

Hiltingbury Junior School

YEAR 6

Spring Term
2017/2018

English

During the Spring Term, Year 6 will be exploring a variety of text types ranging from authentic propaganda posters and wartime instructional leaflets, through personification poetry to fiction, in preparation for the SATs which take place in May. During the first half term, many of the texts will be linked to our history theme – WWII – along with our work in music and art. Our key texts include ‘Goodnight Mr Tom’ by Michelle Magorian and ‘Private Peaceful’ by Michael Morpurgo which we hope will inspire lots of creative writing. We also have our trip to Sea City Museum inspiring our work on who is to blame for the sinking of the Titanic. AS well as studying ‘The Blues’ for music, we have a new geography topic for this year, we will be studying Africa – comparing and contrasting regions which will link to our science work – Animals and their habitats.

In particular the children will learn about: -

- ❖ Writing in clearly defined paragraphs across a range of styles
- ❖ Using a wider range of correct punctuation, including inverted commas
- ❖ Similarities and differences between a variety of text types
- ❖ Poetic devices
- ❖ How historical context effects use of language
- ❖ Further expanding their vocabulary
- ❖ Critical appreciation of a range of shorter and longer texts
- ❖ PEE – Making a point, explaining that point and expanding further using evidence as justification
- ❖ Responding to feedback in order to further improve their technical writing
- ❖ Grammatical terminology

Examples of possible written tasks produced during this part of the curriculum:-

- ❖ Character studies
- ❖ A postcard between fictional characters from ‘Goodnight Mr Tom’
- ❖ Diary entries
- ❖ Newspapers
- ❖ Poetry
- ❖ Reading comprehensions
- ❖ Creative writing inspired by ‘flashbacks’

The children have daily independent reading opportunities and we are moving to a whole class guided reading approach – ensuring the children have access to rich texts wherever possible. They will have the opportunity to read and discussing texts, expressing opinions and preferences.

Children have opportunities to develop speaking and listening skills through a variety of activities, including drama in the context of English and other areas of the curriculum.

Handwriting skills continue to be taught and practised. The children have the opportunity to advance through our Hiltingbury Master Scribe handwriting journey. On reaching scribe level, the children will be given a handwriting pen to write with. Children achieving master scribe level will be awarded a fountain pen.

Grammar is taught both within the context of all writing across the curriculum in addition to regular discrete practice and weekly homeworks, which are shared on the Year 6 website. In particular the children will be expected to be familiar with the following:

- ❖ Specific terminology including : subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity, determiner, pronoun, possessive pronoun, adverbial, preposition, conjunction, word-family, prefix, clause, subordinate clause, direct and indirect speech
- ❖ How words are related by meaning as synonyms and antonyms [for example, big, large, little].
- ❖ Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis
- ❖ The use of auxiliary and the infinitive
- ❖ Understanding of past, present and future tenses (including the perfect tense)
- ❖ Use of modifiers which describes the qualities or characteristics of a word or phrase
- ❖ Recognition of subject, object and verb within a sentence.
- ❖ Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus - The window in the greenhouse was broken (by me)].
- ❖ Use of ellipsis to show punctuation, words or figures are omitted.
- ❖ Recognition and the use of the subjunctive tense to express intention or proposal about the future. If requires use of the verb in its basic form rather than its normal tense form [for example, If I were...]
- ❖ Use of relative clauses to add further information into a phrase beginning who, that or which.
- ❖ The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]
- ❖ The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
- ❖ Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
- ❖ Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up] Use of the colon to introduce a list and use of semi-colons within lists
- ❖ Punctuation of bullet points to list information
- ❖ How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]

Children will continue to revise all the spelling rules they have learnt in KS2, throughout the term; in addition to weekly discrete spelling lessons, children will have spelling rules to investigate as weekly homework instead of set lists of words as well as a short task. Spelling rules are also on the Year 6 website as well as within the homework booklet.

Mathematics

All children continue to take part in a daily mathematics lesson and spend daily time on a range of activities and tasks, including mental maths and group work. While much of the time the class will work as one group on the same topic, this work is interactive and flexible, with children explaining to each other and their teacher, what they are doing and how they are solving calculations.

