

**THE GROVE PRIMARY SCHOOL**



**YEAR 6 CURRICULUM INFORMATION**  
**2021 - 2022**  
**Autumn Term**

## ACADEMIC YEAR 2021 - 22

### IMPORTANT DATES FOR THE TERM AHEAD

Date	Details
17 <sup>th</sup> September	World War Two Day Details have been sent by letter and Seesaw
1-5 <sup>TH</sup> November	Hindleap Warren Residential visit
Last week in Autumn term	1960's party tbc : experiencing music, food and fashion of the time Full details to follow

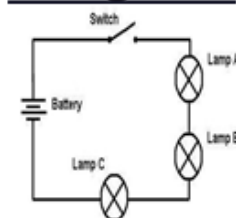
Curriculum Subject	Autumn Topic: World War Two	
	Autumn 1	Autumn 2
English	<b>Britain since 1930</b> Letters from the Lighthouse	<b>Britain since 1930</b> The Arrival The Night Train [Literacy Tree]
	<p><b>Writing Outcomes:</b> Instructions, diary, point of view, recount, report, simple/extended dialogue Extended narrative to include settings/ characterisation and dialogue</p> <p><b>Reading:</b> Daily reading to build fluency across a range of genres Comprehension: daily to extend and revise VIPERS skills</p> <p><b>Handwriting:</b> regular revision to ensure correct letter/figure size/formation and joins</p>	<p><b>Writing Outcomes:</b> Explanatory writing, point of view, recount, narrative writing Poetry: appreciation and writing own poetry</p> <p><b>Reading:</b> Daily reading to build fluency across a range of genres Comprehension: daily to extend and revise VIPERS skills Comprehension of extended length/ complexity across a range of genres</p>

	<b>Grammar and punctuation:</b> Sentence punctuation revision Adverbials: time/place Modal verbs Speech marks/dialogue Conjunctions/connectives Clauses Conjunctions Paragraphs	<b>Handwriting:</b> regular revision to ensure correct letter/figure size/formation and joins  <b>Grammar and punctuation:</b> Main and subordinate clauses Coordinating/subordinating conjunctions Colon/Semi colon
<b>Maths</b>	Place value within 10,000,000 Four operations Reasoning Daily Mental Arithmetic Multiplication Tables TTRS x2 weekly  <b>Mastery Approach:</b> Children will be able to apply the knowledge taught to a range of practical mathematical situations and problems. They will use precise and accurate mathematical vocabulary within their reasoning both verbally and in the written form. They will be able to fluently recall, use and apply multiplication facts beyond 12 x 12	Fractions Geometry Reasoning Daily Mental Arithmetic Multiplication Tables TTRS x2 weekly
<b>Science</b>	Electricity:  <b>See attached grids for learning outcomes</b>	Light:  <b>See attached grids for learning outcomes</b>
<b>Computing</b>	Online safety	Bletchley Park: understanding a code and creating codes
<b>Geography/History</b>	History: Britain during WW2: <b>Please see attached Wider Curriculum grid</b>  WW2 DAY	History: Post war Britain: <b>Please see attached Wider Curriculum grid</b>  1960's party tbc

	Geography: Escape and evade Map skills, coordinates, compass direction	
<b>PE/Games</b>	Gymnastics Tennis	Dance Tag Rugby
<b>RE</b>	How did Jesus' teaching challenge people? Who did Jesus say I am?	CHRISTMAS: What do the Gospels say about the birth of Jesus – and why is it 'good news'?
<b>PSHCE</b>	P4C – helping the enemy; would you rather  Jigsaw – Being me in my world	Jigsaw – celebrating differences
<b>Music</b>	Charanga: 'Happy'    Pharell Williams	Charanga: Classroom Jazz
<b>Art</b>	3D: Clay pots Clarice Cliff	
<b>DT</b>		Electrical systems: Lighthouses [Science link]
<b>MFL: FRENCH</b>	Knowing me knowing you European Day of Languages Mapping skills –link to Geography skills	Mapping skills – Geography skills continued. What is France famous for? Christmas

## Unit: ELECTRICITY

### Year 6 Autumn 1



#### Assessment statements:

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram

#### Investigation:

How would you group electrical components and appliances based on what electricity makes them do?

