

Title of topic: I'm a Survivor

Year 6

Term: Autumn



Housekeeping:  
PE Days – Wednesday &  
Friday

Lammack Values  
Love, Determination,  
Honesty, Respect,  
Teamwork and Friendship.

## English

### Writing:

Throughout the term, the genres we will be studying are: biographies, adventure stories, explanation texts and classic fiction. The children will have opportunities to do short pieces of writing throughout the units and at the end of each genre, they will be completing an extended piece of writing, showing off all of the language, grammatical and organisational skills that they have learnt throughout the unit. For example, when we are studying adventure stories, the children will write an adventure story set in an alternative setting. Children will be given many opportunities to develop their oracy skills by sharing their ideas with their peers and putting themselves in the shoes of a character and describing their feelings to the rest of the class.

### Reading

During our Whole Class Reading sessions, we will be reading short passages, which are taken from past Sats papers, so the children will be exposed to a range of genres. After discussing the vocabulary in the texts in their contexts, the children will do some 'book talk; work, where they discuss the relationships between the characters, create their own types of questions, and predict and summarise information. In the comprehension lessons, we will mainly focus on direct retrieval and inference questions, supporting the children with finding the correct evidence from the texts to back up their answers.

### Spelling / Grammar

Throughout each of the writing units, we will be focussing on punctuation, using a variety of complex, compound and short sentences. The children will be taught how to move their writing on by using dialogue and write descriptive pieces using expanded noun phrases, adverbials of time, place and manner as well as a range of prepositions and different sentence starters (Jumping.... Scared to death....Throughout the deserted garden...)

## Mathematics

### Reasoning

Children will build on their mathematical reasoning skills to gain in confidence when explaining how and why they have used a particular method to solve a calculation or a word problem. The children will also develop their fluency in maths as they develop their reasoning skills. Children will be expected to give explanations in all aspects of mathematics: 2D and 3D shape, angles, measurement, calculation, fractions and statistics.

### Arithmetic

Children will be given the opportunity to practise their written arithmetic skills daily when they come into school as part of their morning work. We dedicate a lesson each week to let the children practise their arithmetic skills in a test and we go through the methods that the children should be using and show them how to check that their answers are sensible by first estimating and then checking by carrying out the inverse operation. Children can practise their times table skills by logging onto Times Tables Rock Stars. In the autumn term, our focus will be primarily place value to ensure that the children are confident with the value of each digit in a number up to 10,000,000 and with 3 decimal places. This will support their confidence when calculating using the 4 number operations (+, -, x and division). Then we will concentrate on fractions and percentages.

### Shape, space and measure

We will be estimating, drawing and measuring angles in triangle, on a straight line and around a point. We will also be learning about the properties of quadrilaterals. We will also be measuring and calculating the area of compound shapes.

**Handwriting** - children will be working towards achieving the bronze, silver and gold handwriting awards each term.

 <b>Handwriting in year 6</b>	
<ul style="list-style-type: none"> <li>• Cursive handwriting at all times</li> <li>• Use pencil in mathematics and pen at all other times</li> <li>• Correct joins at all times</li> </ul>	
<b>Bronze:</b> <ul style="list-style-type: none"> <li>• All letters are formed correctly dotting i and crossing t (pP, Jj)</li> <li>• Correct pen grip</li> <li>• Orientation of all letters and length of ascenders and descenders to be consistently accurate</li> </ul>	
<b>Silver:</b> <ul style="list-style-type: none"> <li>• Joined handwriting at all times</li> <li>• If children are looping, loops are to be formed consistently</li> </ul>	
<b>Gold:</b> <ul style="list-style-type: none"> <li>• Excellent presentation in maths</li> </ul>	

**English presentation guidelines:**  
 English should be completed in pen.  
 The long date should be written at the top of each piece of work.  
 A ruler should be used to underline the date and learning objective.  
 Letters should be joined, sit neatly on the line and of a consistent size.

