# What my child will be learning this half term

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| **Year 6** | | Autumn first half term | |
| **Art** | **Computing** | **DT** | **English** |
| **Pop Art**  **The aims of this project are to develop all pupils’ observed drawing and graphic design skills while learning about the colourful and fun Pop Art period of the 1960’s onwards, particularly in America.**  **Visually observe:** pencil and felt pen drawings of cans and their own favourite objects.  **Research and analyse:** Research and select their own familiar object which will form the basis of their final piece. Analyse the work of Andy Warhol and Roy Lichtenstein.  **Make and Experiment**-Experiment with a range of media and techniques, such as monoprinting and 3D modelling with card and paper.  **Review and Respond:** To the work of famous Pop Artists from the 1960’s: Andy Warhol, Roy Lichtenstein, Claes Oldenburg and Wayne Thiebaud. | |  | | --- | | **Computer Networks**  We all use the internet so often but do we really understand it? During this topic children will learn the basic hardware needed to create the internet and how information is transferred. | | **Food Technology: Baking and Decoration**  Pupils learn about health, safety and hygiene in the food room. Pupils cook on a fortnightly rotation and learn basic cooking and decorative skills using a range of icing techniques. Recipes include 3D iced biscuits, decorated fairy cakes and a Christmas cake. | |  | | --- | | **Alice in Wonderland**  Our year starts with a study of extracts from this classic novel, focusing on inferring the character of the Queen of Hearts based on her behaviour and mannerisms. Our writing is inspired by our reading, creating our own characters and descriptions, and rules for our own imaginary game based on flamingo croquet. During this half term, they also learn how to use parentheses, such as dashes and brackets in their writing, as well as learning how to start sentences in different ways and what main and subordinate clauses are. | |
| **French** | **Humanities** | **Maths** | **Music** |
| |  |  | | --- | --- | | |  | | --- | | **School Life**  Pupils will be able to identify and describe their subjects in school. A focus on extension will be places in description with adjectives and connectives to develop the skill of giving more details. | | | **Geography** *-* **Global Perspective**  Students will improve on mapping skills and their world geographical knowledge by understanding latitude and longitude. With this, they will compare climates in locations and understand the impact on humans.  **History**: **Saxons and Vikings**  Pupils will look at the time up to Edward the Confessor and analyse how England came to be peaceful after a time of struggle and unrest. | **1 - Place Value: Numbers to 10 million**  In this first unit of Year 6, pupils are refining their knowledge of place value, working with numbers between 1 000 000 and 10 000 000. They begin the unit reading and writing numbers to 10 000 000 using number discs, numerals and words. An additional lesson using an abacus is provided to deepen and extend their sense of number and place value. Pupils are then asked to round and compare numbers to 10 000 000, followed by placing them in order from smallest to greatest. The unit ends with pupils rounding numbers to various values and determining when it is appropriate to round numbers.  **2 – Calculation: Four Operations on Whole Numbers**  In this unit, pupils will be exploring the four operations, in combination and in isolation. The unit begins with lessons on creating and solving expressions involving brackets, exponents, multiplication, division, addition and subtraction. Pupils are then multiplying 3- and 4-digit numbers by 2-digit numbers using number bonds and column multiplication as the key methods. After this, they are estimating the product of multiplication sentences before moving on to division. Pupils are dividing 3- and 4-digit numbers by 2-digit numbers using a variety of methods, including number bonds and long division. Pupils then begin solving more complex word problems involving multiple operations, including multiplication and division, with bar models being a main heuristic in addition to other pictorial methods. Pupils are then challenged by finding common multiples and common factors before ending the unit exploring prime numbers.  **3 – Fractions**  This is a unit on adding, subtracting, multiplying and dividing fractions. The unit begins with pupils simplifying fractions and moves on to comparing and ordering fractions. Pupils are working with basic fractions and mixed numbers. They then begin to add and subtract fractions with different denominators, including mixed numbers. Bar model diagrams are incorporated to support pupils' understanding before moving on to multiplication and division. Pupils will be required to divide fractions by whole numbers and will explore different methods. | |  | | --- | | **We Will Rock You**  Pupils will study this classic rock song, learning to perform the different instrumental parts and then going on to create their own cover version of it. | |
| **PE** | **PSHCE** | **RE** | **Science** |
| **Indoor Athletics**  Children will be competing and preparing themselves for the indoor athletics championships. Consolidating and improving upon their previous PB’s, students will be clear on how events are officiated and how the competition will be run. Children will be aware of what is required to improve their performance and others.  **Netball**  Children will focus on improving and applying the basic skills in high 5 netball. A greater emphasis will be on applying tactics and strategies into gameplay situations as well as learning the basic principles of invasion, making informed decisions to have a positive influence on a game.  **Football**  Children will be looking to improve and apply basic skills for football. Tactics and strategies of play will be incorporated to closed and open environments. Developing the skills necessary to outwit opponents, ability to combine skills, (dribbling and passing etc.) and a development of anticipation will also be expected.  **Yoga / Mindfulness**  Children will develop their ability to focus on calm and restfulness through more advanced breathing methods. They will learn the ‘sun salutation’ sequence and begin to recognise that different yoga positions require different fitness elementsin order to be able to perform them well. | **Being Me in my World**  **Including:**  Identifying their goals for this year and understanding their fears and worries about the future.  Knowing that there are universal rights for all children but for many children these rights are not met.  Understanding that their actions can affect other people locally and globally.  Being able to compare their own wants and needs with children in different communities  Feeling welcomed and valued and knowing how to make others feel the same  Caring about other people’s feelings and trying to empathise with them | |  |  | | --- | --- | |  | **Values and Commitments**  In this unit, pupils will consider what they value in their life and then examine in greater detail Christian values, such as love and forgiveness and the implications these have for a believer. Pupils will be expected to give their own views on topics discussed as well as understanding other’s ideas. | | **Classifying Living Things**  Pupils build on their learning about group living things from Year 4 by looking at the classification system in more detail. The topic is divided into two units; pupils first revisit their knowledge of classification and creating keys, before developing their knowledge by looking at fungi and bacteria. Pupils also look at the work of Carl Linnaeus, the scientist who first made important the function of naming and classifying to ‘identify’ organisms |