

## Upper KS2 Half Termly Curriculum Overview

Year 6 - Autumn 2 2021-22

Dear Parents,

Welcome back after the autumn break, I hope that you have had a lovely holiday. I am pleased to provide you with information about what the children will be covering in the different subjects this half term. We are following our Touch the Future Curriculum and continuing with curriculum recovery and catch up. This half term will be exceptionally busy so please keep an eye on the weekly class updates on the class page of the school website as well as the weekly school newsletter.

Kind regards, Mrs Crook.

### Catholic life of the school

On a Monday morning we, begin the week by gathering together and reflect on the week ahead and pray together. On Thursday, we have Celebration Assembly, when we celebrate the achievements of children from each class.

In class, the children will continue to plan and lead Collective Worship with their teacher on Tuesdays, Wednesdays and Thursdays.

The children will attend a variety of school masses/services, in Church and in school, throughout the year. The Wednesday Word is available online for each child, every Wednesday. Please look out for this and share it with your child. <http://www.wednesdayword.org/school/index.htm>

During the season of Advent, the children will have the opportunity to give Mary and Joseph a place to stay for the night, with the Travelling Nativity. It will give families a chance to reflect together on the meaning of Christmas and to enjoy some activities together.

We are also collecting packed shoe boxes for Operation Christmas Child. Please could you follow the guidance given on the leaflet as to the items that are appropriate/inappropriate to pack. These should be brought into school by 19<sup>th</sup> November.

Thank you for your support.

### Health and Well-Being

As part of health and well-being, we will continue to encourage the children to be active at playtimes. Children will be encouraged to drink water throughout the day, therefore it is important that the children have their reusable water bottles in everyday in order to reduce the need for single use disposable cups!

Healthy snacks are enjoyed, during the morning at playtime and should include items such as fruit, vegetables or breadsticks.

We will continue to build an improve on our fitness and stamina during the Daily mile, which will continue to happen whatever the weather so please ensure that your child brings their coat to school every day.

### Information and dates to remember:

**Monday 1<sup>st</sup> November** - Bike Right begins

**Monday 8<sup>th</sup> to Friday 12<sup>th</sup> November:**  
Hinduism Week

**Thursday 11<sup>th</sup> November:** Remembrance Day

**Monday 15<sup>th</sup> to Friday 19<sup>th</sup> November:**  
Anti-bullying Week

**Monday 15<sup>th</sup> to 19<sup>th</sup> November:** Road Safety Week

**Sunday 28<sup>th</sup> November:** Advent begins.

### Homework

**All homework is uploaded on to Google Classroom.**

#### Reading:

Each child should read for a minimum of 20 minutes per night and complete their reading records. We kindly request that you ask your child to share their reading with you at that you sign their reading records at least once a week.

#### Literacy Homework:

Britannica Reading homework is set on Wednesdays to be completed by the following Friday.

English will be set on a Friday and is to be completed by the following Tuesday.

#### Spellings:

We will continue to learn our spellings through the week which will be handed out every Tuesday and these will be tested the following Monday.

#### Maths Homework:

Will be set on a Tuesday and is to be completed by the Friday of the same week.

### Concerns and messages

If you have any concerns or problems, please do not hesitate to contact me via e-mail at

[y6@stoswaldscatholicprimary.co.uk](mailto:y6@stoswaldscatholicprimary.co.uk)

## Year 6 General Class Information

### Big Maths

The children will continue to complete a weekly 'Big Maths' assessment and will be assessed at the end of the half term on their progress.

Each child will continue to keep their Big Maths files in their book bags so that they can share their assessments with you and work on the types of questions that they find more challenging. The folder also contains their ½ termly assessment and tracking record. This assessment criteria sheet shows the areas that the children need to work on and remember a **x** is correct a **/** is mostly correct and a **.** is incorrect.

The children will continue to split into smaller groups and work with their Big Maths leader once a week.

We will also be continuing to focus on learning our times table.

Please encourage your child to use their Maths skills at every opportunity.