**Mathematical Vocabulary**  
 millions, tenths, hundredths, thousandths, inverse, estimate, rounding, equation, algebra, dimensions, angles, regular and polygon, quadrilateral, parallelogram, fraction, percentage, ratio, proportion, perimeter, area, volume, numerals

**Maths presentation guidelines:**  
 The short date should be written at the beginning of each piece of work.  
 A ruler should be used to underline the date and to draw any answer boxes.  
 All maths work should be completed in pencil.  
 1 digit should be written in each square.  
 The decimal point should have its own square.  
 All of the digits should be formed accurately.

**Topic**

**Design and Technology**



Can you find out what the following words mean?

- structure
- shelter
- hull
- bow
- ice-breaker
- streamlined

This term our design and technology focus is structures. We will be designing and making our own boats, which should be suitable for an Arctic expedition. We will be learning about the parts of boats and also thinking about how these are adapted to suit specific roles. As part of our 'I'm a Survivor' topic launch, we will also be designing and testing our own survival shelters.

**Art**



**Vocabulary**

- blend
- shade
- tonal contrast
- sketch
- technique
- style

In art this term our focus will be sketching and the skills involved with sketching. We will be using a variety of resources to sketch, focusing on producing pattern, texture and perspective. We will also look at the illustrations of Charles Darwin, who included many sketches of the natural world in his journals.

**Music**



In our music lessons this half term, we will be giving our opinions on a range of songs. We will then practise singing along, being aware of other children's voices and parts. We will be playing along to the songs using a range of percussion instruments, being aware of the lengths of each note and the amount of beats in each bar.

**PE**

In P.E. the children will be working with the class teachers and our sports coach, Miss Cookson. In the first half term, we will be concentrating on Gymnastics, where children will be concentrating on balance and counter balances. They will also be taking part in exciting team challenges, where along with developing their physical movement, they will be building their team building skills. In the second half of the term, the children will be doing dance and practising their running, throwing and jumping skills in athletics.

<p><b>Computing</b></p>  <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>risks</li> <li>pop-ups</li> <li>e-safety</li> <li>debug</li> <li>program</li> <li>digital advances</li> <li>action</li> <li>command</li> <li>algorithm</li> <li>scale</li> <li>block</li> </ul>	<p>In computing we will be considering internet safety and how we can keep our own information safe online. We will also learn how to identify reliable sources on the internet, and how to select appropriate websites for research. We will be using Purple Mash to programme a game. This will involve the children planning a game with a timer and a score. The children will learn how to debug their programme to improve it. Later on in the term, the children will explore making a 3D model using a computer programme. They will produce their 3D models after creating a 2D net.</p>	<p><b>HRE</b></p>  <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Risk</li> <li>Danger</li> <li>Hazard</li> <li>Personal safety</li> <li>rights</li> </ul>	<p>This term's HRE focus is keeping safe – the children will learn the difference between a risk, a hazard and a danger and will be thinking about different ways to keep safe in school, and when out and about in the community. They will learn what to do in an emergency and how to keep safe in and around water.</p>	<p><b>Modern Foreign Languages</b></p> <p>During the first half term, the topic is 'Getting to Know You'. The children will focus on learning vocabulary through singing songs, reciting poems and playing games to support their learning. They will learn how to pronounce the alphabet in French and learn how to say French names and understand how the use of accents in words changes the pronunciation of the words.</p>	<p>During the second half term, the topic will be 'All About Ourselves'. In this unit, the focus will be learning the names of body parts, describing themselves using action verbs and learning vocabulary to describe their feelings and emotions. The children will learn how to use the auxiliary verb: avoir (to have) and where to place an adjective in a sentence.</p>
<p><b>Science</b></p> 	<p><b>How and why are living things different to each other?</b></p>			<p><b>Vocabulary</b></p>	
<p>In science we will be investigating the above question. We will be using our English skills write a non-chronological report about how different Polar animals are adapted to survive life in the Arctic and the Antarctic, and our maths skills to record the results of investigations accurately. We will be using our scientific enquiry skills to classify plants and animals, using Karl Linnaeus' system of classification, as well as to plan and conduct an investigation looking at the effectiveness of different bird beaks. We will also be using our oracy skills to work in our Kagan groups to design and create our own species, that is adapted to suit a specific habitat. We will also look at genetics and the characteristics that are inherited from parents to their children and which characteristics are learned.</p>				<ul style="list-style-type: none"> <li>adaptation</li> <li>habitat</li> <li>environment</li> <li>predator</li> <li>prey</li> <li>biodiversity</li> <li>micro-organism</li> <li>classification</li> <li>Karl Linnaeus</li> <li>evolution</li> <li>fossil</li> <li>inheritance</li> <li>characteristics</li> </ul>	