How does the voltage of batteries in a circuit affect the brightness of a bulb?

How does the voltage of batteries in a circuit affect the volume of buzzer?

Which make of battery lasts the longest?

Which makes the best fruit battery?

Design and create a working lighthouse to revise knowledge of series/parallel circuits and switches

#### Vocabulary:

Electricity conductor insulator battery cell  
flow circuits complete circuits positive negative  
parallel circuit series circuit terminal motor bulb  
component switches buzzers symbols/circuit symbols  
voltage amp

## Unit: LIGHT

### Year 6 Autumn 2



#### Assessment statements:

- Recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why

#### Investigation:

How does the angle that a light ray hits a plane mirror affect the angle at which it reflects off?

Can we identify all the colours of light that make white light when mixed together?

What colours do you get if you mix different colours of light together?

What material is the most reflective?

Why do some people need to wear glasses to see clearly?

Does the heat from a lightbulb increase the longer it is left on?

#### Vocabulary:

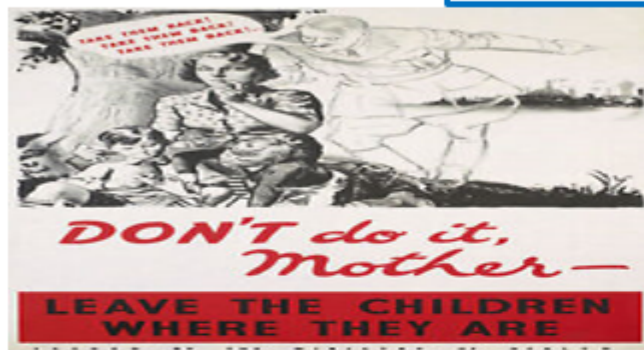
light, light source, dark, absence of light, transparent, translucent, opaque, straight lines, travel, reflect, reflection, mirror, sunlight, light rays, shadows, eye, lens, iris, retina, spectrum, light, rainbow, prism, refraction, angle, mirror, coloured filters, thermometer, temperature



Britain since 1930

Autumn Term

Year 6



## Entry Point

World War 2 Day:

WW2 classroom

Mapping skills; evacuation, escape and evade

### Texts:

Letters from the Lighthouse  
by Emma Carroll

The Arrival by Shaun Tan

The Night Train by WH  
Auden

## Outcomes and Exit point

Our reading texts and work in English will extend and develop our understanding of historical events during this time.

World War 2 Day: we will learn more about life for a child during WW2

The term will end with a 1960's inspired class party where we will compare the changes in food, fashion and music since 1930.

**As Geographers:** We will develop our mapping skills to locate position by using 4/6 figure grid references and accurately use compass directions. We will use these skills to follow and create routes on a range of maps

**As Historians:** We will learn about key events during World War 2 [evacuation, the war effort, the role of propaganda, the Battle of Britain and the Holocaust.] We will then look at changes after the war including the coronation of Queen Elizabeth II, Operation Windrush and changes to food and fashion in the 1960's

**As artists:** We will create and decorate clay slab pots based on the work of Clarice Cliff

**As scientists:** We will extend our knowledge of circuits and identify how components can alter within them. We will create a working lighthouse. We will learn how light travels in straight lines and reflects off objects allowing us to see and how shadows form

**As Musicians:** We will listen to music that makes us "Happy" and compare this to "Jazz"

**In DT:** We will design and build a working lighthouse using our knowledge of electrical circuits

**In ICT:** We will continue to learn about internet safety. We will design coding programmes and look at the work carried out at Bletchley Park during WW2. We will look at the historical development of computers

**In RE:** We will look at the teachings of Jesus and how churches help us to understand Christian beliefs. We will look at the Gospel's view of Christmas

**In P:E:** We will work on Dance and Gymnastic skills as well as playing Tennis and Tag Rugby

### Vocabulary:

Twentieth century, World War 1, World War 2, trench war recruit, alliance, Blitz, Home Front, morale, democracy, parliament, propaganda, evacuation, evacuee, rationing, Holocaust, Jew, Jewish, concentration camp, Nazi, interrogation, torture, mass extermination, monarch, monarchy, Queen Elizabeth II, succession, heir, coronation, consort, Westminster Abbey, duties, National Health Service, legislation, medicine, prescription, surgery, structure, migration, immigration, emigration, import, leisure time, alliance, conflict, diplomacy, enemy, military, nation, nationality, Navy, peace, political party, rights, trade

## **LEARNING OUTSIDE THE CLASSROOM**

When planning learning opportunities, we make full use of the school grounds, whatever the weather. Much of our work this year will take place outside enabling the children to use skills and apply learning in different settings and environments.