Maths lessons include a combination of techniques using concrete apparatus, modelling visual representations and building to conceptual abstraction, rather than drilling. Children are encouraged to explore ideas in depth and develop the vocabulary to explain what they are doing, in order to attain mastery through familiarisation, rather than rush on to the next topic.

Throughout Year 6 your child will be attempting and practising these mathematical skills:

- ❖ Multiply and divide decimals mentally by 10 or 100, and integers by 1000, and explain the effect.
- ❖ Use the vocabulary of estimation and approximation. Consolidate rounding an integer to the nearest 10, 100 or 1000.
- ❖ Find the difference between a positive and a negative integer, or two negative integers, in a context such as temperature or the number line, and order a set of positive and negative integers.
- ❖ Recognise and extend number sequences, such as the sequence of square numbers, or the sequence of triangular numbers 1, 3, 6, 10, 15...
- ❖ Count on in steps of 0.1, 0.2, 0.25, 0.5..., and then back.
- ❖ Make general statements about odd or even numbers, including the outcome of products.
- ❖ Recognise multiples up to 10×10 . Know and apply simple tests of divisibility. Find simple common multiples.
- ❖ Recognise squares of numbers to at least 12×12 .
- ❖ Recognise prime numbers to at least 20.
- ❖ Factorise numbers to 100 into prime factors.
- ❖ Change a fraction such as $\frac{33}{8}$ to the equivalent mixed number $4\frac{1}{8}$, and vice versa.
- ❖ Recognise relationships between fractions: for example, that $\frac{1}{10}$ is ten times $\frac{1}{100}$, and $\frac{1}{16}$ is half of $\frac{1}{8}$.
- ❖ Reduce a fraction to its simplest form by cancelling common factors in the numerator and denominator.
- ❖ Order fractions such as $\frac{2}{3}$, $\frac{3}{4}$ and $\frac{5}{6}$ by converting them to fractions with a common denominator, and position them on a number line.
- ❖ Use a fraction as an 'operator' to find fractions, including tenths and hundredths, of numbers or quantities (e.g. $\frac{5}{8}$ of 32, $\frac{7}{10}$ of 40, $\frac{9}{100}$ of 400centimetres).
- ❖ Solve simple problems involving ratio and proportion.
- ❖ Use decimal notation for tenths and hundredths in calculations, and tenths, hundredths and thousandths when recording measurements.
- ❖ Round a number with two decimal places to the nearest tenth or to the nearest whole number.
- ❖ Recognise the equivalence between the decimal and fraction forms of one half, one quarter, three quarters, one eighth... and tenths, hundredths and thousandths (e.g. $\frac{700}{1000} = \frac{70}{100} = \frac{7}{10} = 0.7$).
- ❖ Understand percentage as the number of parts in every 100. Express simple fractions such as one half, one quarter, three quarters, one third, two thirds..., and tenths and hundredths, as percentages (e.g. know that $\frac{1}{3} = 33\frac{1}{3}\%$).