<p style="text-align: center;"><b>Geography</b></p> 	<p style="text-align: center;"><b>What features of a globe help us to locate places?</b></p> <p>In Geography, the children will be looking at the different areas of the globe and understanding that the world is split into the Northern and Southern Hemisphere. We will focus on the physical characteristics of the countries that lie in the Arctic and the Antarctic Circles, for example the highest mountains, amount of rainfall, amount of sunshine. The children will be exploring the impact of global warming on the Antarctic and the Arctic.</p>	<p style="text-align: center;"><b>Vocabulary</b></p> <p>latitude longitude equator hemisphere Tropic of Cancer Tropic of Capricorn time zones environmental regions human &amp; physical characteristics climate change</p>
<p style="text-align: center;"><b>History</b></p> 	<p style="text-align: center;"><b>On a timeline how do exploration of the Poles, Mary Anning and Charles Darwin link to what we already know?</b></p> <p>In history, we shall be learning all about the Polar explorers' - Roald Amundsen and Robert Falcon Scott - race to the South pole. We will be identifying the key events of their journeys and plotting them on a timeline. Alongside this, we will also be researching significant historical figures linked to our science topic. We will look at the work of Charles Darwin and how his work in the field contributed to the theory of evolution, as well as looking the fossil discoveries of Mary Anning and what these taught us about the past.</p>	<p style="text-align: center;"><b>Vocabulary</b></p> <p>evolution descendant ancestors fossilist South Pole expedition Antarctic explorer significant discovery</p>
<p style="text-align: center;"><b>RE</b></p> 	<p style="text-align: center;"><b>Key question: Do you agree that life is a journey?</b></p> <p>In R.E. the children will be studying 'Life as a Journey' and they will be mapping out their own life journeys so far. They will be looking at both the Christian and Islamic pilgrimages. They will understand that different people of different faiths may have different journeys through life and exploring why this may be.</p>	<p style="text-align: center;"><b>Vocabulary</b></p> <p>Pilgrimage Journey Mecca Jerusalem Faith worship</p>

Things that you could do at home.

Please continue to support us with hearing your child read every day at home. By reading and discussing several pages each night with your child, you are helping him/her to develop a love of reading and to improve their understanding of a range of texts. Please remember to sign their Personal Organisers to show that you have read with your child.

In our English sessions, we will be finding information about David Attenborough. Please watch one or more of his documentaries, so that the children are aware of him and his work – Frozen Kingdom II would be an ideal one to watch, as this fits in with our study of wildlife at the Arctic and the Antarctic.

Practise some tongue twisters with your child – probably the most famous one (She sells seashells on the sea shore) is about Mary Anning, who the children will be learning about in our history lessons.

Can the children practise their Roman Numeral skills with numbers to 3000?

During half term, take your child to the sea side, where there are lots of rocks and stones on the beach and help them to look for fossils.

<https://www.edu-games.org/word-games>  
Visit this website and let your child have some fun either with word ladders or Wordles – it is an amazing way to improve spelling and recognising spelling patterns.