

Curriculum Overview Year 6

Summer Term 2017

ENGLISH	PARENTS CAN HELP BY
<p>Novel Study: War Horse by Michael Morpurgo WW1 poetry</p> <p>Grammar for Writing: Tenses (passive and past), main and subordinate clauses, proverbial expressions, literal and figurative language, etymology, accurate punctuation, direct speech, consolidation of language, grammar and vocabulary.</p>	<p><u>Reading/enjoying literature</u> Please make sure that boys read as often and as widely as possible. Reading 'The Tempest' and 'Two Weeks with the Queen' will be set as a homework from time to time throughout the unit.</p> <p><u>Other reading</u> The English Department has suggested reading lists but do take advice from knowledgeable library and bookshop staff as well as from class teachers. We encourage the boys to read anything in which they are interested including newspapers, magazines, comics, play-scripts, fiction or non-fiction. Boys are expected to read for 20 minutes, at least three times between Monday and Thursday and for one hour over the weekend. It is also helpful for boys to regularly read to (daily if possible), and discuss a text with, an adult or older sibling. Libraries are fantastic places, especially on a rainy day in the holiday! Audio tapes are excellent for long car journeys. Going to the theatre and/or the cinema provides excellent entertainment and intellectual stimulation. The Reading Race is always ongoing.</p> <p><u>Vocabulary</u> Spelling lists are linked to vocabulary development, please help boys to find definitions and synonyms. Boys should get into the habit of using a thesaurus when writing. Verbal reasoning papers e.g. Bond Assessment are available from WHSmith etc.</p> <p><u>Handwriting</u> Please encourage boys to take care with their presentation and handwriting. Handwriting practice sheets are available from the class teacher and are also available at WH Smiths.</p> <p>http://www.lovereadng4kids.co.uk/</p>
MATHEMATICS	PARENTS CAN HELP BY
<p>Number – Number and place value</p> <ul style="list-style-type: none"> • negative numbers <p>Algebra – Use simple formulae, linear sequences, equations with two unknowns</p> <p>Geometry – Properties of shape</p> <ul style="list-style-type: none"> • draw 2D shapes using given dimensions and angles. <p>Illustrate and name parts of the circle, including radius, diameter and circumference.</p> <p>Number – Multiplication and division</p> <ul style="list-style-type: none"> • practise multiplication for larger numbers, using the formal written methods of short and long 	<p>There are so many ways to get your son interested in Maths at home. Regular, short sharp sessions are best. No longer than half an hour at a time.</p> <p>There are also some fantastic Maths games online, which your son will thoroughly enjoy playing. See website below, as well as Mathletics (www.mathletics.com) . For further practice at home, WH Smiths stock some excellent revision materials (e.g. CGP, Galore Park, Schofield & Sims). Talk about Maths with your child during everyday activities, e.g. when driving you can discuss speed, metric and imperial measures, time, shapes – almost anything can be linked to solving Maths problems.</p> <p>Boys will receive maths homework once a week, in addition to practising times tables each night. They need to aim to be able to recall multiplication and division facts up to 12 x 12. It will consist of either a written task or online activity. Homework should take no longer than half an hour. Pupils should use a HB pencil. Please put a note in your son's diary or send a class dojo message if there is a problem.</p>

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<p>multiplication</p> <p>Number – Decimals</p> <ul style="list-style-type: none"> multiply one-digit numbers with up to two decimal places by whole numbers. <p>Number – Fractions</p> <ul style="list-style-type: none"> use common factors to simplify fractions. <p>Multiply simple pairs of fractions. Divide proper fractions by whole numbers.</p> <p>Measurement – Volume and Capacity</p> <ul style="list-style-type: none"> use, read, write and convert between measurements of volume. <p>Calculate, estimate and compare volume of cubes and cuboids using cubic centimetres or metres.</p> <p>Ratio and proportion</p> <ul style="list-style-type: none"> recognise proportionality, solve problems involving ratio and proportion. <p>Geometry – Position and direction</p> <p>Translate shapes, describe positions on a full coordinate grid (all four quadrants) and draw shapes specified by coordinates.</p> <p>Statistics – pie charts and line graphs</p> <p>Interpret and construct pie charts and line graphs. Draw graphs with two variables. Calculate and interpret the mean as an average..</p> <p>Number – Multiplication and division – long division</p> <p>Divide numbers involving decimals.</p> <p>Measurement – Perimeter and area</p> <p>Recognise when it is possible to use formulae for area of shapes. Calculate the area of parallelograms and triangles.</p>	<p>Help your son to tell the time and solve problems involving time – both analogue and digital clock, as well as converting between the two.</p> <p>Consolidate mathematical vocabulary e.g. prime numbers, common multiples, factors, product, perimeter, area, circumference etc. The Usborne Junior Illustrated Dictionary of Maths is excellent.</p> <p>Pupils can also play on the relevant topic games from websites such as:</p> <p>www.mymaths.co.uk – each boy has a login to this website, which has lessons, activities and games. They can use it for revision and consolidation as well as for homework.</p> <p>http://resources.woodlands-junior.kent.sch.uk/maths/ http://www.bbc.co.uk/skillswise/maths/games http://www.bbc.co.uk/bitesize/ks2/maths/ http://www.crickweb.co.uk/ks2numeracy.html http://mathszone.co.uk/ http://nrich.maths.org</p> <p>http://www.bbc.co.uk/skillswise/game/ma13tabl-game-tables-grid-find</p> <p>Finally, why not attempt Mrs Hunt’s Monthly Maths Challenge or attend Maths Club on Friday to boost, consolidate and extend your maths skills?</p>
SCIENCE	PARENTS CAN HELP BY
Micro organisms	<p>Discuss what happens to food when it gets old</p> <p>How can we prevent food going off? (e.g. eat it, put it in a fridge, preserve it by pickling/curing)</p>

