



## Spring Term Learning

### Year Six

Week beginning:	
Monday 5 <sup>th</sup> January – TAD Day  Tuesday 6 <sup>th</sup> January – return to school	<p>In <b>English</b>, we will be learning how to identify and write multi-clause sentences that are joined with two different subordinating conjunctions (after, although, as, because, before, if, since, though, unless, until, when, and while.) We will start by recapping our knowledge of subordinating conjunctions and using them correctly, before building in the new learning of using two conjunctions in a sentence.</p> <p>In <b>Maths</b>, we will be introducing our unit on ratio. We will start to recognise the additive and multiplicative patterns between numbers and use ratio language. Furthermore, we will start to use ratio symbols, making links with fractions and scale drawings.</p> <p>In <b>Science</b>, we will start our learning on the unit of electricity. Children will explore the question enquiry of 'How can we represent a simple circuit in a diagram?' Children will create circuits of increasing complexity and represent them using diagrams, annotated with scientific diagrams and labels.</p> <p>In <b>Geography</b>, we will be looking at to what extent is industry responsible for climate change? We will look at understanding what industry is and why it is important. We will learn about the three main types of industry of primary, secondary and tertiary and examples within our society. We will also look to understand what is meant by climate change and the links between climate change and industry.</p>
Monday 12 <sup>th</sup> January	<p>In <b>English</b>, we will be learning and understanding how to use dashes and ellipses in direct speech for characterisation. Furthermore, we will identify and write non-standard English in direct speech for characterisation. We will recap the rules of speech and use this effectively in building towards creating writing on the theme of Macbeth.</p> <p>In <b>Maths</b>, we will continue learning about ratio. We will be looking particularly at scale factors, similar shape problems, problem-solving questions using ratio and exploring the use of upscaling recipes using ratio.</p> <p>In <b>Science</b>, we will continue with our learning on the unit of electricity. Children will explore the question enquiry of 'How Does the Number of Batteries Effect the Brightness of the Bulb?' Children will build on their understanding of a simple, series circuit and carry out a supported fair test to find out how the brightness of a bulb (or volume of a buzzer) is impacted by the number (and voltage) of cells used in the circuit. Children will then record and represent their findings, including drawing conclusions from what they have investigated.</p> <p>In <b>Geography</b>, we will be continuing to look at to what extent is industry responsible for climate change? We will explore why climate change is such an urgent issue and understand the reasons why people get passionate about climate change.</p>
Monday 19 <sup>th</sup> January	In <b>English</b> , we will be writing a fictional descriptive writing around the story of Macbeth. Children will look to use sentence knowledge learnt in the previous weeks to rewrite a

	<p>scene from Macbeth. Children will rewrite the first meeting between Macbeth and the three witches.</p> <p>In <b>Maths</b>, we will introduce the unit on algebra. We will explore the steps and thought processes in 1-step and 2-step function machines by identifying inputs and outputs. We will introduce form expressions where children find values of expressions by substituting numbers in place of the letters. Lastly, we will introduce children to formulae using symbols for the first time.</p> <p>In <b>Science</b>, we will continue with our learning on the unit of electricity. Children will explore the question enquiry of 'What Else Impacts the Brightness of a Bulb in a Circuit?' We will investigate whether there are any other elements in the circuit which could affect the brightness of a bulb. They will build an understanding of how components in an electrical circuit interrelate and enable them to think more independently, as a scientist, coming up with their own hypothesis and designing a systematic inquiry to test it out.</p> <p>In <b>RWE</b>, we will discuss the question 'What does it mean to belong to a religion?' with a focus on Islam. We will explore how Muslims celebrate and live out their beliefs. We will think about how they assess the journey of life, the main festivals and practices, their faith and communities and Islam in the wider world. Furthermore, we will discuss the different Islamic groups and what are the most important similarities and key differences within them.</p>
<p>Monday 26<sup>th</sup> January</p> <p>Friday 30<sup>th</sup> January – SATS meeting – Lower Hall – 2:45pm</p>	<p>In <b>English</b>, we will be writing a fictional descriptive writing around the story of Macbeth. Children will look to use sentence knowledge learnt in the previous weeks to rewrite a scene from Macbeth. Children will rewrite the first meeting between Macbeth and the three witches.</p> <p>In <b>Maths</b>, we will be continuing our work on the unit of algebra. We will explore creating form equations from diagrams and word descriptions, solving 1-step &amp; 2-step equations as well as finding pairs of values in an equation. This will be done by exploring equations with two unknown values, recognising that these can have several possible solutions. We will finish off our unit on algebra by solving problems with two unknowns. This is when more than one piece of information is given, so there is only one possible solution.</p> <p>In <b>Science</b>, we will continue with our learning on the unit of electricity. Children will explore the question enquiry of 'What Can Affect the Function of a Component in a Circuit?' We will use knowledge from previous inquiries to hypothesise and predict the impact of different variable on the function of a component on a simple series circuit. Children will think like a scientist and have repeated opportunities to practically test their theories out.</p> <p>In <b>Art</b>, we will look at 3D sculptures through the work of sculptors Henry Moore and Barbara Hepworth. The children will explore the different sculptures they have made, techniques used and the messages behind them. We will work to develop the skills needed to work with Modroc for children to design then create their own abstract body shape sculpture.</p>
<p>Monday 2<sup>nd</sup> February</p>	<p>In <b>English</b>, we will be writing a fictional descriptive writing around the story of Macbeth. Children will look to use sentence knowledge learnt in the previous weeks to rewrite a scene from Macbeth. Children will independently rewrite the second meeting between Macbeth and the three witches. Children will plan their piece of writing and focus on</p>

