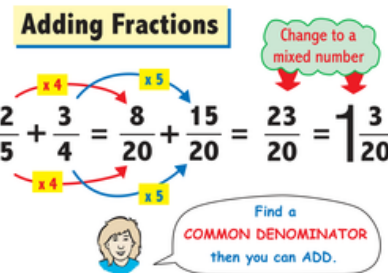
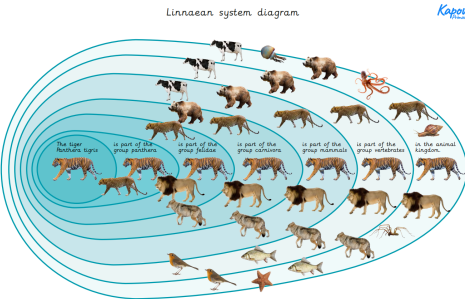
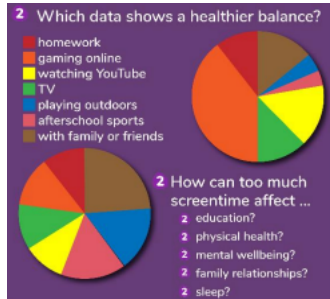
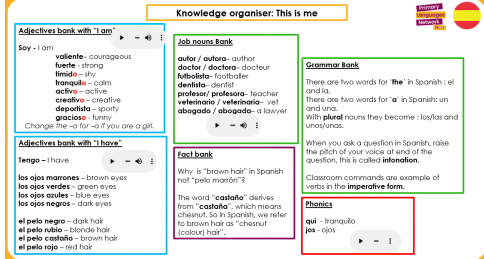
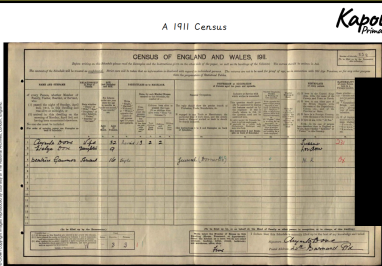
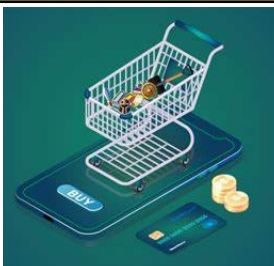


These are the topics and areas of the school curriculum that the children in Year 6 will be studying this term. As you can see there are the key learning intentions (What the children will know and be able to do) for each area and some ideas for ways in which you could help support this learning at home. 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 and Technology	Modern Foreign Languages
CUSP Writing Block A – Autobiography	Power Maths – Place Value, Four Operations and Fractions	Classifying Living Things and Energy: Light and Reflection.	Online Safety, Spreadsheets and Blogging	2D Drawing to 3D Making Pulleys and Gears– Making Toy Cars	Spanish – This is Me! & Homes and Houses.
					
In School:	In School:	In School:	In School:	In School:	In School:
- The past progressive tense shows on-going actions that took place in the past - Relative clauses are used to give additional information about a noun by using a relative pronoun - Sequence and describe events chronologically and factually - Use conjunctions, adverbs and prepositions to express time, place and cause	- 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.	- Define the term ‘organism’ and name the seven life processes of all living things. - Describe the work of Carl Linnaeus. - Define the term ‘vertebrate’ and name the vertebrate groups. - Describe the characteristics of fish, amphibians, reptiles, birds and mammals. - Compare the characteristics of the vertebrate groups. - Define the term ‘invertebrate’.	- Review the meaning of a digital footprint and be clear on appropriate online behaviour. - Understand the importance of balancing game and screen time with other parts of their lives. - Identify the positive and negative influences of technology on health and the environment. - Plan the theme and content for a blog. - Understand how to write a blog and a blog post. - Consider the effect upon the audience of changing the visual properties of the blog. - Know what a spreadsheet looks like. and how to navigate and enter data into cells. .	- Explore artists who use their drawing skills to make objects, and I can share my responses to their work, thinking about their intention and outcome. - Use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use. - Transform drawings into three-dimensional objects.	- I can recall personal information questions and answers. - I can understand and use adjectives to talk about my personality. - I can recall how to describe hair and eye colour. - I can read and understand a text about my appearance and personality. - I can write a text about my appearance and personality. - I can understand and sing along to the rocket song.
At Home:	At Home:	At Home:	At Home:	At Home:	At Home:
Ask the children to recall what’s been happening in our class novel ‘Rooftoppers’. Talk to the children about what they’ve written in their autobiographies and give them ideas to include.	Century AI, TT rockstars and many more online games such as Guardians of Mathematica on the BBC Bitesize website	Ask your children how we can classify living things.	Discuss with your child the importance of positive online behaviour and their digital footprint.	Encourage your child to draw and be creative at home, any finished pieces they might like to bring into school for us to celebrate and 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 songs or watch short films In Spanish.
History	Music	Religious Education	Physical Education	Geography	PSHE
Clarinets	Sanatana Dharma (Hinduism)	Real P.E. – Unit 4A Seated Balance and floor work and Hockey	Why Does Population Change?		
					
In School:	In School:	In School:	In School:	In School:	In School:
- Identify the type of information the census gives about people. - Use the census to make inferences about people from the past. - Create questions about Victorian working conditions and the thoughts and feelings of a Victorian working child. - Identify and describe the changes between periods of time using the census. - Use other primary and secondary sources to verify the data in a census.	- 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.	- What is the best way for a Sanatani to show commitment to God? - Prayer and Worship including the significance of Puja and how Puja shows commitment to God, devotion to gods and goddesses and pilgrimage to the Ganges.	- Use apparatus, perform balances and jumps with good control and tension - Perform dances in both canon and unison, with clarity and confidence. - Explore, improvise, and combine movement ideas fluently and effectively. - Develop control whilst performing skills at speed. - Apply the attacking and defending principles in a Hockey game. - Use different skills to keep possession of a ball as part of a team.	- 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 how brushing, flossing and limiting sugar over time can protect teeth. - Interpret traffic light food labels and select healthier swaps for a balanced diet - Explain how past experiences can influence strong and complex feelings. - Choose helpful ways to regulate strong feelings. - Explain the difference between a growth mindset and a fixed mindset. - Suggest positive ways to respond to challenges and setbacks. - Explain how unkind behaviour, including bullying, can affect self-esteem and how to support others.
At Home:	At Home:	At Home:	At Home:	At Home:	At Home:
Ask your children what the census is and why it’s used.	Listen to music whenever possible and encourage the children to have favourites.Consider downloading apps that help develop the reading of musical notation.	Discuss what commitment means to you and your family. Come up with some commitments to stick to at home	Encourage the children to engage in opportunities for outdoor play and any kind of regular physical exercise.	Ask the children on the influences of populations and why people choose or have no choice but to move.	Talk to the children about their feelings and discuss if anything is worrying them or the topics that have come up in school.

More detail as to content of the Year 6 Curriculum can be found on the school website.