



**Spring Term Learning
Year Six**

<p>Week beginning:</p>	
<p>Monday 6th January – TAD Day</p> <p>Tuesday 7th January – return to school</p>	<p>In English, we will be reading the story of Macbeth. We will explore the themes and understand the characters thoughts and motivations. Children will develop their use of figurative devices to develop settings and atmosphere, using dialogue to help advance the action as well as develop the characters of the story. Furthermore, we will practise using expanded noun phrases, adverbials, and conjunctions to build cohesion and detail into our writing. This will be leading to the children creating their own alternative chapter or version of Macbeth where events or characters motivations will be adapted using the original story as an existing structure.</p> <p>In Maths, 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 Science, 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 Geography, 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>
<p>Monday 13th January</p>	<p>In English, we will be reading the story of Macbeth. We will explore the themes and understand the characters thoughts and motivations. Children will develop their use of figurative devices to develop settings and atmosphere, using dialogue to help advance the action as well as develop the characters of the story. Furthermore, we will practise using expanded noun phrases, adverbials, and conjunctions to build cohesion and detail into our writing. This will be leading to the children creating their own alternative chapter or version of Macbeth where events or characters motivations will be adapted using the original story as an existing structure.</p> <p>In Maths, 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 Science, 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 Geography, 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>
<p>Monday 20th January</p> <p>Friday 24th January – Year 6 Parent book look.</p>	<p>In English, we will be reading the story of Macbeth. We will explore the themes and understand the characters' thoughts and motivations. Children will develop their use of figurative devices to develop settings and atmosphere, using dialogue to help advance the action as well as develop the characters of the story. Furthermore, we will practise using expanded noun phrases, adverbials, and conjunctions to build cohesion and detail into our writing. This will lead to the children creating their own alternative chapter or version of Macbeth where events or characters' motivations will be adapted using the original story as an existing structure.</p> <p>In Maths, 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 Science, 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 Geography, we will be concluding our work on what extent is industry responsible for climate change? We will explore why climate change has such a big impact on the world's poorest countries and summarise our key learning from the unit of work.</p>
<p>Monday 27th January</p> <p>Friday 31st January – SATS meeting – Lower Hall – 2:45pm</p>	<p>In English, children will be looking at balanced arguments. We will explore the features of a balanced argument. We will use research and reading on our chosen subject and looking at examples of balanced arguments. We will work on relative clauses and using colons, semi-colons and dashes that will be able to use on our writing. We will focus on the structure of persuasive paragraphs, presenting a few points which are backed up with an explanation, evidence, or a quote. We will present both sides of the argument before children conclude in their conclusions their own opinion based off the evidence they have collected. Children will also create a questionnaire to collect evidence to be used in their discussion.</p> <p>In Maths, 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 & 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 Science, 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</p>

	<p>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 Art, we will look at the skill of drawing through the work of artist Stephen Wiltshire. We will understand his art and inspirations while comparing him to fellow artist Hector Gonzales. Children will research the work of Stephen Wiltshire and record ideas in their sketchbooks. Work will consist of historical studies of technical drawings to create initial ideas for future sketches. The children will explore using appropriate styles of shading and techniques for detailed effects and to depict movement, perceptives, shadows, direction, and reflections. We will also experiment with the elements of art: line, tone, pattern, texture, form, space, colour, shape, and tone, showing a broad range. Using appropriate media (Pencils, pastels, charcoal, ink), children will build to creating their final piece of a drawing of a city landscape.</p>
Monday 3 rd February	<p>In English, children will be looking at balanced arguments. We will explore the features of a balanced argument. We will use research and reading on our chosen subject and looking at examples of balanced arguments. We will work on relative clauses and using colons, semi-colons and dashes that will be able to use on our writing. We will focus on the structure of persuasive paragraphs, presenting a few points which are backed up with an explanation, evidence, or a quote. We will present both sides of the argument before children conclude in their conclusions their own opinion based off the evidence they have collected. Children will also create a questionnaire to collect evidence to be used in their discussion.</p> <p>In Maths, 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 Science, 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 Art, we will look at the skill of drawing through the work of artist Stephen Wiltshire. We will understand his art and inspirations while comparing him to fellow artist Hector Gonzales. Children will research the work of Stephen Wiltshire and record ideas in their sketchbooks. Work will consist of historical studies of technical drawings to create initial ideas for future sketches. The children will explore using appropriate styles of shading and techniques for detailed effects and to depict movement, perceptives, shadows, direction, and reflections. We will also experiment with the elements of art: line, tone, pattern, texture, form, space, colour, shape, and tone, showing a broad range. Using appropriate media (Pencils, pastels, charcoal, ink), children will build to creating their final piece of a drawing of a city landscape.</p>
Monday 10 th February	<p>In English, children will be looking at balanced arguments. We will explore the features of a balanced argument. We will use research and reading on our chosen subject and looking at examples of balanced arguments. We will work on relative clauses and using colons, semi-colons and dashes that will be able to use on our</p>