	<p>using descriptive sentences and vocabulary as well as using speech to develop characterisation.</p> <p>In <b>Maths</b>, we will be introducing the new unit on decimals. Children will recap place value knowledge within 1, look at place value between integers and decimals, round decimals and add and subtract decimals. Finally, we will multiply decimals by 10, 100 and 1,000.</p> <p>In <b>Science</b>, we will continue with our learning on the unit of electricity. Children will explore the question enquiry of 'How Can I Use My Knowledge of Electrical Components to Make a Device?' Children will use their knowledge of circuits and circuit components to reinforce their understanding to make a simple device which uses the transfer of electrical energy into light, sound, or movement.</p> <p>In <b>Art</b>, we will look at 3D sculptures through the work of sculptors Henry Moore and Barbara Hepworth. The children will explore the different sculptures they have made, techniques used and the messages behind them. We will work to develop the skills needed to work with Modroc for children to design then create their own abstract body shape sculpture.</p>
<p>Monday 9<sup>th</sup> February</p> <p>Friday 13<sup>th</sup> February – Dress up day and Valentine's disco</p>	<p>This will be assessment week. Children will complete previous SATS papers to monitor the progress of their attainment and ensure they are comfortable in test conditions.</p> <p>In <b>English</b>, we will be writing a fictional descriptive writing around the story of Macbeth. Children will look to use sentence knowledge learnt in the previous weeks to rewrite a scene from Macbeth. Children will independently write an alternative scene to Macbeth. Children will plan their piece of writing and focus on using descriptive sentences and vocabulary as well as using speech to develop characterisation.</p> <p>In <b>Maths</b>, we will be concluding our unit on decimals. We will explore dividing decimals by 10, 100 and 1,000, multiplying and dividing decimals by an integer and finishing by multiplying and dividing decimals in questions with real-life context.</p> <p>In <b>Science</b>, we will continue with our learning on the unit of electricity. Children will explore the question enquiry of 'How Can I Use My Knowledge of Electrical Components to Make a Device?' Children will use their knowledge of circuits and circuit components to reinforce their understanding to make a simple device which uses the transfer of electrical energy into light, sound, or movement.</p> <p>In <b>Art</b>, we will look at 3D sculptures through the work of sculptors Henry Moore and Barbara Hepworth. The children will explore the different sculptures they have made, techniques used and the messages behind them. We will work to develop the skills needed to work with Modroc for children to design then create their own abstract body shape sculpture.</p>

#### **Wider Curriculum**

In **Music**, the children will be learning all about the music associated with Samba. Children will explore the playing technique, playing as an ensemble and polyrhythms. This learning will build to a public performance.

In **PE** lessons with the class teacher, the children will do circuit training to develop strength and stamina. With PE staff, the children will develop their control, flexibility, agility, and coordination in gymnastics.

In **Computing**, children will be introduced to spreadsheets. We will be organising data into columns and rows to create our own data set. We will be learning the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. We will also explore how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. Furthermore, we will use spreadsheets to plan an event and answer questions. Finally, children will create charts, and evaluate their results in comparison to questions asked.

In **PSHE**, we will be covering the unit 'Dreams and Goals.' The children will share their own strengths by setting challenging and realistic goals. They will discuss the learning steps they will need to take as well as talking about how to stay motivated. The children will also reflect on various global issues and explore places where people may be suffering or living in difficult situations; whilst doing this, they will also reflect on their own emotions linked to this learning. The children will discover what they think their classmates like and admire about them, as well as working on giving others praise and compliments.