*Remember we are going for green!*

### Reading

The children will develop their reading in class throughout the week through shared reading and guided reading sessions. I shall be monitoring their reading progress carefully each week with my own records. Our class reading book for this half term is 'Holes' by Louis Sacher.

Your child will bring home two books; a reading banded book and a Sharing Book to read and share with you.

#### Reading Banded Book

The banded book, should be at a level the child can read at comfortably and not struggle, with some fluency and understanding. The band will be directed by the Class Teacher.

The reading records are for parents to record your child's reading at home. We ask all our children to read for 15 minutes each night. Although I will be keeping my own record of your child's reading progress it would be really helpful if you could make comments in your child's reading record book each time they read, to let me know how they have coped with a book at home. Home reading records are checked regularly.

Home reading records are checked three times a week and a reading target will be given each week. If your child keeps their own record of their reading, we kindly request that a parent/guardian signs this record, at least once a week to acknowledge their child's reading. If your child reads any other reading material as well as their reading book from school, please also make a note of it in their reading record. The home reading record is also a good way to make contact with me if you wish to send me a message.

#### Sharing/Library book

In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together. Please remember that you shouldn't expect your child to read this alone. Read it with them. Discuss pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!

**The school continues to run an early-doors reading and number club (£3) 8am – 8:45am each morning. We ask that children are in the club by 8.20am. Please pre-book, using the form on the 'Our School App'.**

### Grammar Hammer

The children will continue to complete a 'Grammar Hammer' assessment every two weeks and will be assessed at the end of the half term on their progress.

Each child has been given new SPAG folders (Spelling, Punctuation and Grammar) to be kept in their book bags so that they can share their assessments with you and work on the types of questions that they find more challenging. The children will be focusing on one grammar aspect each week.

The children will also be focusing on incorporating their grammar knowledge within their own writing and demonstrating good use of spelling knowledge. Continual writing assessments will focus upon: neat joined handwriting, grammar within writing, spellings and knowledge of different writing genres.

Please encourage your child to use their folders to practise the areas of Grammar at every opportunity (they are packed with helpful hints and tools).



**RE – Autumn 2 term topics****Baptism/Confirmation – Belonging**

To understand Jesus' baptism and its significance and give reason why Christian fulfil their baptismal promises.  
To describe what happens during the Sacrament of Ordination and to show an understanding of how religious belief shapes the lives of Christians through their chosen vocation.

To understand why people make vows and to identify a personal mission and to make links of this mission to that of others.

**Advent/Christmas-Loving**

To make links to show how feelings and beliefs about expectations affect their behaviour and that of others and to compare their own and other peoples' ideas about questions about expectation that are difficult to answer.  
To make links between scripture of religious belief in Advent as a time of joyful expectation and to give reasons for certain actions by believers as they wait in joyful expectation of Advent and Christmas.

**For more information, please see the RE newsletter on the school website.**

**Science****Living things and their habitats**

To give reasons for classifying plants and animals based on specific characteristics.  
To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences

**Evolution and inheritance**

To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents in the context of inheritance.

To identify the key ideas of the theory of evolution and evidence for evolution from fossil records.

To explain how adaptations can result in both advantages and disadvantages and how human intervention affects evolution.

**English****Reading**

Reading books that are structured in different ways and reading for a range of purposes.  
Identifying and discussing themes and conventions in and across a wide range of writing.  
Identifying how language, structure and presentation contribute to meaning.

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary and provide reasoned justifications for their views.

**Writing**

Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Noting and developing initial ideas, drawing on reading and research where necessary.  
selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.  
Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].

Assessing the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning, proof-read for spelling and punctuation errors.

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

**Grammar and Punctuation**

Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing.

Using commas to clarify meaning or avoid ambiguity in writing.

Using the perfect form of verbs to mark relationships of time and cause.

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Using semi-colons, colons or dashes to mark boundaries between independent clauses.

Using a colon to introduce a list.

