



Year 6 Curriculum Newsletter – Autumn 2

As **writers** we will begin the term writing some Hallowe'en poetry, focusing on how writers use figurative language (such as similes and metaphors) for effect. We will then be reading/analysing a range of famous diaries such as the Diary of Anne Frank and The Diary of a Wimpy Kid to support our writing of diaries. We will be using The Second World War mainly as a stimulus for our writing.

As **readers** we will identify how language, structure and presentation contribute to meaning. We will distinguish between statements of fact and opinion. We will understand what we read by checking that the book makes sense to us, discussing our understanding and exploring the meaning of words in context.

As **mathematicians** we will be reading and writing numbers up to 1 million. We will identify and position numbers on a number line as well as being able to order a set of numbers. We will continue to develop our problem solving, rounding and mental maths skills with a focus on addition and subtraction.

As **scientists** we will learn to represent circuits using symbols in a diagram. We will learn about two of the most important scientific inventors in the field of electricity – Thomas Edison and Nikola Tesla. We will get the opportunity to develop our understanding of what electricity is and how to measure it as well as conducting our own investigation, deciding how best to record our results.

As **historians** we will continue to learn about the Second World. Mainly focussing on propaganda, rationing and the end of the war (VE Day). This will support our art and design technology projects.

As **artists** we will be focussing on how art is used as a form of persuasion. We will be identifying the persuasive and artistic techniques/styles used on Propaganda posters during WW2. We will use our sketchbooks to practise, plan and explain our techniques and ideas, experimenting with a range of materials. We will create our own modern Propaganda posters, making choices about the techniques and materials that we use. Afterwards, we will constructively critique the work of others, suggesting how to make any improvements.

In **RE** we will be examining justice and freedom - is it fair? Developing our understanding of what 'fair' means and opinions about what freedom means to people of faith and people of no faith. We will weigh up different points of view about what fairness and justice mean, including the contribution Rosa Parks made in challenging social injustice and global inequality, considering what the world would be like without forgiveness.

As **musicians** we will sing as part of a choir, with a sense of ensemble and performance. This will include observing rhythm, phrasing, accurate pitching and appropriate style. We will continue to sing three- and four-part rounds to develop greater listening skills, balance between parts and vocal independence.

In **PE** we will continue working on invasion games. We will be learning to recognise when we need to apply technical skills and how to perform them with accuracy. We will learn to identify what has and hasn't been successful and look at ways of improving our performance.

As **dancers** we will be preparing our performance for our Christmas performance, focusing on developing strong synchronised movement, working as a team and learning some simple lifts.



As **gymnasts** we will be continuing to work on balance and co-ordination, developing specific skills including backward rolls, cartwheels and handstands and begin to put together and perform simple gymnastic sequences.

In **Jigsaw** we will be celebrating differences. We will be examining that there are different perceptions about what normal means. We will look at how being different could affect someone's life. We will also look at ways in which one person or a group can have power over another. During this theme we will look at how difference can be a source of conflict and a cause for celebration.

In **design technology** we will be learning about food rationing during WW2 and how this affected the people of Britain. We will plan, make and taste some rationing recipes. We will plan our recipes with a specific audience in mind, developing and communicating our ideas. We will then use a wide range of tools and equipment safely to make our recipes. We will finally evaluate our products against our own design criteria, comparing them to recipes we use these days, identifying if any improvements/alternatives to them would have been possible during the war.

Family learning project

We would like you to work on a project of your choosing, big or small, based on the area of learning that interests you and your child most. The project can take any form you want; it could be online research presented to the class, it could be feeding back from a museum or gallery visit, it could be artwork, a science experiment or even a model. Or something completely different - it's up to you. We want you to work together and have fun.

Thank you for your continued support.