



Newnham St. Peter's C of E Primary School

The Term Ahead for Autumn 1 2024

Falcons - Year 6

Miss Hinds and Mrs Pearson

Maths

This term, the children will cover:

Place Value

- Numbers up to 1,000,000
- Numbers up to 10,000,000
- Read and write numbers up to 10,000,000
- Powers of 10
- Number line up to 10,000,000
- Compare and order any integers
- Round any integer
- Negative numbers

Addition, Subtraction, Multiplication and Division

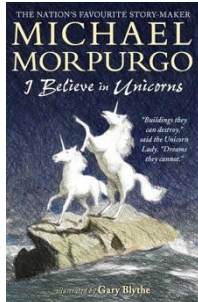
- Add and subtract integers
- Common factors and multiples
- Rules of divisibility
- Primes to 100
- Square and cube numbers
- Multiply up to a 4-digit number by a 2-digit number
- Solve problems with multiplication
- Short division
- Division using factors
- Long division
- Solve problems with division
- Solve multi-step problems
- Order of operations
- Mental calculations and estimations

Fractions

- Equivalent fractions and simplifying
- Equivalent fractions on a number line
- Compare and order fractions
- Add and subtract simple fractions
- Add and subtract any two fractions
- Add mixed numbers

English

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

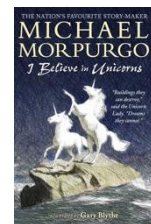


Through a mixture of experience days and sentence stacking days, the children will be explicitly taught how to use relevant grammar and punctuation in their writing.

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.

History

How did the Maya civilisation compare to the Anglo-Saxons?

In History, the children will:

- Describe the key physical features of the Maya civilisation and sequence key periods.
- Explain how the Maya settled in the rainforest and some of the challenges they faced.
- Name features of Maya houses.
- Explain the similarities and differences between Maya and Anglo-Saxon houses.
- Explain the Maya creation story.
- Identify the characteristics of important gods or goddesses.
- Name the features of Maya cities.
- Explain the reasons for the decline of the Maya civilisation and evaluate the reasons.
- Identify similarities and differences between the Maya civilisation and Anglo-Saxons.

Science

How can we change materials and are all materials the same?

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.

Art

Painting and Mixed Media: Artist Study

The children will:

- Suggest ideas for the meaning behind a picture.
- Identify different features within a painting and use the formal elements to describe it.
- Be creative and imaginative in finding their own meaning in a painting.
- Reflect on personal experiences to convey through their own piece of abstract art.
- Understand and choose a meaningful message to convey through imagery, creating some different composition ideas.
- Select an appropriate artist and collect a range of information that is presented in an interesting and pleasing way.

Religious Education

How do Christians decide how to live? 'What would Jesus do?' *Gospel*

In R.E, the children will:

- Explore features of Gospel texts (for example, teachings, parable, narrative).
- Through taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.
- Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.

- Produce a final piece of work, selecting appropriate tools and materials to create an intended effect.
- Work in a sustained way to complete a piece, making evaluations at each stage.

- Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.

PSHE

Me and My Relationships

In the first half of the autumn term, the children will:

- Demonstrate a collaborative approach to a task when working together.
- Explore the terms 'negotiation' and 'compromise'.
- Suggest and demonstrate positive strategies for negotiating and compromising within a collaborative task.
- Recognise challenges that arise from friendships.
- Explore strategies for dealing with different situations.

Music

Dynamics, Pitch and Tempo

This term, the children will:

- Engage in discussion about the sounds of an orchestral piece.
- Provide a selection of varied vocabulary in response to what they hear.
- Change dynamics and pitch, differentiating between the two.
- Take the role of conductor or follow a conductor.
- Change texture within their group improvisation and talk about its effect.
- Create a graphic score to represent sounds.
- Follow the conductor to show changes in pitch, dynamics and texture.

French

Visiting a Town in France

This term, the children will:

- Describe routes to school using pictures and word cards.
- Follow simple directions accurately.
- Put modes of transport into a simple sentence.
- Role-play buying tickets in French.
- Use modes of transport to build sentences about going to places.
- Learn to say and read places in a town.

DT

Waistcoats

This term, the children will:

- 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.

P.E

Cricket

On Tuesday afternoons, the children will have P.E. This term, the children will learn how to play cricket.

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 10 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.