

Year 6 Curriculum T1

Subject	What we are learning in T1	How parents/carers can help
English	Year Six English starts with us reading 'Skellig' by David Almond, a story about a boy who finds a magical creature in his garage. Writing outcomes from this text include their own setting description, diary entry, discussion text and dialogue. Weekly SPaG lessons teach and revisit the spelling, grammar and punctuation on the KS2 English National Curriculum. Regular whole-class reading sessions introduce the pupils to a range of high-quality texts and have a focus on fluency as well as the full range of KS2 reading domains.	Encourage pupils to complete their weekly SPaG homework and support where necessary. Help pupils learn their weekly spellings. Read with pupils as often as you can at home and record these reads in the planner.
Maths	In maths we will start the year by revisiting place value, looking at partitioning, comparing and ordering numbers over 10,000,000. We will then spend some time revising the 4 operations starting with column addition and subtraction with a focus on decimal numbers. We will look at multiplying numbers with more than 4 digits and revise short division. We will then look at long division for dividing by 2-digit numbers. We will finish the half term by reviewing our knowledge of fractions, in particular simplifying and ordering fractions with different denominators.	Please support you child with their homework where possible and encourage your children to practice their times tables both of TTRS and by chanting.
Science	Pupils will be applying their working scientifically skills to the topic of microorganisms. They will carry out investigations into how best to grow microorganisms and research how they can be useful or harmful. Pupils will look at historical scientific research and compare it to what we know today.	KS2 Science - BBC Bitesize
French	This is me • Personal information ○ Recall extended feelings from Stage 3 of language learning ○ Recall key questions and answers about themselves • My personality ○ Learn adjectives to talk about personality • My appearance ○ Describing eyes and hair colour.	• Duo Lingo • BBC bitesize KS2 • Ask Mrs Way for resources to take home or French games to borrow from MFL department
Humanities	The Anglo-Saxons and Vikings	https://www.bbc.co.uk/bitesize/articles/z8q487h#zrmyvwx https://www.bbc.co.uk/bitesize/topics/zxsbcdm https://www.bbc.co.uk/bitesize/topics/ztyr9j6

Food Technology	Pupils will learn how to use a hob, grill and oven safely. They will make a variety of sweet and savoury recipes to develop confidence and competence using kitchen equipment.	Encourage your child to cook at home and practise the techniques learned in lessons including washing and drying up. Support their practical work by getting your child to bring in the ingredients that they need to cook.
Resistant Materials Technology	Pupils will revise and continue to build upon their confidence and knowledge of the workshop tools and equipment. They will design and make an acrylic cable tidy.	Look at cable tidy designs when out shopping and online. Collect and bring in images to the lesson that will help your child to draw an idea they would like to make.
Art	We will be studying the art and culture of the Native American people. We will be taking the colourful observations of symbolism and harmony to create repeat patterns, and our knowledge of spirituality and meaning to create a piece of Salmon art using water colour.	Encourage your child to find out more about our focused artist Jason Scarpace and Native American Art and culture. Have a go at creating your own original fish artwork. http://www.youtube.com/watch%3Fv%3Dxo9sGRyunLQ%26cbrd%3D1&gl=GB&m=0&pc=yt&uxe=bip&cm=2&hl=en&src=1
IT	Pupils will be using software to create programs and download them onto a microbit. They will create programs to solve a variety of problems	Ask your child about the programs they have been making and creating in their computing class. They may be able to explain the different parts of computer programs they have created and if keen bring a microbit home to explore further.
Music	• Listening to and analysing music in rondo form, identifying recurring and contrasting sections. • Exploring how texture, timbre, dynamics and tempo create mood, atmosphere and imagery. • Composing rhythmic and melodic ideas inspired by different environments and combining instrumental and sound-effect layers. • Developing ensemble skills through composition, rehearsal, performance and evaluation.	• Ask your child about the music they have been listening to and creating in class. They may be able to explain how musical elements such as rhythm, dynamics, timbre and texture create different moods and atmospheres. • If your child is taking instrumental lessons, the most valuable support you can provide is the time, space and encouragement to practise. Listening to music together can also broaden musical understanding.
PE	Pupils will be consolidating and building on their previous learning about Gymnastics, Tag/Touch Rugby or Netball. • What are the basic movements and skills? • What are the basic court/pitch markings? • What are the basic rules to the game? • Develop understanding of positions in netball.	Provide appropriate PE kit, for example: non slippery footwear for rugby (boots). Introduce the mouthguard – good practice for when we play rugby in year 7 and 8 – this is optional. Reinforce safe practice expectations – no jewellery and earrings taped up for PE lessons.

	• Develop understanding of strategies in netball and tag rugby.	Long hair must be tied up. Look up the rules to High Five netball -High 5 Netball Positions and Rules Download PDF The PE Hub. Look up the rules to Tag Rugby - Tag Rugby Rules - Download Resource PDF The PE Hub
PSHE	We have a lesson every other week and we will be answering the following questions: • How does self-esteem help me? • How can I set and respect boundaries? • How can I be respected in different situations? • How can we challenge unfairness?	Ask your child about what they have learned in their lesson and discuss the different viewpoints.