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Forces in Action	<p>Discuss what happens when we get a cold?</p> <p>Discuss the everyday forces (pushes and pulls) used in and around the home.</p> <p>Visit a Science museum (or a transport museum) to see how forces are used.</p> <p>Watch a TV program and get the children to write down as many forces as observe.</p> <p>Engage in a physical activity – what are the forces being used? (e.g. throwing or kicking a ball)</p> <p>Go to the park, how many different ways are forces used on each piece of equipment?</p> <p>Useful websites to help with each topic:</p> <p>BBC bite size KS2 Science revision: topic specific revision activities http://www.bbc.co.uk/schools/ks2bitesize/science/</p> <p>A key stage 2 revision guide, available from book stores, will aid prep and revision activities throughout key stage 2 (years 3-6).</p>
FRENCH What are you doing? <ul style="list-style-type: none">- At school- Telling the time- The verb 'faire'- Saying 'which?' or 'what?' (quel/quelle/quells/quelles)- Describing routine and what happens during a school day- Using reflexive verbs- When to use the definite article ('le', 'la', 'l', 'les')- School subjects and giving opinions- Prepare a presentation	PARENTS CAN HELP BY <ul style="list-style-type: none">• Helping pupils revise vocabulary e.g. making flashcards and testing firstly from French into English and then English into French and playing memory games• Encouraging your son to watch films or cartoons in French (the language can often be switched into French on a DVD menu)• Supporting your son to read French books, comics or magazines appropriate to their age• Ensuring your son completes the relevant self-marking exercises on languages online, Kerboodle, etc.• Promoting the regular speaking of the target vocabulary – little and often works best <p>Looking for French all around you – particularly in the supermarket, in newspapers and magazines and on television</p>

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<p>about your school - Learning about school in France - Possessive adjectives</p>	
GEOGRAPHY/HISTORY	PARENTS CAN HELP BY
<p>History Ancient Civilizations and the Shang Dynasty</p> <p>Geography Biomes & Climate Zones</p> <p>Climate Case Studies</p>	<p>Family outings to historical sites and buildings reinforce learning in the classroom. Reading Museum, The British Museum, Ure Museum, The Ashmoleum Museum and The Pitt Rivers Museum in Oxford etc. are fascinating places. Children benefit most when they go to a museum often but for 1 -2 hours maximum at a time.</p> <p>Explore local history – find out what is on your doorstep, when your hose was built, famous people who came from your area.</p> <p>Watch the news – this is history in the making.</p> <p>You can buy children’s newspapers e.g. First News, The Week (for children)</p> <p>Take a source from long ago – discuss what it tell you about the period in which it was made.</p> <p>A lot of Year 6s work will be completed on the computer. They will complete Internet research and complete publications using Office software. Parents can help by researching the topics of Biomes and Climates with their children and help them find out about the effects of climate change around the world.</p>
R.S.	PARENTS CAN HELP BY
<p><u>Creation Stories</u> What is the Judeo-Christian story? How do the Abrahamic Religions’ stories compare? What do Hindus believe about creation? What is the Sikh creation story? How can we classify creation stories? How do creation stories compare?</p> <p><u>Eternity</u> What is eternity? What do people believe about immortality? What do different religions say about Heaven?</p>	<p>Encourage children to ask questions about life and express ideas.</p> <p>Encourage children to develop positive attitudes to religion and show respect to those who follow.</p> <p>Visit places of worship locally and when on holiday. Look at features of religious buildings.</p> <p>Point out religious signs and symbols in your local area.</p> <p>Discuss ceremonies attended e.g. weddings, baptisms etc.</p> <p>Discuss festivals with friends of different religions.</p>

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<p>What is reincarnation? What do humanists believe about eternity? How do the different ideas about eternity compare?</p>	
COMPUTER SCIENCE	PARENTS CAN HELP BY
<p>Coding Theory Using Pseudo Code and Scratch</p> <p>HTML Coding</p> <p>Python Coding</p>	<p>This term is all about preparing the boys for their KS3 Computing. All the software we are using for the topic is free to download from the Internet, therefore, I recommend the boys do this.</p> <p>The boys will be given help sheets to support them at each stage of the project and they are encouraged to take these home and continue the projects in their own time.</p> <p>It would be great if the boys could have a memory stick to help them to do this.</p>
ART/DT	PARENTS CAN HELP BY
<p>What are you doing?</p> <ul style="list-style-type: none"> - Christmas 2017 stamp design - The Great Wave, by Hokusai - Props for the school play, 'The Tempest' 	<ul style="list-style-type: none"> • Encouraging boys to complete any Art work necessary at home • Taking boys to see any art exhibitions that may be of interest
PE	PARENTS CAN HELP BY
<p>Tennis</p> <p>Cricket skills</p> <p>Athletics</p>	<p>Parents can help by:</p> <p>Exposing students to the activities either in practical and / or visual form to allow the opportunity to experience how the activities, skills and game requirements are learned / played at various levels and can therefore be developed.</p> <p>Developing students' awareness of the activities that they may otherwise be unfamiliar with (eg; Volleyball).</p> <p>Using media resources (eg; BBC Sport website / You Tube) to show examples of how the activities and sports covered are played at a top-class level.</p> <p>Questioning / discuss students' development and what skills and activities have been covered during their lessons</p>

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	<p>to reinforce learning.</p> <p>Helping the students set personal targets and discussing this with PE & Games staff.</p> <p>Allow students to become involved in external clubs and associations (regardless of the sport & activity) to provide the opportunity to broaden their physical and mental experiences in different sporting and physical activity environments.</p>
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