



## Year 6 Curriculum Autumn Term 1 2021

We hope that your child has settled well into their new class and is enjoying the start of the new school year.

We thought you would find it useful to have a clear idea about the skills and vocabulary your child will be learning this term. The information below is, of course, only a starting point, and they will learn much more than we have written down!

### Key Learning: English and maths

Reading	Writing	Maths
<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, and poetry.</p> <p>Drawing inferences, such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence.</p>	<p>Identifying audience and purpose, selecting appropriate form, and using similar writing as models for their own writing.</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Expand noun phrases by modifying adjectives (revision) and to convey complicated information concisely.</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use brackets, dashes, or commas to indicate parenthesis.</p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing</li> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> </ul> <p>To identify subject, object and verb (revision)</p> <p>Use passive verbs to affect presentation of information in a sentence.</p> <p>To use prepositional phrases.</p>	<p>Number: Place value</p> <p>Read, write, order, and compare numbers up to 10,000,000 and determine the value of each digit.</p> <p>Round any whole number to a required degree of accuracy.</p> <p>Use negative numbers in context and calculate intervals across zero.</p> <p>Solve number and practical problems that involve all of the above.</p> <p>Number: Addition, Subtraction, Multiplication and Division</p> <p>Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.</p> <p>Multiply multi-digit number up to 4 digits by a 2digit number using the formal written method of long multiplication.</p> <p>Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context.</p> <p>Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context.</p>



		Perform mental calculations, including with mixed operations and large numbers. Identify common factors, common multiples and prime numbers.
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**Spellings (these are the spellings the children will be taught in school during this half term)**

**Parents can support by using these words in context and talking to their children about the meaning.**

accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, disastrous, embarrass, environment, equipment, especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance

**Whole Class and Guided Reading**

Sky song

## Autumn Term 1 Key Vocabulary and Skills

This is a brief overview of some of the vocabulary the children will learn this half term. It is the minimum we expect all of the children to know and understand well by the end of this half term.

**Art Drawing**

Vocabulary	Skills
<p><b>Organic</b> - Refers to shapes or forms not of geometric shape, having irregular edges, surfaces or objects similar to natural forms.</p> <p><b>Curvaceous</b> – curves of a shape or picture</p> <p><b>Proportion</b> - The scale relationships of one part to the whole and of one part to another. In images of figures, the appropriate balance between the size of body and its limbs.</p> <p>Intricate - something that has many small parts</p> <p><b>Tessellation</b> – construct, pave or inlay mosaic small tiles</p>	<p>Use sketchbooks to record observations and use them to review and revisit</p> <p>Use dry media to make marks and create different effects including the use of line, patterns, textures and shapes</p> <p>Learn about a great designer.</p>



## Computing Write code to control a micro:bit

Vocabulary	Skills
<p><b>Procedure</b> - A procedure/function is used in programming to break a complex task down into simple steps or sections.</p> <p><b>hex file</b> – a source file used by logic devices such as microcontrollers in remote controls or office machines</p> <p><b>Code</b> – information and commands put into a programme</p> <p><b>micro:bit</b> – open sourced hardware embedded in the computer system.</p> <p><b>Syntax</b> – words put together to make sentences</p>	<p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programmes</p> <p>Use sequence, selection, and repetition in programmes; work out how some simple algorithms work and detect and correct errors in algorithms and programmes</p> <p>Design, write and debug programmes that accomplish specific goals, including controlling or simulating systems; solve problems by decomposing them into smaller parts</p>

## History: A non-European Society that provides contrasts with British history Mayan civilization c AD900

Vocabulary	Skills
<p><i>Trade</i></p> <p><b>Slaves</b> – a person who is the property of another person</p> <p><b>Tributes</b> – a payment by one state ruler to another</p> <p><b>Mayan trade network</b> – a system used by the Maya to buy and sell goods</p> <p><b>Obsidian</b> – a dark volcanic glass formed from lava</p> <p><b>Luxury items</b> – goods that are not essential to day to day living</p> <p><i>How societies are governed and ruled</i></p> <p><b>Hierarchical</b> – a system where an organisation has different ranks or positions depending on how important they are</p> <p><b>Urban ceremonial centre</b> – a place where religious or formal events take place</p> <p><b>Power</b> – the control somebody has over somebody or something</p> <p><b>Prestige</b> – admired or respected because of their position</p> <p><b>Elites</b> – top of the society e.g. richest, talented</p>	<p>Know and understand significant aspects of the history of the wider world: the expansion and dissolution of empires; achievements and follies of mankind</p> <p>Devise historically accurate questions about change, cause, similarity, difference and significance</p>



