embouchure. I can play simple pieces of music using a range of letters moving to attempt the use of musical notation. I can perform by ear and using simple notations. 	<ul style="list-style-type: none"> I and answer the questions: Would you give money to charity? & What I know about the work of development charities? I can think about unfairness in the world and suggest what can we do to change it. I can use reasoning and examples to express insights into the relationships between different beliefs, teachings and world issues. 	<ul style="list-style-type: none"> I know some of the symbols on an orienteering map. I know how set a map. Know how to keep the map "set or "orientated" when they move around a simple course. I know the eight points of a compass. 	<ul style="list-style-type: none"> I can weigh and measure using scales. I can select and prepare foods for a particular purpose. I can work safely and hygienically. I can use a range of cooking techniques. I know where and how ingredients are grown and processed. I can explore seasonality of vegetables and fruit. I can wash and rinse equipment, paying attention to detail, e.g. glasses, graters 	<ul style="list-style-type: none"> I am aware of my immediate and wider environment and help look after it. I understand that the ways that rules keep us safe. I can respect the rules of groups to which I belong and contribute to making rules. I understand how to stay safe online. I can explain why it is important not to trust everything online I understand how to stay safe in different environments outside of school.
At Home:	At Home:	At Home:	At Home:	At Home:	At Home:
Use the BBC Website to investigate Ancient and Modern Greece and make comparisons and note key facts.	Listen to music whenever possible and encourage the children to have favourites. Consider downloading apps that help develop the reading of musical notation.	Discuss with your child the different fundraising events we support in school and at home including Children in Need, Comic Relief, Macmillan Cancer Support and Christian Aid	Encourage the children to engage in opportunities for outdoor play any kind of regular physical exercise.	Involve the children in preparation of family meals and the selection of ingredients when shopping.	. As your child starts to have greater freedoms outside the home both within the community and online, discuss the issues of safety and ensure they understand their responsibilities.