The Half Term Ahead

Year 6: Autumn 1

Earth Charter links: Future
Big Question: How can we learn to 'think outside the box'?

Launch Event: Solve a mystery task
Visits, visitors & trips: Sutton Hoo
Finale Event: Sharing of work

Key dates – please put these dates in your diary

Autumn 1:

Whole school
Year 6 only

- **Tuesday 30th September and Thursday 2nd October** – Parents' evening (in person)
- **1st , 2nd or 3rd October** – individual photos (Year 6 date TBC)
- **Saturday 4th October** – sibling photos
- **Monday 6th – Friday 16th October** – Year 6 Bikeability sessions for those signed up – exact dates/times for individuals TBC
- **Friday 10th October** – Earth Charter Day
- **Monday 20th – Friday 24th October** – STEAM week
- **Friday 24th October** – parents and carers are invited into school at the end of the day to celebrate STEAM week work and any other year group projects

A brief view of upcoming dates for Autumn 2:

- **Saturday 8th November** - Fireworks
- **Monday 15th December** – online National Holocaust experience (Leo's Journey – age appropriate). School time – children only.

'Reach for the Stars' – optional enrichment activities to enjoy with your child:

Maths:

- ***Challenge 1*** **–** Roman numerals - Use your place value knowledge to help you to solve the roman numerals! To access the link quickly, type 'Roman Numerals Quiz – Transum' into Google and use the top link. (https://www.transum.org/software/SW/Starter_of_the_day/Students/Roman_Numerals.asp) Remember: **I** **V**alue **X**ylophones **L**ike **C**ows **D**o **M**ilk
- ***Challenge 2*** – Place value - Digit sum is where you add all the digits in a number (e.g. the number is 112, the digit sum is 1+1+2=4). ***Task 1:*** Create seven-digit numbers where the digit sum is six and the ten thousand digit is two. ***Task 2:*** Fred says he has the largest number. What could his number be? ***Task 3:*** Wilma says she has the smallest number. What could her number be?
- ***Challenge 3*** **-** Flora asked, "Can you make square numbers by adding two prime numbers together?" Ollie said, "I know that 4 is a square number and I can add 2 + 2 to make it. Since 2 is a prime number, I have managed to do it!" ***Task:*** Have a go yourself. Try with the squares of the numbers from 4 to 20 (Example 1: 4 squared = 16. Can you find two prime numbers which add together to make 16? Example 2: 5 squared = 25. Can you find two prime numbers which add together to make 25?) etc.

English: Quick Writes – spend 10 minutes (or longer if you wish) answering the prompts:

- ***Challenge 1*** - If you could have any fictional character as your best friend, who would you choose and why? What would you do together?
- ***Challenge 2*** - Recreate a new ending for the last book you read.
- ***Challenge 3*** **-** Describe your future robot servant – Imagine a future in which we each have a personalised robot servant. What would yours be like? What would it do? What would it look like? What would it talk like? What features would it have?

Home Learning Expectations

Reading every day: the power of 1:1 reading
The expectation is that every child reads at home (or is read to by an adult) every day. Where it is such a key life skill, we feel this sits at the very top of our home learning priorities.

Home Learning cycle: standardised deadlines

- The homework cycle begins on Friday.
- All homework is due to be completed by Thursday morning of the next week.

Tasks/activities in addition to reading at home daily:

Activity	Expectation
Doodle Maths	5x 10min sessions a week
Spellings	Around 15 minutes a week via Spelling Shed
'Times Tables Rockstars'	5x 10min sessions a week
*CGP SATs revision guides (From Autumn 2)	Around 30 minutes per week Collected in every fortnight

**An overview of the CGP tasks will be shared at the beginning of every half term via:*

- *Parent curriculum information event at the start of the half term*
- *Sending to parents electronically*
- *Publishing on the website*
- *Giving children a paper copy.*