In **French**, we will be completing our unit on 'My Home.'

In **Reading (DR)**, the children will be reading 'Macbeth' to explore the reading skills of prediction, inference, questioning, clarifying, summarising, and evaluating. We will also be exploring non-fiction texts.

### Half Term

Monday 23 <sup>rd</sup> February	<p>In <b>English</b>, we will be learning how to identify and write multi-clause complex sentences that are joined with two different subordinating conjunctions (after, although, as, because, before, if, since, though, unless, until, when, and while.) Furthermore, we will identify and write multi-clause complex sentences joined with one subordinating conjunction and one co-ordinating conjunction. Lastly, during our sentence level work, we will identify and use colons to explain.</p> <p>In <b>Maths</b>, we will be starting our new unit of fractions, decimals, and percentages. We will explore decimal and fraction equivalents, fractions as a division, understanding percentages and converting fractions to percentages.</p> <p>In <b>Science</b>, we will start our Spring term learning on the unit of living things and their habitats. Children will explore the question enquiry of 'Is the Classification of Animals Helpful?' In this enquiry, pupils will learn about Carl Linnaeus and learn how his method of sorting and grouping helped to recognise commonalities between living things. We will also learn that the classification of animals is helpful for several reasons.</p> <p>In <b>History</b>, we will be exploring the impact of WWI and WWII on the ordinary people in Muswell Hill and London. We will look at an overview of WWI and WWII, as well as how life changed in-between the two wars. We will explore various evidence to find out why WWII happened.</p>
Monday 2 <sup>nd</sup> March  Friday 6 <sup>th</sup> March – World book day dress up	<p>In <b>English</b>, we will be learning how to identify and write multi-clause complex sentences that are joined with two different subordinating conjunctions (after, although, as, because, before, if, since, though, unless, until, when, and while.) Furthermore, we will identify and write multi-clause complex sentences joined with one subordinating conjunction and one co-ordinating conjunction. Lastly, during our sentence level work, we will identify and use colons to explain.</p> <p>In <b>Maths</b>, we will be continuing our work on fractions, decimals, and percentages. We will explore equivalent fractions, decimals and percentages, order fractions, decimals and percentages and finding percentages of amounts through 1-step and multi-step problems. We will conclude our work by finding missing values in percentage questions.</p> <p>In <b>Science</b>, we will continue our learning on the unit of living things and their habitats. Children will explore the question enquiry of 'Are There Many Similarities Between Animals in The Local Area?' In this enquiry, we will build on the knowledge we have about how to use and create classification systems. We will consolidate and test this knowledge by building our own keys using the characteristics of animals found in the local area. Children will record data using classification keys and tables before making conclusions based on the data found.</p>

	<p>In <b>History</b>, we will continue to investigate WWII. We will investigate the impact of Neville Chamberlains speech on the country and make use of local evidence to find out about the impact of the wars on the local community's lives.</p>
Monday 9 <sup>th</sup> March	
Wednesday 11 <sup>th</sup> March & Thursday 12 <sup>th</sup> March – Parents evening	<p>In <b>English</b>, we will be writing a non-chronological report to answer the question: What was life like in Britain during WWII. Children will use the sentence level work that we used in previous weeks as well as research developed in History. Children will write an introduction to the text. We will also write paragraphs based on sub-headings to organise their writing. Children will write cohesive paragraphs using topic sentences to link to the proceeding concluding sentences. Children will finish their writing with a conclusion drawing all their key points together.</p>
Monday 9 <sup>th</sup> March - Year 6 SEND meetings	<p>In <b>Maths</b>, we will introduce the new unit of area, perimeter, and volume. We will explore shapes with the same area, recapping of area and perimeter knowledge, finding the area and a triangle by counting squares, finding the area of a right-angled triangle, and finding the area of any triangle.</p> <p>In <b>Science</b>, we will continue our learning on the unit of living things and their habitats. Children will explore the enquiry question of 'How Can Plants Be Classified?' In this enquiry, we will build on our understanding of classification keys to show how they can also be applied to grouping plants. Pupils will use a dichotomous key to group plants according to their properties and characteristics.</p> <p>In <b>History</b>, we will develop our research skills as we investigate what evacuation was and how it affected people's lives during WWII. Children will use this research to help them with their writing in English.</p>
Monday 16 <sup>th</sup> March	
Tuesday 17 <sup>th</sup> March – Year 6 EHCP SEND meetings	
Wednesday 18 <sup>th</sup> March – Trip to RAF Museum	<p>In <b>English</b>, we will be writing a non-chronological report to answer the question: What was life like in Britain during WWII. Children will use the sentence level work that we used in previous weeks as well as research developed in History. Children will write an introduction to the text. We will also write paragraphs based on sub-headings to organise their writing. Children will write cohesive paragraphs using topic sentences to link to the proceeding concluding sentences. Children will finish their writing with a conclusion drawing all their key points together.</p> <p>In <b>Maths</b>, we will be concluding our unit on area, perimeter, and volume. We will find the area of a parallelogram, find the volume of a cube by counting cubes and finding the volume of a cuboid.</p> <p>In <b>Science</b>, we will continue our learning on the unit of living things and their habitats. Children will explore the question enquiry of 'Is There a Link Between Plant Groups and The Environment They Grow In?' In this enquiry, we will build on what pupils now know about dichotomous keys and how they can be used to classify plants. Pupils will now consolidate and test this knowledge by creating their own keys using the characteristics of plants found in local woodland. Children will learn and consolidate that different plants need different environments and that plants that commonly grow in the certain areas and plants that do not. Children will have to elect an appropriate way to record data and seek data using a different types of classification keys.</p> <p>In <b>Art</b>, we will creating sketches and collaborative art pieces linked to our previous writing on Macbeth. These will be put together with our writing on Macbeth for display.</p>
Monday 23 <sup>rd</sup> March	<p>In <b>English</b>, we will be writing a non-chronological report to answer the question: What was life like in Britain during WWII. Children will use the sentence level work that we</p>

