

## PE

Year 6 have PE on a Tuesday and Friday afternoon. Please ensure your child comes to school wearing their PE kit on these days.  
We will be exploring Handball and Circuit Training.

## Homework

- learning the weekly spellings
- reading 5 x a week for at least 20 minutes and having their reading signed in their planner.
- SATs Companion homework Maths and Reading/SPaG –must be completed by each Friday.
- Spelling needs to be completed for each Monday's test.

Year 6 Book Award Record - Personal record

Books	Books	Books	Books	Books	Books
A book in your recommendation	Roberta Dunderberg	A comic or magazine	William Shakespeare	A non-fiction book	Frankie Christie
Harriet Gold	Maria Montessori	A book in your choice	A list of instructions needed to make something	Shane Jackson	E. Z. Wright
★	★	★	★	★	★
A book in your choice	Shelagh Zerkowicz	A book you haven't read as a child	Charles Dickens	A book in your recommendation	Laura Carroll
A book after another class	John Deery	A book or comic	Lord Dunsay	James Joyce	A book in a new subject area

Books Award  
The award is of the book of the year

Silver Award  
The award is of the book of the year

Gold Award  
The award is of the book of the year

Special Award  
The award is of the book of the year

## Reading Challenge

The aim is to complete the Book Award challenge by the end of the academic year. Reading 10 books each term will help to keep you on track to be entered in for a star prize!

## Key Dates

There are key dates on the school website and the app for the Spring Term.  
Year 6 parents have a SATs information session on 23<sup>rd</sup> Jan @ 2.45pm.  
Year 6 will be visiting RAF Cosford 30<sup>th</sup> January.



**Curriculum on a Page for  
Parents  
Year 6  
Spring 1 Term**

## Writing

Year 6 will learn to write a 'Warning Tale'. A story in which a character(s) will be warned not to do something, but (as happens in stories) ignore the warning and do it anyway – getting themselves into trouble. We will develop our ability to effectively describe a setting and 'show' not 'tell' the reader.

## History

As **historians** we will:

- explain in full how World War Two began have a wider understanding of how concepts such as empire and rebellion have influenced Hitler and his plan to dominate Europe.
- explore the significance of the Battle of Britain and in lesson 7, complete a local study, looking at a range of sources from our local area.
- answer key enquiry questions:
  - How did Nazi Germany begin and what was it like there?
  - How did the second world war begin and how were the UK involved?
  - What was the impact WW2 in Derbyshire?

How did British forces claim victory at the Battle of Britain?

## Art

The children will be making a line drawing based on The Second World War. We will draw our observations from a range of sources. Viewfinders may be used. We will also study the artist Henri Moore and gain inspiration from his work.



## Science

During this unit of work, children will explore how animals and plants are adapted to the environment in which they live. They will learn that adaptations occur over time and that may lead to a species evolving. Children will observe plants in temperate and desert environments to see how they have adapted to their habitat. They will learn about natural selection and how this links to inheritance and how some characteristics are inherited from parents and some are not. Children will consolidate previous learning on fossilisation and understand how studying fossils has helped explain the theory of evolution.

## PSHE



Children will be learning about being safe and consider how best to prepare themselves for their next stage of life. Children will plan their first journey to school and consider risks to children their age and how to manage and limit the *effect these risks have*



## Music

Songs of World War Two - Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.



## RE

Pupils will consider the question: How is it best to express your religion? Children will consider the purpose and benefits of religious art and architecture and how both Muslims and Christians make charitable acts. We will consider whether one is more important than the other and in so deepen knowledge of Islam and Christianity; linking it to their own life experiences.

## Reading

This term we will be reading as a class text Goodnight Mr Tom by Michelle Magorian.

Children will practise reading daily in class as well as developing their key reading skills through directed practise of word meanings, retrieval, inference, summary, sequencing, comparison, explanation and prediction. Please try and hear your child read at home and check their understanding of words and the text by asking questions about what they have read. As well as this we will continue to look at SATs style reading questions to prepare the children for the end of year tests.



## Maths

Our first maths unit will cover ratio. Children will solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. They will then solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. The children will finish by looking at shapes where the scale factor is known or can be found. The children will then move on to an algebra unit of work where they will use simple formulae and generate and describe linear number sequences. They will find pairs of numbers that satisfy an equation with two unknowns and enumerate possibilities of combinations of two variables.

## Computing

In this unit, learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.



## French

Pupils learn how to describe a house, the different rooms and who lives there. They also learn about prepositions to explain where items are arranged in their bedrooms and consolidate the grammar and vocabulary they have learned by writing a letter to describe their family, home and bedroom