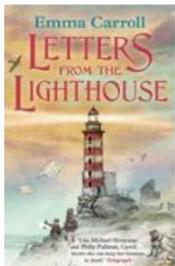
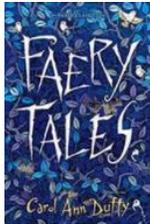




## St. Andrew's CE (VA) Junior School

### Year 6 Autumn 2 Curriculum Overview

#### Key learning this half term

Literacy	Maths	Religious Education
<p>This half term, we will be reading <i>Letters from the Lighthouse</i> by Emma Carroll. The story is set in WWII and links with our history topic. In reading, we will focus on inference and prediction using the whole class text.</p>  <p>For the second half of the term, we will be looking at Carol Ann Duffy's <i>Faery Tales</i>. This allows us to explore the author's poetic language choices. We rewrite our own endings to famous fairy tales and challenge stereotypes to write a modern fairy tales.</p>  <p>In spelling, we will be learning the rules of adding vowel and consonant suffixes, deciding if we need to swap, double or drop any letters.</p> <p>Our grammar focus will be on word classes and how to use a variety of sentence structures, including passive and active tenses.</p>	<p>In maths, we will be covering fractions, position and directions. For fractions, pupils will learn how to:</p> <ul style="list-style-type: none"> <li>• simplify</li> <li>• place on a number line</li> <li>• compare and order by denominator and numerator</li> <li>• add and subtract including mixed numbers</li> <li>• multiply by another fraction and a whole number</li> <li>• divide by a whole number</li> <li>• find fractions of amounts</li> </ul> <p>For position and direction, pupils will learn how to:</p> <ul style="list-style-type: none"> <li>• use co-ordinates in four quadrants</li> <li>• translate shapes</li> <li>• reflect shapes.</li> </ul> <p>We will be continuing to complete a weekly arithmetic to consolidate our mental strategies and formal written methods. As part of our morning work, we will complete 'My Mini Maths' or 'Basic Skills' which revisit and consolidate key learning. All pupils have a maths study book to help with their learning at home and in school.</p>	<p>In RE, we will look at the Understanding Christianity topic of 'Was Jesus the Messiah' and link this to the Christmas story.</p> <p><b>PUPILS WILL KNOW THAT:</b></p> <ul style="list-style-type: none"> <li>• The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God.</li> <li>• The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt.</li> <li>• Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.</li> <li>• Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example, as salt and light in the world.</li> </ul>

## We are also studying:

Science	History	PSHE	French	DT
<p>We will be learning about electricity including scientific symbols used for circuits. We will carry out experiments to find out what can affect the brightness of a bulb and link this to our WWII history topic by thinking about blackouts.</p>  <p><b>PUPILS WILL KNOW THAT:</b></p> <ul style="list-style-type: none"> <li>• The brightness of a lamp or the volume of a buzzer is associated with the the number and voltage of cells used in the circuit</li> <li>• Be able to give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>• How to use recognised symbols when</li> </ul>	<p>We will be learning about WWII. Firstly, we look briefly at WWI, the causes, the war and the legacy of the war. We link this to Remembrance Sunday. This helps us to understand some of the causes of WWII.</p> <p>Then, we look at WWII in more detail, including the causes, the key battles and events and the impact it had on people’s lives on the home front. We also look at the effects of the war after it had ended.</p> <p>This year, we will take the opportunity to compare life during the COVID-19 pandemic to WWII, including restrictions, resilience and the affects on people and business.</p> <p><b>PUPILS WILL KNOW THAT:</b></p> <ul style="list-style-type: none"> <li>• How and why WWII began, including the process of appeasement and the effects of this</li> </ul>	<p>We will focus on <b>Relationships</b></p> <p>We will look at how the pandemic has affected us all.</p> <p>We will then look at the topic of Relationships including recognising feelings in others, recognising what is a healthy relationship, learning about what a marriage and civil partnership is and how to express their views in a healthy way.</p> <p><b>PUPILS WILL KNOW THAT:</b></p> <ul style="list-style-type: none"> <li>• How to recognise a healthy and positive relationship</li> <li>• Understand ways to find help when they need support</li> <li>• Marriage/civil partnership is a way to show commitment but must be freely entered into</li> <li>• Judge what kind of</li> </ul>	<p>We will be learning vocabulary about weather and seasons and pupils will be able to use them in a discussion about the weather.</p> <p><b>PUPILS WILL KNOW THAT:</b></p> <ul style="list-style-type: none"> <li>• Pupils begin this unit by learning to describe the weather. They then move on combine weather and seasons and describe the climate in different places. They will study a French poem about Autumn and perform it in small groups.</li> </ul> <p>They will gain a basic understanding of the geography of France and learn some key geographical features in French. They will learn the countries that border France and the compass points. They will learn the French for some countries and their</p>	<p>We will be using textiles and learning how to tie dye.</p> <p>The children will use a range of tools and dyeing equipment to make different patterns. They will then evaluate their preferred method and use this to create their own t-shirt in a design and colour of their choice based on their findings.</p>  <p><b>PUPILS WILL KNOW THAT:</b></p> <ul style="list-style-type: none"> <li>• The way cloth is dyed has changed over</li> </ul>