- ❖ Find simple percentages of small whole-number quantities (e.g. find 10% of £500, then 20%, 40% and 80% by doubling).
- ❖ Mental calculation strategies (+ and –) consolidating all strategies from previous years
- ❖ Use known number facts and place value to consolidate mental addition/subtraction (e.g. $470 + 380$, $810 - 380$, $7.4 + 9.8$, $9.2 - 8.6$).
- ❖ Use informal pencil and paper methods to support, record or explain additions and subtractions.
- ❖ Extend written methods to column addition and subtraction of numbers involving decimals.
- ❖ Understand and use the relationships between the four operations, and the principles (not the names) of the arithmetic laws. Use brackets.
- ❖ Express a quotient as a fraction or as a decimal rounded to one decimal place. Divide £.p by a two-digit number to give £.p.
- ❖ Round up or down after division, depending on the context.
- ❖ Rapid recall of multiplication and division facts
- ❖ Consolidate knowing by heart: multiplication facts up to 10×10 .
- ❖ Derive quickly:
 - division facts corresponding to tables up to 10×10 ;
 - squares of multiples of 10 to 100 (e.g. 60×60);
 - doubles of two-digit numbers (e.g. 3.8×2 , 0.76×2);
 - doubles of multiples of 10 to 1000 (e.g. 670×2);
 - doubles of multiples of 100 to 10000 (e.g. 6500×2);
 - and the corresponding halves.
- ❖ Mental calculation strategies (\times and \div)
- ❖ Use informal pencil and paper methods to support, record or explain multiplications and divisions.
 - Extend written methods to:
 - multiplication of ThHTU \times U (short multiplication);
 - short multiplication of numbers involving decimals;
 - long multiplication of a three-digit by a two-digit integer;
 - short division of TU or HTU by U (mixed-number answer);
 - division of HTU by TU (long division, whole-number answer);
 - short division of numbers involving decimals.
- ❖ Develop calculator skills and use a calculator effectively. Checking results of calculations
- ❖ Reasoning and generalising about numbers or shapes
- ❖ Explain methods and reasoning, orally and in writing.
- ❖ Solve mathematical problems or puzzles, recognise and explain patterns and relationships, generalise and predict. Suggest extensions asking ‘What if...?’
- ❖ Develop from explaining a generalised relationship in words to expressing it in a formula using letters as symbols (e.g. the cost of n articles at 15p each).
- ❖ Problems involving ‘real life’, money or measures
- ❖ Identify and use appropriate operations (including combinations of operations) to solve word problems involving numbers and quantities based on ‘real life’, money or measures (including time), using one or more steps, including converting pounds to foreign currency, or vice versa, and calculating percentages such as VAT. Explain methods and reasoning.
- ❖ Use, read and write standard metric units (km, m, cm, mm, kg, g, l, ml, cl), including their abbreviations, and relationships between them. Convert smaller to larger units (e.g. m to km, cm or mm to m, g to kg, ml to l) and vice versa. Know imperial units (mile, pint, gallon, lb, oz). Know rough equivalents of lb and kg, oz and g, **miles and km**, litres and pints or gallons.
- ❖ Record estimates and readings from scales to a suitable degree of accuracy.
- ❖ Calculate the perimeter and area of simple compound shapes.

- ❖ Appreciate different times around the world.
- ❖ Describe and visualise properties of solid shapes such as parallel or perpendicular faces or edges.
- ❖ Classify quadrilaterals, using criteria such as parallel sides, equal angles, equal sides...
- ❖ Make shapes with increasing accuracy. Visualise 3-D shapes from 2-D drawings and identify different nets for a closed cube.
- ❖ Recognise where a shape will be after reflection; after two translations.
- ❖ Read and plot co-ordinates in all four quadrants.
- ❖ Recognise and estimate angles. Use a protractor to measure and draw acute and obtuse angles to the nearest degree. Check that the sum of the angles of a triangle is 180° : for example, by measuring or paper folding. Calculate angles in a triangle or around a point. Recognise where a shape will be after a rotation through 90° about one of its vertices.
- ❖ Use the language associated with probability to discuss events
- ❖ Solve a problem by representing, extracting and interpreting data in tables, graphs, charts and diagrams, including those generated by a computer, for example: line graphs (e.g. for distance/time, for a multiplication table, a conversion graph, a graph of pairs of numbers adding to 8); frequency tables and bar charts with grouped discrete data (e.g. test marks 0–5, 6–10, 11–15...).
- ❖ Find the mode and range of a set of data. Find the median and mean of a set of data.

Science

Science is taught weekly in half termly units. These are listed below:

Animals including Humans:

Building on children's prior learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system), in Year 6 we explore and answer questions that help the children to understand how the circulatory system enables the body to function. Pupils learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. In addition, we will be exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health. Children will be expected to identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. They will learn to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Finally, children are encouraged to try to describe the ways in which nutrients and water are transported within animals and humans.

Living things and their habitats:

Pupils are taught to explain the classification of living things into broad groups and introducing them to the five kingdoms of all living things; vertebrates, invertebrates and ways of splitting these larger groups into smaller ones. Pupils study their local environment throughout the year and recognise the stages of growth and reproduction in a variety of living things. Pupils are taught to give reasons why living things produce offspring of the same kind but which are often not identical with each other or their parents.