<p>Friday 14th February – Dress up day and Valentine’s disco</p>	<p>writing. We will focus on the structure of persuasive paragraphs, presenting a few points which are backed up with an explanation, evidence, or a quote. We will present both sides of the argument before children conclude in their conclusions their own opinion based off the evidence they have collected. Children will also create a questionnaire to collect evidence to be used in their discussion.</p> <p>In Maths, 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 Science, 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 RWE, 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>
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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 ‘The Last Wild’ to explore the reading skills of prediction, inference, questioning, clarifying, summarising, and evaluating. We will also be exploring non-fiction texts.

Half Term

<p>Monday 24th February</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 English, we will start reading ‘Once’ and we will be writing a letter, as one of the characters. We will be focussing on letter layout, thinking about the structure and the</p>
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	<p>type of language needed for our letter. We will look at emotive language, expanded noun phrases and first person writing. We will add description to bring to life the backstory of one of the characters. Finally, we will look to proofread for spelling and punctuation errors and ensuring the consistent use of tense throughout.</p> <p>In Maths, 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 Science, we will introduce our learning on the unit of Evolution and inheritance. Children will explore the question enquiry of ‘How Do Scientists Know That Living Things Have Changed Over Time?’ In this enquiry, we will build on prior learning about what pupils know and can remember about fossils. We will use this knowledge to explore how living things have changed over time by looking at fossil records for species. Children will think scientifically by understanding how scientists examine fossils to find out about the evolution of different species and by using a range of fossils and/or images of fossils over time to identify changes and observe changes identified by scientists.</p> <p>In RWE, 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 3rd March</p> <p>Friday 7th March – World book day dress up</p>	<p>In English, we will start reading ‘Once’ and we will be writing a letter, as one of the characters. We will be focussing on letter layout, thinking about the structure and the type of language needed for our letter. We will look at emotive language, expanded noun phrases and first person writing. We will add description to bring to life the backstory of one of the characters. Finally, we will look to proofread for spelling and punctuation errors and ensuring the consistent use of tense throughout.</p> <p>In Maths, 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 Science, we will continue our learning on the unit of Evolution and inheritance. Children will explore the question enquiry of ‘How Does Variation Explain the Different Features and Characteristics of Living Things?’ In this enquiry, we will be exploring the diversity between species and variation within them. We will investigate the impact of cross/selected breeding by observing closely to identify inherited characteristics in a range of living things, analysing how cross/selective breeding has led to animals with certain inherited characteristics and by considering the advantages and disadvantages of selective breeding.</p> <p>In History, 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>
<p>Monday 10th March</p>	<p>In English, we will continue reading ‘Once’ and we will be writing a final chapter of the book from a character’s point of view. We will be focussing on developing characters through description, action, and dialogue. We will be exploring advancing</p>