<p>24<sup>th</sup> March – Samba competition</p> <p>Wednesday 25<sup>th</sup> March – WWII day</p>	<p>used in previous weeks as well as research developed in History. Children will write an introduction to the text. We will also write paragraphs based on sub-headings to organise their writing. Children will write cohesive paragraphs using topic sentences to link to the proceeding concluding sentences. Children will finish their writing with a conclusion drawing all their key points together.</p> <p>In <b>Maths</b>, we will be starting our new unit on statistics. We will explore line graphs, dual bar charts and the reading and interpreting of pie charts. Furthermore, we will conclude with exploring problems with pie charts as percentages, drawing pie charts and finding the mean from sets of data.</p> <p>In <b>Science</b>, we will continue our learning on the unit of living things and their habitats. Children will explore the question enquiry of 'Do Microorganisms Matter?' In this enquiry, we will build on what children have learned about plants and animals as examples of living things. We will introduce microorganisms as another example of something that is living, exploring the purpose of microorganisms, and identifying some ways in which microorganisms can be classified. Children will do this by thinking scientifically and setting up an experiment and selecting ways to conduct observations and record results.</p> <p>In <b>History</b>, we will conclude our learning on WWII. We will explore the issues faced by people after WWII had ended and how London was in the aftermath. On the Wednesday, we will have a day of WWII themed activities which will culminate in a speaker coming into school to talk about the Holocaust.</p>
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### **Wider Curriculum**

In **Music**, we will be learning how to use Garage Band. Children will explore structure, instrumentation, texture, chords, and composition using music technology.

In **PE** lessons with the class teacher, the children will dance. Children will show ideas through dance as an individual and group, as well as linking movement patterns and sequences to music. With PE staff, the children will develop their control, flexibility, agility, and coordination in gymnastics.

In **Computing**, we will explore the concept of variables in programming through games in Scratch. We will find out what variables are and relate them to real-world examples of values that can be set and changed. Children will experiment with variables in an existing project, then modify them, before they create their own project.

In **PSHE**, we will be covering the unit 'Healthy Me.' The children will discuss taking responsibility for their own physical and emotional health and the choices linked to this. They will learn about different types of drugs and the effects these can have on people's bodies. The children will also learn about exploitation as well as gang culture and the associated risks therein. They will also discuss mental health/illness and that people have different attitudes towards this. They will learn to recognise the triggers for and feelings of being stressed and strategies that can be used in these situations.

In **French**, we will be learning about 'What is Weather?'

In **Reading (DR)**, the children will use our core text of '*Letters from the Lighthouse*' to explore the reading skills of prediction, inference, questioning, clarifying, summarising, and evaluating. We will also be exploring non-fiction texts about WWII.

### **Supporting Learning at Home**

Homework is set on Fridays and is due on Wednesdays. During this term, Rising Star Revision Workbooks will be provided and homework will be set from them. You may wish to use this overview to see what your child is learning each week so that you can discuss this learning with your child at home.

Please make sure that you spend time reading with your child at home. As well as listening to your child read, we recommend reading aloud to your child as a regular story time session. Please also help your child practise their weekly spellings and timetables.