

The Half Term Ahead

Year 6: Autumn 2

Earth Charter links: Past

Big Question: Can history guide us in making our world a better place?

Launch Event: WW2 day

Visits, visitors & trips: National Holocaust Museum and local MP

Finale Event: Delivering speeches and art exhibition

Key dates	Home Learning cycle: standardised deadlines										
<p>Autumn 2:</p> <ul style="list-style-type: none"> ⇒ Saturday 9th November – Fireworks ⇒ Friday 15th November – Children in Need onesie day ⇒ Monday 16th December – online National Holocaust experience (Leo’s Journey – age appropriate). School time – children only. ⇒ Tuesday 17th December – Year 6 carol concert – parents/carers to join for 2:45pm in hall. ⇒ Wednesday 18th December – Christmas dinner and Christmas jumper day <p style="text-align: right;">Whole school Year 6 only</p>	<ul style="list-style-type: none"> ⇒ <i>The homework cycle begins on Friday</i> ⇒ <i>All homework is due to be completed by Thursday morning of the next week.</i> ⇒ <i>CGP books are due in once every two weeks (hand-in dates specified on CGP homework overview)</i> 										
Home Learning Expectations	Home Learning: optional enrichment activities to enjoy with your child ('Reach for the Stars')										
<p>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.</p> <p>Tasks/activities in addition to reading at home daily:</p> <table border="1" data-bbox="89 991 1097 1257"> <thead> <tr> <th>Activity</th> <th>Expectation</th> </tr> </thead> <tbody> <tr> <td>Doodle Maths</td> <td>5x 10min sessions a week</td> </tr> <tr> <td>Spellings</td> <td>Around 15 minutes a week via Spelling Shed</td> </tr> <tr> <td>'Times Tables Rockstars'</td> <td>5x 10min sessions a week</td> </tr> <tr> <td>*CGP SATs revision guides (From Autumn 2)</td> <td>Around 30 minutes per week Collected in every fortnight</td> </tr> </tbody> </table> <p><i>*An overview of the CGP tasks will be shared at the beginning of every half term</i></p>	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	<p>Maths:</p> <ul style="list-style-type: none"> ⇒ Challenge 1 - Solve the problem. Think carefully about how to apply the rules of BODMAS. "Can you construct an expression for 100 which uses all the digits 1 to 9?" 1 2 3 4 5 6 7 8 9 + - x ÷ ⇒ Challenge 2 - Use your knowledge of Keep, Change, Flip to answer these fraction division questions: a) I cut up cakes into slices of $\frac{3}{7}$. How many people can I serve with 4 cakes? b) The Jones family eats $\frac{2}{3}$ of a packet of biscuits every day. How long will 27 packets last the family? ⇒ Challenge 3 - Use your knowledge of fractions with different denominators to answer the questions: Oscar used a total of $\frac{13}{4}$ of parmesan and mozzarella cheese to make lasagne for dinner. If he used $\frac{3}{2}$ cups of parmesan cheese, how many cups of mozzarella cheese did he mix to make the food? Show your answer as a mixed number. <p>English: Quick Writes – spend 10 minutes (or longer if you wish) answering the prompts:</p> <ul style="list-style-type: none"> ⇒ Challenge 1 - Imagine your favourite character (film or TV) barges into your room, grabs your hand, and takes you with them to their world/life. What would you want to do with them? ⇒ Challenge 2 - If you were forced to spend the rest of your life in a library, a museum or a zoo, which would you choose and why? ⇒ Challenge 3 - If you had one superpower, what would it be? Explain why you have chosen that superpower, what you would do with it, and how it would change your life.
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Curriculum Overview

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Reading: Key Text	Letters From the Lighthouse by Emma Carroll 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	Creating a New Chapter: SeaBEAN – Sarah Holding (3 weeks) Co-ordinating conjunctions (compound sentence) Subordinating conjunctions (opener and end – complex sentences) Subordinate clause openers – SUBWAI, -ed and -ing Fronted adverbials Persuasion - Reducing Waste Campaign: leaflets, posters, persuasive letters, speeches (2 weeks) Simple tense – past and present (SVO) Active and passive voice Use organisational and presentational devices (bullet points, commas for lists, subheadings) Brackets, dashes and commas for parenthesis
Spelling	soft and hard ch -able and -ably -ible and -ibly Words with a 'soft c' spelled 'ce' Homophones1 Homophones 2
Maths	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 $\frac{3}{8}$] 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 Use written division methods in cases where the answer has up to two decimal places Use common factors to simplify fractions; use common multiples to express fractions in the same denomination Compare and order fractions, including fractions > 1 Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] Divide proper fractions by whole numbers [for example, $\frac{3}{5} \div 2 = \frac{3}{10}$] Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per 100", and write percentages as a fraction with denominator 100, and as a decimal fraction Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and fractions with a denominator of a multiple of 10 or 25.
Science	Evolution and inheritance: Biology Animal and plant adaptations Variation within species Darwin's theory of selection Fossils and evidence of evolution Evolutionary biology - scientists
RE	Theology: Christianity Are religion & science in conflict? Creation, interpretation, diversity of opinion
PSHE	Celebrating Difference Am I Normal? Understanding Disability Power Struggles Why Bully? Celebrating Difference
PE	Outdoor: Volleyball Indoor: Yoga
Computing	Computing Variables in games Discovering what variables are and relate them to real-world examples of values that can be set and changed Introducing variable Variables in programming Improving a game Designing a game Designing to code Improving and sharing
Humanities	Geography: Improving the environment Recognising the importance of renewable energy and reducing waste Actions that humans take to improve the environment
Art & DT	Art: Recycled materials Using plastic waste to create an installation about the natural world Artists include: Ifeoma Anyaeji, Serge Attukwei Clottey, Veronika Richterová, Katherine Harvey
Music	Theory
MFL	Describing me and others <i>Back to school (Haiti) online exchange dates, festivals and concerts</i> Key ideas (GRAMMAR): Essential verb: to be, being – ÊTRE Adjective agreement for m/f plural (as complement to verb) Raised intonation questions Key ideas (VOCABULARY): Simple greetings Verb être Range of adjectives Numbers 16-31 Time adverbs Saying what I and others have <i>Describing town/village comparing physical description (celebrities)</i> Key ideas (GRAMMAR): Essential verb: to have, having – AVOIR Pre- and postnominal adjectives Key ideas (VOCABULARY): Verb avoir Range of singular and plural m/f nouns places in town place prepositions adjectives for face and hair Christmas in Canada

