












## Year 6 Parent Planner Autumn Term



<b>Maths</b> 	<b>Reading</b> 	<b>Writing</b> 
<p>We are learning to ...</p> <ul style="list-style-type: none"> <li>• Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit</li> <li>• Round any whole number to a required degree of accuracy</li> <li>• Use all the multiplication tables to 12 × 12 in order to maintain their fluency</li> <li>• Continue to practise the four operations for larger numbers using the formal written methods of columnar addition and subtraction, short and long multiplication, and short and long division</li> <li>• Perform mental calculations, including with mixed operations and large numbers</li> <li>• Solve problems involving addition, subtraction, multiplication and division</li> <li>• Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy</li> <li>• Identify common factors, common multiples and prime numbers</li> </ul>	<p>We are learning to ...</p> <ul style="list-style-type: none"> <li>• Explain and discuss understanding of different genres of texts</li> <li>• Develop strategies to work out unfamiliar language in a text</li> <li>• Develop skimming and scanning skills to locate key information across a text</li> <li>• Retrieve, record and present information</li> <li>• Draw inferences and justify using evidence from the text</li> <li>• Discuss and evaluate how authors use language, considering the impact on the reader</li> <li>• Make predictions from what's implied</li> </ul>	<p>We are learning to...</p> <ul style="list-style-type: none"> <li>• Explore language, structural and punctuation features for the following units: journalistic, diary, biased and balanced arguments</li> <li>• Plan and write the following: journalistic, diary, biased and balanced arguments</li> <li>• Consider the audience for and purpose of the writing</li> <li>• Make appropriate and effective vocabulary, grammar and punctuation choices</li> <li>• Use a wide range of devices to build cohesion</li> <li>• Refine and evaluate writing, including peer assessment</li> <li>• Develop handwriting</li> </ul>
<b>Science</b> 	<b>RE/SMSC/PSHE/RRSA</b> 	<b>Art/DT</b> 
<p>We will be learning about...</p> <ul style="list-style-type: none"> <li>• <b>Animals including humans</b></li> </ul> <p>-identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>-recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>-describe the ways in which nutrients and water are transported within animals, including humans</p> <p>We will also be learning about...</p> <ul style="list-style-type: none"> <li>• <b>Electricity</b></li> </ul>	<p>We are learning to...</p> <ul style="list-style-type: none"> <li>• Compare and contrasts beliefs and commitment in the six major faiths as well as Rastafarianism and Humanism</li> <li>• Explore British Values, including democracy</li> <li>• Know what rights and responsibilities are</li> <li>• Explore our 'CRISP' values</li> <li>• Explore themes for health and well-being, relationships and living in the wider world</li> </ul>	<p>In <b>Art</b> we are learning to...</p> <ul style="list-style-type: none"> <li>• Use different media (pencils, pens, charcoal etc) to practise texture techniques</li> <li>• Explore proportion of body using mannequin figures</li> <li>• Apply shading to show light and shadow to mannequin drawings</li> <li>• Research the graffiti artist Keith Haring and create figure drawings inspired by his work</li> </ul> <p>In <b>DT</b> we are learning to...</p> <ul style="list-style-type: none"> <li>• Investigate fairground rides which have rotating parts, thinking about how they move, what are the</li> </ul>

<p>-associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>-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</p> <p>-use recognised symbols when representing a simple circuit in a diagram</p>		<p>components that join them together and the mechanisms that make them work</p> <ul style="list-style-type: none"> <li>• Explore and investigate electrical motors and how they make fairground rides rotate</li> <li>• Design, make and evaluate a model fairground ride with a moving part and inclusion of light component</li> </ul>
<p style="text-align: center;"><b>ICT</b></p> 	<p style="text-align: center;"><b>History / Geography</b></p> 	<p style="text-align: center;"><b>PE</b></p> 
<p>We are learning to...</p> <ul style="list-style-type: none"> <li>• Explore and develop programming skills</li> </ul> <p>-Programming A - Variables in games</p> <p>-Programming B - Sensing</p> <p>Online safety will be taught at the start and end of every unit.</p>	<p>In <b>History</b>, we are learning to...</p> <ul style="list-style-type: none"> <li>• Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance through studying the Viking and Anglo-Saxon struggle for the Kingdom of England.</li> <li>• Analyse primary and secondary resources when making deductions about the Vikings and Anglo-Saxons.</li> </ul> <p>In <b>Geography</b>, we are learning to...</p> <ul style="list-style-type: none"> <li>• Name and locate the region of South Wales using maps and atlases.</li> <li>• Begin to know some of the characteristics of the region in terms of its weather and climate.</li> <li>• Describe the types of mining practised in South Wales and identify aspects of the physical landscape.</li> <li>• Use geographical vocabulary.</li> </ul>	<p>We are learning to...</p> <ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance as well as compare performances in gymnastics and dance</li> <li>• Play competitive games and apply basic principles suitable for attacking and defending in football</li> </ul> <p>PE is on <b>Thursdays and Fridays</b>.</p> <p>Your child must wear the appropriate PE kit.</p>
<p style="text-align: center;"><b>Music</b></p> 	<p style="text-align: center;"><b>Spanish</b></p> 	<p style="text-align: center;"><b>Homework:</b></p>
<p>We are learning to...</p> <ul style="list-style-type: none"> <li>• Develop an understanding of musical composition</li> <li>• Organise and manipulating ideas within musical structures</li> <li>• Reproduce sounds from aural memory</li> </ul>	<p>We are learning to...</p> <ul style="list-style-type: none"> <li>• Study the unit 'clothing'</li> </ul> <p>-listen attentively to spoken language and show understanding by joining in and responding</p> <p>-explore the patterns and sounds of language through songs and rhymes</p> <p>-engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>-read carefully and show understanding of words, phrases and simple writing</p> <p>-understand basic grammar and punctuation</p>	<ul style="list-style-type: none"> <li>• Homework will be given out on Thursdays - to be returned on Mondays.</li> <li>• Reading books will be changed weekly. Children should read daily and Reading Records are to be filled in. They are to be handed in on Mondays.</li> <li>• Spellings are given out on Mondays. Children should learn their spellings for their spelling test on Fridays.</li> <li>• Practise Times Table Rock Stars daily.</li> </ul>