Punctuating bullet points consistently,

**Spelling**

continue to distinguish between homophones and other words which are often confused

use dictionaries to check the spelling and meaning of words

use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

use a thesaurus

**Mathematics****Multiplication and Division**

To revise dividing 4-digits by 1-digit.

To revise division with remainders.

To complete calculations involving short division.

To begin to divide with factors (*Year 5 concept-may not have been covered due to COVID*).

To begin to complete calculations involving long division.

To divide 4-digit numbers by 2 digits.

To understand that factors of a number multiply together to give that number.

To find common factors of 2 numbers.

To find common multiples of numbers.

To know and use the vocabulary of prime numbers, prime factors and composite numbers.

To explore the relationships between square and cube numbers.

To recognise the importance of mental calculations.

**Fractions**

To explore equivalent fractions using models and concrete representations.

Use knowledge of (HCF) highest common factor to simplify fractions.

To convert improper fraction to a mixed number and vice versa.

To compare fractions.

To add and subtract fractions where the denominators are multiples of the same number.

To add and subtract fractions where the denominators are not multiples of the same number.

To find the lowest common multiple.

To add fractions where one or both are mixed numbers or improper numbers.

To subtract fractions where the denominators are multiples of the same number from mixed numbers.

To subtract mixed numbers.

To solve problems involving fractions.

To multiply fractions and mixed numbers by integers.

To understand the link between multiplying fractions and finding fractions of amounts.

To divide fractions by integers.

To combine the four operations when calculating with fractions.

To calculate a fraction of an amount.

To find the whole amount from a known value of a fraction.

## Year 6 Autumn 2 Topic Map 2021-22

### PE

#### PE Wednesday (outdoor)

To use different techniques for passing, controlling, dribbling and shooting the ball in games.  
To apply basic principles of team play to keep possession of the ball.  
To use marking, tackling and/or interception to improve their defence.  
To play effectively as part of a team.  
To know the position they are playing in and how to contribute when attacking and defending.

#### PE Friday (indoor)

Dynamic balance, agility and social skills.  
Make up a sequence and adapt it to different apparatus layouts.  
Use combinations of dynamics (pathways) to use space effectively.  
Make up own rule for longer, more complex sequences.  
Plan a sequence and adapt it to limited equipment. Work as a group and share roles fairly.  
Investigate different ways of working with a partner or small group.

### Computing

#### We are project managers

To show an understanding of random, linear search.  
To show an understanding of binary search; bubble sort and quicksort; algorithms for testing for prime numbers and finding factors.  
To show an understanding of selection sort.  
To show an understanding of algorithms for testing for prime numbers.  
To show an understanding of algorithms for finding factors.

### PSHE

#### Safe relationships and respecting ourselves and others

To learn and understand:  
To compare the features of a healthy and unhealthy friendship.  
About the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong.  
To use strategies to respond to pressure from friends including online.  
How to assess the risk of different online 'challenges' and 'dares'.  
How to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable.  
How to get advice and report concerns about personal safety, including online.  
About the link between values and behaviour and how to be a positive role model.  
How to discuss issues respectfully.  
How to listen to and respect other points of view.  
How to constructively challenge points of view they disagree with.

### D&T

#### Textiles-Waistcoats

To design a waistcoat.  
To mark and cut fabric according to a design.  
To assemble a waistcoat.  
To decorate a waistcoat.

### History

#### Who were the early lawmakers?

To explore the broad trends of crime and punishment from the Romans to the 21st century.  
To suggest ways in which crime changes over time.  
To describe basic ways in which punishment for crime changes over time?  
Can children define terms relating to crime and punishment, such as judge, jury, lawyer, pillory, etc.  
To describe similarities and differences between different time periods.  
To recap the history of crime and punishment and compare it to today.

### Music

#### Classroom Jazz

To identify and move to the pulse with ease.  
To think about the message of songs  
To listen carefully and respectfully to other people's thoughts about the music.  
To use musical terminology when talking about the songs.  
  
To talk about the music and how it makes you feel, using musical language to describe it.