## Music Happy

Vocabulary	Skills
<b>Composers</b> – people who create music <b>Crotchet</b> – a musical note that has time value of two quavers <b>Duration length</b> – the time taken for something <b>Minim</b> – a musical note that has a time value equal to two crotchets <b>Rest</b> – a pause or interval	Appreciate and understand a range of high-quality recorded music Develop an understanding of the history of music

## P.E. Tennis

Vocabulary	Skills
<b>Tennis</b> <b>Fault</b> – a serve which hits the net and / or lands outside the service box <b>Half-volley</b> – a shot hit just as the ball bounces <b>Love</b> – a score of zero points in a game or zero games in a set <b>Rally</b> – the exchange of shots between players. A rally starts when the receiver returns serve and ends when the point is won <b>Smash</b> – an overhead shot hit very hard, usually before the ball has bounced	Consistently uses skills with co-ordination, control, and fluency. Takes part in competitive games with a strong understanding of tactics and composition.

## Science Electricity

Vocabulary	Skills
<b>Current</b> – a flow of electricity through a wire or circuit <b>Voltage</b> – an electrical current is measured by its voltage	Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate  Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.  Using test results to make predictions to set up further comparative and fair tests.



#### French Unit 4 (10) Vive le sport

Vocabulary	Skills
<p>Qu'est-ce que tu fais <i>What are you doing/do you (lundi)? do (on Monday(s))?</i></p> <p>Je joue au tennis/basket. <i>I play tennis/basketball.</i></p> <p>Je joue au cricket. <i>I play cricket.</i></p> <p>Je fais du vélo. <i>I ride my bike/go cycling.</i></p> <p>Je fais du skate. <i>I go skateboarding.</i></p> <p>Je fais de la danse/natation. <i>I dance/swim.</i></p> <p>zéro <i>zero</i></p> <p>boire <i>to drink</i></p> <p>manger <i>to eat</i></p> <p>le jus d'orange <i>orange juice</i></p> <p>le yaourt <i>yogurt</i></p> <p>le poisson <i>fish</i></p> <p>une pomme <i>an apple</i></p> <p>les carottes (f. pl.) <i>carrots</i></p> <p>le chocolat <i>chocolate</i></p> <p>le coca <i>cola</i></p> <p>les pommes frites (f. pl.) <i>chips</i></p> <p>les bonbons (m. pl.) <i>sweets</i></p> <p>Oui, c'est bon pour la santé. <i>Yes, it's good for your health.</i></p> <p>Non, c'est mauvais pour <i>No, it's bad for</i></p>	<p>Children will be practising speaking in French and reading and writing vocabulary.</p>

#### RSHE (Relationships Sex and Health Education), 1 Decision and No Outsiders

<p>This half term the children will be using our 1 Decision programme on Feelings and Emotions to focus on jealousy, anger and worry.</p> <p>They will also use the No Outsiders text, Leaf, to learn about how to overcome fears about difference.</p>
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#### Home Learning (begins on Monday 27th September)

We would like the children to focus on reading and maths as part of their home learning this year. They should be reading as often as possible, but at least 3 times a week. This should be independent, shared with an adult or being read to by an adult. Usually, they will be reading their Accelerated Reader book, which they can then quiz on in school, but it may also be reading magazines, comics, instructions or online items.

In maths the children will be expected to complete the online learning set by their teacher. This will be using the programme, Mathletics, which the children use regularly in class. This will be 2-3 activities per week. If you are having problems with any online learning, including access, please contact your child's teacher.