



Writing Outcome 1:

To write a balanced argument about whether Bradley Chalkers should be excluded from Red Hill Elementary School

Purpose:

To entertain



To be successful, children will need to include the following in their work:

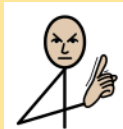
- Opinion openers e.g. Many people think
- Range of contrasting and addition conjunctions
- Rhetorical questions
- Parenthesis

Writing Outcome 2:

Write a character description of Bradley Chalkers

Purpose:

To entertain



To be successful, children will need to include the following in their work:

- Parenthesis
- Similes
- Expanded noun phrases



At home you could support your child by viewing these resources which would help them to achieve the writing outcomes.



BBC Bitesize: How to use parenthesis



BBC Bitesize: What is an expanded noun phrase



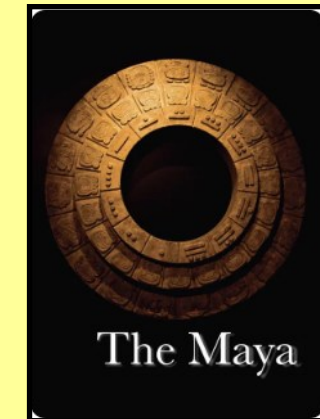
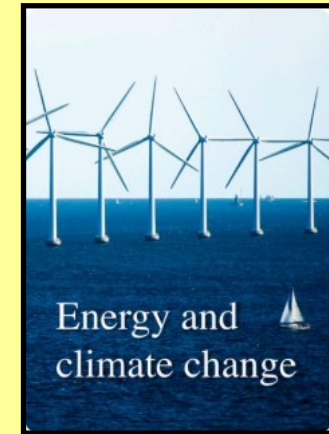
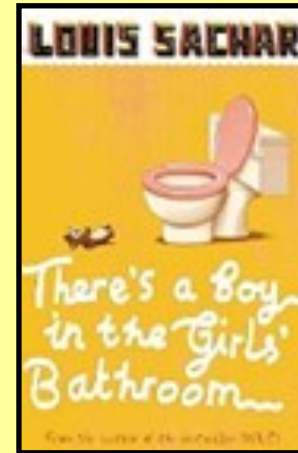
In Year 6, pupils read a wide range of texts, including fiction, non-fiction, and poetry, to develop key reading skills:

- retrieval
- inference
- summarising
- prediction
- explaining the impact of vocabulary and authorial choices
- making comparisons across texts.

Teaching combines exposure to ambitious texts with explicit strategies for tackling SATs-style questions, ensuring pupils build confidence and independence. The aim is both to prepare children for statutory assessments and to nurture a lifelong enjoyment of reading.

Each half term will focus on two themes – this half term it will be Victorians and Mountains.

Texts children will be reading across the curriculum:





Calculating using knowledge of structures

Children will use concrete and pictorial representations to explore and compare multiplicative and additive structures. They will build on part-part-whole relationships to generalise about missing parts and wholes.

80		
16	23	?

$$15.1 = \square + 2.55 + 5.73$$

They will deepen their understanding of the structures of addition and subtraction and develop efficient strategies to calculate answers. They will apply their understanding of equivalence and inverse operations to balance equations.



Additive	multiplicative
Part-part-whole	addend
Total	subtrahend
Minuend	product
Equation	efficient

At home you could support your child by viewing these lessons which would help them to achieve the maths outcomes.



Oak Academy—Create stories to match structures presented in a model

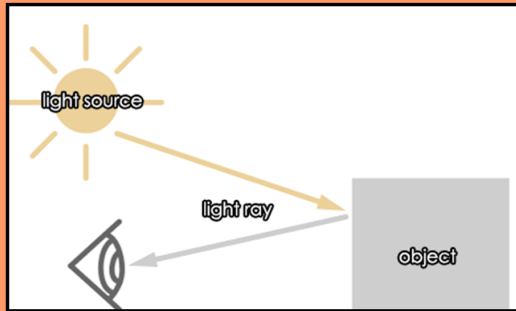


Oak Academy— Explain and represent constant difference for subtraction

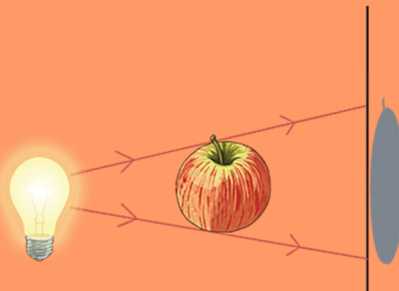


Light

Children will recall that light appears to travel in straight lines and explain that objects are seen because they give out or reflect light into the eye. They will be able to give examples of natural and human made light sources and non-light sources (at least 2 of each) as well as describing the journey of light as it travels from light sources to our eyes or from light sources to objects and then to our eyes.



Children will learn that because light travels in straight lines, shadows have the same shape as the object that casts them. They will know how shadows are formed and describe how the size of shadows can change: the closer the object is to the light source the larger the shadow will be.



Key Vocabulary

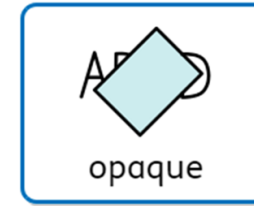
Reflection
Refraction
Light ray
Opaque
Transparent
Translucent
Emit
Source



transparent



translucent



opaque



shadow

At home you could support your child by viewing these resources which would help them to achieve the science outcomes.



