

Year 6

Guide to
Autumn Term 1
2020





Our curriculum at Summerlea is creative and designed to forge links between the different areas of learning. Each topic we study is led by a big question to get us thinking. We have listed the main curriculum areas that will be addressed through each question and have given a brief outline of what we will be learning.

This half term our driving question will be...



The key driver for this topic is **PSHCE**. Year 6 will be immersing themselves in the thrilling and thought-provoking novel: Tribes, by Catherine MacPhail. This exciting book explores the difficult theme of peer pressure, and will provide an excellent platform for us to discuss the importance of individuality, and explore such questions as *Why would someone join a gang?* and *How can we respond to peer pressure?*

Art: One of our driving subjects to this topic will be art, as we investigate the work of the mysterious Banksy, and debate whether graffiti is art or vandalism! The children will be learning how to create graffiti-style lettering, with the aim of producing their own unique graffiti 'tags'.

English: Linking with our Tribes theme, we will be starting year 6 with some narrative writing. The children will be learning the difference between descriptive writing and action writing, exploring how different authors adapt their styles to impact the reader in different ways. We will also be creating newspaper articles based on news-worthy events from our class novel.

Computing: This half term, we will be learning how to create our own computer games! The children will take a look behind the scenes to find out how games are programmed, and how to repair faulty coding. We will be using a range of coding software to programme our own fully-functioning games.



Mathematics:

Our main objectives are to:

Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to context; divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and 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.

Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions; multiply simple pairs of proper fractions, writing the answer in its simplest form; divide proper fractions by whole numbers; associate a fraction with division and calculate decimal fraction equivalents; recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Identify the value of each digit in numbers given to three decimal places and multiply numbers by 10, 100 and 1000 giving answers up to 3 decimal places; multiply one-digit numbers with up to 2 decimal places by whole numbers; use written division methods in cases where the answer has up to two decimal places; solve problems which require answers to be rounded to specified degrees of accuracy.

Solve problems involving the calculation of percentages and the use of percentages for comparison; recall and use equivalences between simple fractions, decimals and percentages including in different contexts.

Use simple formulae; generate and describe linear number sequences; express missing number problems algebraically; find pairs of numbers that satisfy an equation with two unknowns.



Year 6 information



The team:

Cherry Class: Mr Anderson

Elder Class: Mr Michica

Group teacher: Mrs Callaway

PPA cover: Mrs Moynihan

Learning Support Assistants: Mr Kirkwood and Mrs Palmer

Individual Needs Assistants: Mrs Dale, Mrs Lade, Mrs Turvey & Mr Scrivens

Dates for the diary:

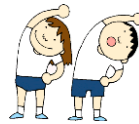
National Poetry Day: 1st October 2020

BikeAbility Week: 2nd – 6th November 2020 (more information to follow)

PE Days:

Tuesdays: Outdoor PE

Thursdays: Outdoor PE



NB: We ask that your child comes to school in their PE kit on PE days.

Coats/snacks/drinks and equipment:

Children should only bring essential items to school.

Please ensure your child has a waterproof coat in school every day.

We ask that every child has a named water bottle in school.



Please don't hesitate to get in touch with your child's class teacher if you have any questions or concerns.

Preview/review

At the beginning of each half term we like to invite your child to reflect on previous learning and look forward to new learning.

The last half term all of you were in school (Spring Term 2 2020) your big question was:

Macbeth: Who's to blame?

What did you learn?

This half term our big question is:

Identity: Fight, flight or freeze?

What do you already know?

