



Newnham St. Peter's C of E Primary School

The Term Ahead for Autumn 2 2024

Falcons - Year 6

Miss Hinds and Mrs Pearson

Maths

This term, the children will cover:

Fractions

- Add mixed numbers
- Subtract mixed numbers
- Multiply fractions by integers
- Multiply fractions by fractions
- Divide a fraction by an integer
- Divide any fraction by an integer
- Fraction of an amount
- Fraction of an amount – Find the whole
- Problem solving with fractions

Measurement – Converting Units

- Metric measures
- Convert metric measures
- Calculate with metric measures
- Mile and kilometres
- Imperial measures

Ratio

- Use ratio language
- Ratio and fractions
- Scale drawing
- Use scale factors
- Similar shapes
- Ratio problems
- Proportion problems
- Recipes

English

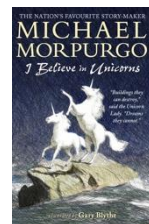
This term, the children will be using the book '**I believe in Unicorns**' by Michael Morpurgo to inspire different pieces of writing.

Through a mixture of experience days and sentence stacking days, the children will be explicitly taught how to use relevant grammar and punctuation in their writing.

Additionally, the children will have daily short sessions where they will have the opportunity to revisit and revise a specific grammar or punctuation focus.

Guided Reading

The children will have a whole class Guided Reading session which will focus on an extract from a narrative text. The children will focus on 'DERIC' (Decode, Explain, Retrieve, Inference and Choice) style questions and be taught how to answer questions independently with a focus on one of these areas. This term, the narrative book will be: **I believe in Unicorns** by Michael Morpurgo. Each week, children will have further opportunities to access different texts, including non-fiction and poetry to build up fluency and confidence with reading comprehension.



Spelling

The children will be taught a spelling rule or pattern and will focus on spelling and applying these rules. These spelling rules and common exception words will be used as a homework focus.

Geography

Would you like to live in the desert?

In Geography, the children will:

- Identify the lines of latitude where hot desert biomes are located.
- Describe the characteristics of a hot desert biome.
- Locate the largest deserts in each continent.
- Describe ways the Mojave Desert is used.
- Name and describe the physical features found in a desert.
- Identify how humans use the desert.
- Explain how human activity may contribute to the changing climate and landscape of a desert.
- Recognise that the Mojave Desert has a different time zone to the UK.
- Describe some of the threats to deserts.
- Give the benefits and drawbacks of living in a desert environment.
- Identify characteristics of two contrasting biomes and compare land use.
- Discuss if a desert environment is hospitable and why.

Science

In Science, the children will:

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity.
- Learn that some materials will dissolve in liquid to form a solution.
- Describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Learn that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning.

DT

Mechanical systems – Pop up Book

The children will:

- Produce a suitable plan for each page of their book.
- Produce the structure of the book.
- Assemble the components necessary for all their structures/mechanisms.
- Hide the mechanical elements with more layers using spacers where needed.
- Use a range of mechanisms and structures to illustrate their story and make it interactive for the users.

Religious Education

How does faith help people when life gets hard?

In R.E, the children will:

- Explore and discuss the ups and downs of life.
- Discuss Christian teachings abouts life after death.
- Learn what is meant by 'reincarnation'.
- How Christians mark when someone dies.
- Explore what people who do not believe in God think happens when we die.

<ul style="list-style-type: none"> • Use appropriate materials and captions to illustrate the story. 	
<p><u>PSHE</u></p> <p>Valuing Differences</p> <p>This term, the children will:</p> <ul style="list-style-type: none"> • Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences and suggest strategies for dealing with bullying, as a bystander. • Know that all people are unique but that we have far more in common with each other than what is different about us. • Demonstrate ways of showing respect to others, using verbal and non-verbal communication. • Understand and explain the term prejudice; • Describe the benefits of living in a diverse society. • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. • Explain the difference between a friend and an acquaintance and describe qualities of a strong, positive friendship; • Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). • Define what is meant by the term stereotype and recognise how the media can sometimes reinforce gender stereotypes; • Challenge stereotypical gender portrayals of people. 	<p><u>Music</u></p> <p>Film Music</p> <p>This term, the children will:</p> <ul style="list-style-type: none"> • Identify how different styles of music contribute to the feel of a film. • Participate in discussions, sharing their views and justifying their answers. • Use the terms 'major' and 'minor'. • Identify different instruments to describe how music evokes different emotions. • Identify pitch, tempo and dynamics, and use these to explain and justify their answers. • Give reasonable and thought-out suggestions for what different graphic scores represent. • Use their body, voice and instruments to create sounds to represent a given theme. • Create a musical score to represent a composition. • Interpret their graphic score and performing their composition appropriately with their group. • Create sounds that relate to the scene of a film.
<p><u>French</u></p> <p>French Football Champions</p> <p>This term, the children will:</p>	<p><u>DT</u></p> <p>Waistcoats</p> <p>This term, the children will:</p>

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| <ul style="list-style-type: none"> • Try two methods of memorising and learn at least four of the new words. • Learn and pronounce most of the new words, remembering the vocabulary from the previous lesson. • Translate some player profiles. • Construct the sentence, 'I come from [a place]' in French. • Understand comprehension questions based on the topic of football and show some competence in answering them. • Complete part of a player profile. • Deliver an oral presentation with a reasonable standard of pronunciation. | <ul style="list-style-type: none"> • Consider a range of factors in their design criteria and use this to create a waistcoat design. • Use a template to mark and cut out a design. • Use a running stitch to join fabric to make a functional waistcoat. • Attach a secure fastening, as well as decorative objects. • Evaluate their final product. |
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P.E

Gymnastics and Cross Country

On Tuesday afternoons, the children will have P.E. This term, the children will learn about cross country and gymnastics.

Homework

Homework will be set each Wednesday (term time only) and it needs to be submitted by the following Tuesday. The children will have Spelling, **English or Maths** homework set **weekly** onto Seesaw.

Spelling: A list of 6 common exception word spellings will be sent home each week to practise.

Reading: Your child needs to be reading at least four days a week at home and recording this into their reading record. Please can this be encouraged at home.

Times Tables: Your child has a Times Tables Rockstars login and password. Please encourage your child to use this to practise their times tables regularly.

Thank you in advance for your support and encouragement with your child's learning.

Miss Hinds and Mrs Pearson.