Year 6 Half Termly Overview- Autumn 2

Maths

This half term we will be learning about fractions-converting two fractions so that they have the same denominator, simplifying fractions, comparing and ordering fractions by converting into the same denominator, adding and subtracting fractions and finding fractions and percentages of amounts. We will also be learning about algebra and sequences including calculating missing values, as well as learning about geometry and area-drawing given angles, and measuring them in degrees (°), calculating missing angles, finding missing angles in triangles and comparing and classifying geometric shapes. We will also be looking at calculating the area of triangles and rectangles.

English

This half term, we will be learning about biographies. Throughout the unit, we will be exploring a range of biographies and learning how to skim paragraphs for the gist of the information, scanning for key information to locate specific detail and summarising the main ideas of paragraphs. We will be identifying the structure of a biography and the conventions of biographical writing. After choosing a significant individual we wish to write about, we will then use a range of sources to conduct research, using a range of reading techniques to locate and retrieve information and make notes. This will then lead to our final outcome –to write a biography which includes: devices to build cohesion between, sentences and paragraphs, appropriate choice of sentence construction, appropriate organisational and layout, appropriate vocabulary and grammar choices. Our grammar learning will focus on devices to build cohesion between paragraphs (e.g. in the meantime, meanwhile, in due course, until then) and using a range of sentence types to create effects, e.g. selecting from –ing, -ed, or simile starters; adverbials for time, place or number; relative clauses and including simple and compound sentences.

Theme

This half term, our theme title is, 'Britten's got talent' with the main subjects being geography and art.

In geography, we will be considering the question, Where does our energy come from? In this unit, we will be learning to understand why energy sources are important including what we use energy for and being able to give examples of different sources of energy. We will consider the difference between renewable and non-renewable energy sources and comparing how the U.K. and the U.S.A. generate energy. We will also learn about the benefits and drawbacks of an energy source. Finally, we will conduct our own research and collect and present data on where to position a solar panel on the school grounds.

In Science, we will be learning about light. During this unit of work, we will consolidate previous learning by exploring the way that light behaves, including light sources, reflection and shadows. We will make predictions and investigate the relationship between light sources, objects and shadows and understand how the eye works. We will extend our experience of light by looking at rainbows, prisms and bending light in water.

In R.E. we will be exploring Hindu beliefs. We will be developing an understanding of the belief that dharma can change during the course of life and that the religious duties of a child are seen as different to those of an adult with family responsibilities or an elderly person. We will learn to explain how performing dharma would have an impact on a person's karma – and how this then links with Hindu beliefs about the cycle of life, death and rebirth. We will have the opportunity to explore Hindu beliefs about reincarnation of the soul and the ultimate aim of Moksha (liberation from rebirth).

Our PSHE learning will focus on the theme of managing money and online spending. We will be exploring economic wellbeing and online financial harms. Please see the additional information regarding our PSHE learning for this term, which outlines in more detail the objectives we will be covering.

In art, we will be focusing on paintings inspired by music, focusing on the artist Wassily Kandinsky. We will explore which colours we associate with specific instruments and from this, we will focus on developing the following skills:

- Make drawings in response to music.
- Experiment in sketchbooks mixing colours in response to musical instruments. Annotate in sketchbooks.
- Experiment with mark-making in response to changes of mood in music
- Experiment working in colour using pastels or oil pastels.
- Develop colour mixing in response to sounds and music in paint
- Develop from preliminary studies in sketchbooks a large scale painting in colour, in response to a chosen piece of music.
- Consider background colours, contrasting colours which enable main colours to 'sing'.
- Build up layers of shapes and marks in response to the various shades of sound in a piece of music.
- Investigate changing materials; develop pastel work on top of paint work to emphasise key sounds.
- Discuss and evaluate how the composition has built up in layers in response to sounds.

In Spanish, we will be learning how to say and read numbers between 0 to 20, remember days and months in Spanish, say and write the names of rooms in school, say and write nouns for classroom objects and say and understand classroom commands.

Our P.E. unit this half term is dance with a focus on the skills of creating group and paired dance sequences, using a range of dynamics and techniques. We will also be attending swimming lessons.

In music, the unit is focused around two tunes: Bacharach Anorak and Meet The Blues. We will listen to and appraise the two main tunes and other supporting tunes, take part in musical activities, where we will learn about the interrelated dimensions of music through playing instruments and improvising and finally, performing and sharing.

In computing, we will be programming and developing the following skills:

- Identify key similarities and differences between block-based code and text-based Python.
- Predict what a Python program will do before it is run.
- Explain how Python instructions work and why correct syntax and indentation matter.
- Spot and fix simple syntax errors, including typing and spacing mistakes.
- Identify and explain the role of the outer and inner loops in a nested loop program.
- Change loop values and describe how this affects patterns or movement.
- Modify existing Python code to create a new, intended outcome.
- Use a systematic approach to identify, debug and explain syntax and logic errors.

Spelling Focus:

This half term, we will be focusing on the following spelling rules:

- Words ending in –ant, -ance, -ancy, -ent, -ence,-ency
- Words ending in –able, -ible, -ably, -ibly
- Words with the /i/ sound spelt ei after c

Miss O'Mara's group will be focusing on the following rules:

- Years 3 and 4 statutory word list
- The prefixes un-, dis-, mis-, in-, im-, il-, ir-
- The prefixes re-, sub-, inter-, super-, anti-, auto-

Homework:

Homework will be handed out on a Friday. In order for your child to receive raffle tickets for this, completed homework is due back the following Friday. Each week, spelling homework (linked to the rule taught that week) will be set and times tables are also set each week on TT Rockstars. There will also be either a maths, grammar or reading comprehension task set every week. So that you know what has been set, the children are asked to make a note in their reading record books every Friday of the homework that has been sent home.

Reading at home is still an expectation in year 6 (at least three times every week) and although we appreciate that most of the children now prefer to read independently, we do ask that the adults at home still sign their reading record book to show that they have been reading. This does not need to be their home/school reading book. If there are other books/reading material that your child prefers, then please encourage them to read these as well. Record books are checked in class on a Monday and this allows us to see who can then be placed on the Reading Hall of Fame.

Thank you for your continued support,

Miss Spencer, Mrs Ellam and Miss O'Mara