In Year 6 we will be using the outside areas all across the curriculum. Whether it is den building in enrichment week, making paper aeroplanes in Science or a team building game in PSHE we will be taking advantage of the wonderful school grounds

## **PE**

Pupils will continue to come to school dressed in their PE kit on the days that they have these lessons.

Year 6 classes will have their outdoor PE lesson on a Tuesday; Indoor PE will be on a Thursday

### **PE KIT No branded clothing please.**

- Pupils should have the correct Grove Logo PE shirt in their house colour
- Please remember all children need **trainers** for outside PE sessions not plimsolls, boat shoes or Astro turf boots.
- Gymnastics and Dance are carried out in bare feet.
- School policy does not allow children to wear their cardigans or jumpers during PE sessions. **A plain navy coloured sweatshirt top** (not hoodie) and **jogging bottoms** are acceptable. The school tracksuit is available to buy through Brenda's School suppliers.
- Jewellery is not permitted in PE sessions. Earrings should not be worn to school on PE days or they must be *removed by the child*, before the lesson. **If it is not possible to remove earrings, they must be made safe by taping both sides. Staff cannot tape children's ears. The taping must be done by the parent or by the child themselves.**

## **Daily Expectations**

The gates to school open at 08:30 a.m. Children should not be coming into school before this time unless they are attending the Before School club.

Children are expected to be lined up on the Lower Playground [Queen Elizabeth Class] and the Middle Playground [Queen Victoria Class] when the whistle blows at 08:45am.

Lessons start promptly at 08:50 a.m. so it is important to ensure that your child is in school on time.

Year 6 end at 3:20p.m. Children are dismissed on to the playground where they line up on in the morning.

Children should have their own plastic water bottle daily

School meals are ordered at home. Please be aware that meals are not provided if the parent account is not in credit. The office will call you to bring in a packed lunch for your child if your account is in deficit or you have not made the meal selection the night before.

## **Home learning**

Work will be set on Seesaw each week on a Friday and due back by 09:00 a.m. the following week.  
A weekly guidance sheet will show learning has been set and will be discussed with the children each week.  
Learning must be uploaded to Seesaw, or brought back into school, as requested by the class teacher.

Weekly reading: Daily Mon-Fri [or x5 through week] per week with an adult at home. Diary is to be signed by an adult who hears the child read. Diaries will be checked each Monday in school.

Weekly: English AND/OR Maths. Activity to consolidate class learning/revision

Spellings: practised and revised through week, verbally and in written form [Home and school] These will be tested/revised in school weekly.

Wider Curriculum: 3 activities to be completed each half term

Home learning tasks are set to help revise and extend class based learning so it is important that the children engage fully in completing and submitting this work. The amount of activities set will increase slowly through the year. Adopting an organised approach to Home learning in year 6 will help the children greatly as we prepare for their transition to Secondary school.

## **General Equipment**

- Pencil cases: each child need their own small, clear plastic pencil case with the following: several sharp HB pencils, a blue handwriting pen: not biro (a spare is also useful), rubber, scissors, small clear plastic ruler, glue stick, green biro for improvement marking [Not felt tip] colouring pencils and a whiteboard pen.

Pupils must ensure that their pencil case is regularly checked and correctly stocked.

There is a limited supply of equipment in each class should the children need to borrow something during the day.

- Water bottle: daily. Water only, not squash
- Packed lunch if not ordering school dinner
- Coat [weather dependent]

## **SATS**

It is likely that the Government will announce that all statutory testing of children will resume this academic year. SATS tests for year 6 usually take place in May over the course of a week. We will prepare the children by completing past papers in the lead up and revising learning from across Key Stage 2 in the Spring Term. We hope to have a parent's meeting to discuss the SATs arrangements and expectations in the Spring Term.