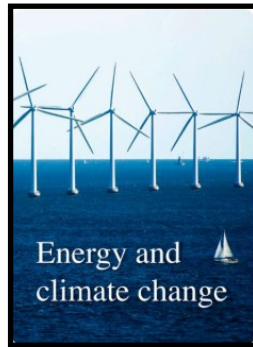
BBC Bitesize: How does the eye detect light?



BBC Bitesize: Why are shadows made?



Geography



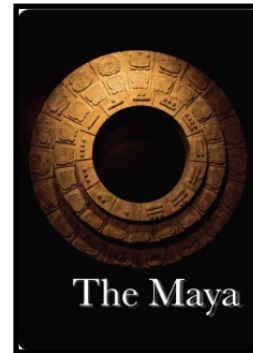
Children will cover the following areas:

- What is the energy mix in the United Kingdom?
- Forming opinions about onshore wind power
- Forming opinions about nuclear power
- What are the causes and effects of climate change?
- What can we do about climate change?

Key Vocabulary:

Solar panels, emissions, net zero, renewable, non-renewable, geothermal, offshore, onshore, controversial, radioactivity, implement, meltwater, acidification, afforestation, insulation

History



Children will cover the following areas:

- The blood of the queen
- Let's meet the Maya
- The city of the twelve-year old king
- Chocolate: the food of the gods
- The May loved maths?
- What happened to the Maya?

Key Vocabulary:

accession, bloodletting, hallucination, jaguar, precise, hieroglyphs, Mesoamerica, shard, conjuring, potent, stelae, shaman, flagstones.

Religious Education



Children will cover the following areas:

- The first guru
- Blood and mil
- Four long journeys
- Come, let us eat together
- Sugar, water and lions
- The eternal guru

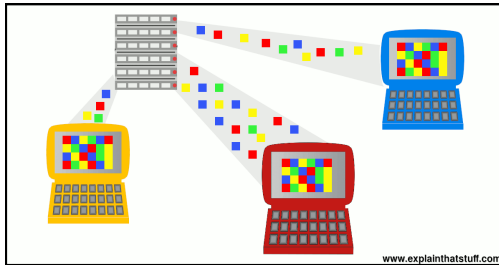
Key Vocabulary:

imminent, shroud, cremated, Nanak, revere, trance, snow-capped, regal, profound, dredged, utter, bristled, devout, rendered, udasi, langar, morchal, exquisite, Khalsa, amrit

For more information on these topics, view the knowledge organisers which are uploaded to your child's Google Classroom page.



Computing



Computer systems and networks— communication and collaboration

In this unit children will explore how data is transferred over the internet. Children will initially focus on addressing, before they move on to the makeup and structure of data packets. Children will then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they will learn how to communicate responsibly by considering what should and should not be shared on the internet.

Art



Drawing: Expressing ideas

Children will cover the following areas:

- Identify key features of street art and murals.
- Discuss the intention and impact of street art.
- Use various shading techniques to show texture, tone, form and depth.
- Apply one point perspective in their work.
- Enlarge a drawing by scaling using an accurately drawn grid.
- Show an understanding of perspective, scale and proportion with a level of accuracy across their design.
- Choose appropriate materials for their design and explain their choices and intention.
- Use space effectively to enhance visual impact of their graffiti tag.

PE



Consistently trying to improve

In this unit, the children will develop and apply their ball skills and reaction and response through focused skill development sessions, modified/non-traditional games and sports and healthy competition.

Fundamental Movement Skills



Coordination
Ball Skills



Agility
Reaction / Response



Music



Theme: Being Happy!

Children will listen and appraise 5 other songs in different styles.

- Top Of The World sung by The Carpenters
- Don't Worry, Be Happy sung by Bobby McFerrin
- Walking On Sunshine sung by Katrina And The Waves
- When You're Smiling sung by Frank Sinatra
- Love Will Save The Day sung by Brendan Reilly

Key vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo

PSHE



Children will learn the following in their Year 6 Transition Programme:

- About a growth mindset and self-regulation techniques in times of stress.
- To reflect on their stress points as they relate to transitioning to secondary school (as these are different for everyone) and work through strategies to cope with these scenarios.
- To train their brain and how it grows each time.
- About the links between their thoughts, feelings and actions and how the thoughts they have can influence how they act.
- About calming their amygdala when facing stressful thoughts or having a tough time.
- How to manage their emotions to move forward positively and learn that they can train their minds just like their bodies.
- How to re-frame scary challenges to become exciting opportunities

Key vocabulary:

Mind, Focus, Neuroplasticity, Neuron, Neural Pathway, 'Fight, Flight, Freeze', Oxygen, Real Danger, Perceived Danger, Trigger

MFL

Me and others: singular 'être' and regular adjectives

Children will learn the following:

- The vowels in French: [a] [e] [i]
- Practice with French vowels and verbs for the classroom
- Greetings: 'je suis' and 'il, elle est'
- Introductions and taking the register: singular regular adjective agreement
- In class: intonation questions
- Is it going ok? 'Ça va ?'
- What you are like: 'tu es'
- What you are like: singular regular adjective agreement