Geography

Children will extend their knowledge and understanding beyond the local area, United Kingdom and Europe, to Africa. This will include the location and characteristics of a range of the world's most significant human and physical features. During the unit the children will describe and understand key aspects of physical geography, including: climate zones and deserts, rivers and mountains. They will also explore the human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources.

History – WWII

Across Year 6, the children will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They shall be regularly addressing and sometimes devising historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information, in order to demonstrate understanding of how our knowledge of the past is constructed from a range of sources. We are taking a more local approach and investigating specifically what happened to Eastleigh and Chandlers Ford during the war, including links to the Spitfire.

In addition we will be looking at a 'local study' of the tragic events of the sinking of the Titanic in order to add depth and richness to our literacy work. During this topic, we visit the Sea City Museum and discover the impact it had on local people in Southampton.

Art and Design

Pupils shall continue to be taught to develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. We continue to encourage every child to use their sketch book to record observations and use them to review and revisit ideas.

Themes that will be explored in the spring include:

- ❖ The children will investigate symbols, shapes, form and composition as well as look at engineering, technical drawing and 3D work including painting backgrounds and Spitfires, linking with our work in history.
- ❖ Sculpture and the study of American Architecture. The children will design and create sculptures from single and combined media

Design and Technology

This term our focus is on art and we will revisit design and technology in the summer term.

Computing

After exploring the use of Google Classroom and Drive, we intend to start some computer science, by looking at coding and building on the children's exploration of Scratch from last year, with a unit of 'Python' which we will link to work in Literacy. Esafety will continue to be paramount, taught alongside responsible use of online technology.

Physical Education

The children will continue to develop a broad range of skills in PE and games lessons. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

In our games lessons the children will be playing games such as netball, basketball, football and hockey to enable them to become physically confident in a way that supports their health and fitness. In the summer term we will be swimming and details will be provided nearer the time.

We have indoor P.E. in the hall once a week.

The units of work are: -

- ❖ Circuit training
- ❖ Badminton

For all these activities children must bring to school and wear the appropriate kit. For your information lessons occur on these days: -

Indoor PE – Tuesdays

Outdoor Games – Thursday (tracksuit bottoms can be worn during colder months and a warm fleece)

Music

Pupils' understanding and enjoyment of music is developed through activities that bring together performing, composing, listening and appraising.

Children will undertake these activities within different units of work, which focus on a variety of musical skills.

- ❖ **Glen Miller**
- ❖ **The Blues**

Religious Education

In addition to our collective worship, the children will be studying the following topics in RE:

- ❖ **Submission** – contextualising the concept of submission within religious practice and explore diversity of practice and belief, particularly in Islam.
- ❖ **Salvation** – the Christian story of salvation

PSHE (Personal, Social & Health Education)

- ❖ **Drugs and Smoking** – linking with science and social responsibility, the effects of harmful substances on the body and how to respond to possible peer pressure.
- ❖ **E-Safety** – Continuing to keep safe online.

- ❖ **The world of work** – discussing ambitions and career aspirations, the responsibilities of working, motivations for working, confidentiality within the workplace and interviews.

French

The children will be covering the following in French:

- ❖ **Le Café – a unit about**
- ❖ **revisiting core linguistic structures including;**

C'est...	<i>It is...</i>
Ce n'est pas...	<i>It isn't...</i>
Il y a...	<i>There is / there are...</i>
Il n'y a pas de...	<i>There isn't / aren't...</i>
J'ai...	<i>I have...</i>
Tu as...	<i>You have...</i>
Il/elle a...	<i>He/she has...</i>
Je n'ai pas de..	<i>I haven't got / don't have</i>
Je suis...	<i>I am...</i>
Tu es...	<i>You are...</i>
Il/elle est...	<i>He/she is...</i>
J'aime...	<i>I like...</i>
Je n'aime pas...	<i>I don't like...</i>
Je voudrais...	<i>I would like...</i>

Visits/Visitors

In week five, we will be visiting Sea City as part of our local study on Titanic. If you are able to help on this trip then please contact us via the school office.