## St. Andrew's CE (VA) Junior School

### Year 6 Autumn 2 Curriculum Overview

<p>representing a simple circuit in a diagram.</p>	<ul style="list-style-type: none"><li>• Key events from the major battles fought, eg Battle of Britain and the effect this had on the war and on the lives of British people</li><li>• The Home Front and how normal people coped during the war including rationing, evacuation and the Home Guard</li></ul> 	<p>physical contact is acceptable</p> <ul style="list-style-type: none"><li>• Develop strategies to resolve disputes and conflict</li><li>• Realise nature and consequences of discrimination</li><li>• To understand personal boundaries</li><li>• To recognise that differences and similarities arise between people from a number of factors including family, culture, race, religious diversity and sexual orientation</li><li>• To recognise and manage 'dares'</li></ul>	<p>flags, describing them in French with colours.</p> <p>They will learn the 'ER' verb parler to speak and be able to say which languages they speak as well as saying where they live and where they come from.</p> <p>They will understand why French is spoken in so many different countries and be aware of La francophonie. They will watch a French film set in Senegal and learn some key vocabulary from the film.</p>	<p>time as technology has changed</p> <ul style="list-style-type: none"><li>• How to use different tie-dye techniques to create a variety of patterns</li><li>• How to use a range of dyes (eg man-made and natural) to create a variety of colours.</li></ul>
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PE	ICT	British Values	Christian Value	Key vocabulary
<p>We will be using the Real PE unit to develop cognitive skills and team work.</p> <p>Children will also take part in circuit training as part of our science investigative work regarding pulse and heart rate.</p> 	<p>We will be learning from the unit 'We Are Project Managers'.</p> <p>In this unit, pupils will work collaboratively to develop a smart phone or tablet app.</p> <p>PUPILS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> <li>• scope a project to identify different components that must be successfully combined</li> <li>• identify their existing talents and plan how they</li> <li>• develop further knowledge and skills</li> <li>• identify the component tasks of a project and</li> <li>• develop a timeline to track progress</li> <li>• identify the resources they'll need to accomplish a project</li> <li>• use web-based research skills to source tools,</li> <li>• content and other resources</li> <li>• consider strategies to ensure the quality of a collaborative project.</li> </ul>	<p>During whole school worship, we will be focusing on Mutual Respect and Tolerance. We will be thinking about equality and diversity and what we do in our school to support this. We will take this further by thinking about what we can bring to the wider community to improve mutual respect and tolerance in the local area.</p>	<p>We will be thinking about friendship.</p> <p>We will discuss what a good friend does, how to be a good friend and what value friendship brings to our lives.</p> <p>Our Christian value is reflected upon in class worship and any discussion ideas are written into our Reflection Book.</p>	<p>Your child will be learning these key words over the next half term:</p> <p><b>Science:</b> circuit cell component voltage</p> <p><b>History:</b> evacuation ration propaganda sources</p> <p><b>Maths:</b> numerator denominator mixed number improper fraction translation reflection</p>