Curriculum Overview

Year 6	Autumn 1
Reading: Key Text	**The London Eye Mystery** by Siobhan Dowd Give / explain the meaning of words in context | retrieve and record information / identify key details from fiction and non-fiction | summarise main ideas from more than one paragraph | make inferences from the text / explain and justify inferences with evidence from the text | predict what might happen from details stated and implied | identify / explain how information / narrative content is related & contributes to meaning as a whole | identify / explain how meaning is enhanced through choice of words and phrases | make comparisons within the text
Writing & Grammar	**Poetry**: *Poetry Please: The Seasons – Various* (1 week) Basic word families (verbs, adverbs, nouns, adjectives, determiners) | Main clauses - Capital letters, full stops, question marks, exclamation marks | Subjunctive verb form **Creating Narrative** (Quest)*: How to Train Your Dragon* – Cressida Cowell (2 weeks) Cohesive devices within paragraphs | Contractions | Dialogue – direct speech (inverted commas) | Relative pronouns and relative clauses | Verb tenses | Brackets, dashes and commas for parenthesis **Informative Writing** (Experimenting with Formality & Voice): *Fantastic Beasts and Where to Find Them* – JK Rowling (3 weeks) Hyphens and commas to avoid ambiguity | Semi-colons for independent clauses | Modal verbs | Prepositions | Add specific detail using precise adjectives, nouns and prepositional phrases (i.e. expanded noun phrases) | Cohesive devices across paragraphs **Cross-curricular / Additional writing opportunities**: Persuasive letter/diary extract – links to topic | National Poetry Day
Spelling	Recap regular/irregular verbs | Plurals (leaf - leaves) | Recap -ous (nouns to adjectives) | i before e | Convert nouns or verbs into adjectives using suffix '-ful' and '-fully' | -tious / -cious | -cial / -tial
Maths	**Number and Place Value** Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit | Round any whole number to a required degree of accuracy | Use negative numbers in context, and calculate intervals across zero | Solve number and practical problems that involve all of the above **Addition, subtraction, multiplication and division** Multiply & divide multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method | Interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context | Perform mental calculations, including with mixed operations and large numbers | Identify common factors, common multiples and prime numbers | BODMAS | Solve multi-step problems in contexts, deciding which operations and methods to use and why | Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. **Fractions** (including decimals and percentages) Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example ⅜] | Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places | Multiply one-digit numbers with up to two decimal places by whole numbers
Science	**Electricity:** Physics Circuit symbols and diagrams | Batteries | Series & Parallel Circuits | Electricity in the home
RE	**Theology**: Christianity Why is the resurrection significant for Christians? | Different gospel narratives, truth claims, salvation
PSHE	**Being Me in My World** My Year Ahead | Being a Global Citizen | The Learning Charter | Owning Our Learning Charter
PE	**Outdoor**: Cross country | **Indoor**: Gymnastics
Computing	**Computing systems and networks** Communication: *Exploring how we find information on the Worldwide Web, through learning how search engines work* Internet addresses | Data packets | Working together | Shared working | How we communicate | Communicating responsibly
Humanities	**History**: Britain's settlement by Anglo-Saxons and Scots *What can we learn about the Anglo-Saxons from what we see today?* Using artefacts identified at Sutton Hoo to explore what life was like for Anglo-Saxons | Who were the Anglo-Saxons | Where did the Anglo-Saxons live?
Art & DT	**Design Technology**: Textiles To design and make an item of clothing for themselves or a friend/family member | Joining and finishing techniques including adjusting to ensure a good fit
Music	Theory and Harvest
MFL	**Spanish** *Phonetics 1-2* Key phonemes to facilitate accurate and authentic pronunciation *Presenting Myself* Rehearsal of both oral and written form in Spanish | Asking questions as well as providing accurate replies | Develop a growing understanding of grammar to manipulate language | Begin to create sentences using a range of personal details including name, age, where they live and nationality