	<p>the action using effective dialogue and using expanded noun phrases. Furthermore, we will practice the use of adverbials and conjunctions to help build cohesion within and across paragraphs and use figurative devices to help develop the setting and atmosphere.</p> <p>In Maths, 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 Science, we will continue our learning on the unit of Evolution and inheritance. Children will explore the question enquiry of 'How Has Variation Led to Evolution?' In this enquiry, we will be finding out about Carl Linnaeus and learn how his method of sorting and grouping helped to recognise commonalities between living things. Furthermore, we will explore how Charles Darwin conducted scientific studies to inform his theory of evolution and analyse how different circumstances may lead to natural selection and evolution. Children will conduct research by investigating the ways in which animals have evolved due to natural selection. We will research how natural selection led to the long necks of giraffes, how natural selection led to evolution in the colour of rock pocket mice and Darwin's study of the finches on the Galapagos islands.</p> <p>In History, 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>
<p>Monday 17th March</p> <p>Wednesday 19th March & Thursday 20th March – Parents evening</p>	<p>In English, we will continue reading 'Once' and we will be writing a final chapter of the book from a character's point of view. We will be focussing on developing characters through description, action, and dialogue. We will be exploring advancing the action using effective dialogue and using expanded noun phrases. Furthermore, we will practice the use of adverbials and conjunctions to help build cohesion within and across paragraphs and use figurative devices to help develop the setting and atmosphere.</p> <p>In Maths, 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 Science, we will continue our learning on the unit of Evolution and inheritance. Children will explore the question enquiry of 'Do All Living Things Adapt in The Same Way?' In this enquiry, we will be exploring how animals adapt to survive by considering some of the different challenges particular habitats might bring, this will also include thinking about some of the possible implications of climate change. Children will think scientifically by comparing the adaptations of animals in different habitats and applying knowledge of climate change to consider what this means for the adaptation of living things.</p> <p>In History, 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.</p>
<p>Monday 24th March</p> <p>Tuesday 25th & Wednesday 26th - Year 6 SEND meetings</p>	<p>In English, using our knowledge from our history studies, we will be writing a non-fiction report about World War II. We will be focussing on punctuation (colons, semi colons, brackets, dashes) and adverbial phrases. We will use our research skills to have information for the report as well as focusing on opening topic sentences for each of the individual paragraphs that we write. Children will think carefully about presentation and structure of a non-fiction report, making sure to include sub-headings and diagrams in their final write.</p>

	<p>In Maths, 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.</p> <p>In Science, we will continue our learning on the unit of Evolution and inheritance. Children will explore the question enquiry of ‘How Have Plants in The Local Area Adapted?’ In this enquiry, we will be observing and raising questions about how local plants are adapted to their environment. We will carry out observations to find answers to the following questions: How do plants make sure that they get lots of light? How do plants make sure that they have enough water? And how do plants attract pollinators?</p> <p>In DT, we will be learning about more complex switches and circuits to build to create our own steady hand game. We will be learning about the differences between input and output components. We will revisit our science knowledge to know how to make secure connections between the components and switches. Children will be planning their project, including images and detailed material lists.</p>
<p>Monday 31st March</p> <p>Friday 4th April – End of term 1:30pm</p>	<p>In English, using our knowledge from our history studies, we will be writing a non-fiction report about World War II. We will be focussing on punctuation (colons, semi colons, brackets, dashes) and adverbial phrases. We will use our research skills to have information for the report as well as focusing on opening topic sentences for each of the individual paragraphs that we write. Children will think carefully about presentation and structure of a non-fiction report, making sure to include sub-headings and diagrams in their final write.</p> <p>In Maths, we will be concluding our unit on statistics by exploring problems with pie charts as percentages, drawing pie charts and finding the mean from sets of data.</p> <p>In Science, we will conclude our learning on the unit of Evolution and inheritance. Children will revisit and consolidate their knowledge gained in this unit of work. Children will create a quiz and learning poster to show their knowledge and understanding.</p> <p>In DT, we will making our steady hand game based on the previous weeks design work. Once made, children will test and evaluate their own Steady Hand Game against the success criteria of the project brief. Children will identify successes in the project and product as well next steps in a possible future project.</p>
<p style="text-align: center;">Wider Curriculum</p> <p>In Music, we will be learning how to use Garage Band. Children will explore structure, instrumentation, texture, chords, and composition using music technology.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>In French, we will be learning about ‘What is Weather?’.</p> <p>In Reading (DR), the children will use our core text of Once to explore the reading skills of prediction, inference, questioning, clarifying, summarising, and evaluating. We will also be exploring non-fiction texts about WWII.</p>	

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 timestables.