

Year 6: Why did the World go to War?

Autumn 1



Welcome back! We hope that you have all had a fabulous summer and are coming back feeling refreshed and ready to go. We cannot wait to see you all continue to develop and succeed in your final year with us!

This year, the children will be exploring the curriculum through hands on and engaging topics - beginning with our topic 'Why did the World go to War?'. The children will be learning about British History and how it has affected us, tolerance of others and the impact this has on others. There will be many opportunities for the children to learn outside of the classroom environment, making the most of our fantastic grounds to expand our learning in. There will be many lightbulb moments this year and we cannot wait to share them with you!

Please remember that your child is welcome to bring a healthy snack for playtime and their water bottles.

We are looking forward to our journey as a year group. If you have any questions or queries about Year 6, please feel free to contact us via the School Office.

Teachers and support staff in Year 6

6S: Class teacher – Miss Webster

6P: Class teacher – Miss Mountain & Mrs Williams

Support staff –Mrs Barber and Mr Wahhab

Dates to remember

2 September	School Opens
20 September	Big Walk
25 September	Flu Nasal Spray for children
	School Photographs - individual and family groups
25 October	Y6 WW2 Day
	School Closes for Half Term

Homework: Spellings will be sent out on a Wednesday and tested the following Wednesday. **Learn by Hearts** will be sent out each fortnight and will be tested on Fridays. **Reading** is to be done at home by all children and recorded in their reading records at least **three times a week**. **TTRockstars** is also available for children to access to continue consolidating their times table knowledge.

PE days: Children will need to come to school in their PE kits on **Mondays and Wednesdays**. This **MUST** be the Sandal PE kit, consisting of their house PE t-shirt, black shorts or joggers and a black hoodie. Please ensure all items of clothing are clearly named. Earrings must not be worn for PE.

Outdoor learning days

6P – 19th September, 10th October

6S – 26th September, 17th October

Personal Development

Our whole school themes this term are:

- Root of Learning “Daring to be Different”
- The British Value of Tolerance.

PSHE: Our PSHE theme for this half term is ‘Being Me in My World. The children will be identifying their goals for the year ahead, understand their rights and responsibilities and how their actions affect others, and how having a voice can help the school community for the better. Over the half term, there will be lots of opportunities to put these skills into practice not only in our PSHE lessons but across the curriculum.

PE: In our weekly sessions, we will be creating and developing our dance skills focusing on WW2. With White Rose, we will be building on our knowledge of football. We will be able to develop tactics for both attacking and defending and apply these successfully within their team.

Our World

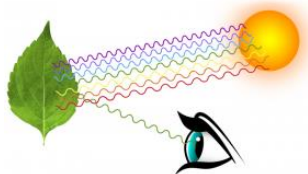
History: As part of our 'Why did the World go to War?' topic, Year 6 will be learning all about World War II, with a focus on how the war impacted Britain and the British people. This will include looking at the evacuation, the Blitzkrieg and the Battle of Britain.



RE: This half term, the children will be investigating the focus question: How do Sikhs show commitment? We will focus on symbols and values linked to Sikhism and rites of passage and what we can learn from Sikh beliefs.

STEM

Science: Our first science topic in Year 6 is light. By the end of the half term, the children will understand how light travels in a straight line; how refraction changes the direction of light and how light enables us to see colours. Throughout this topic, the children will continue to build on their working scientifically skills by planning and conducting their own investigations and forming further research questions from their findings.



Computing: The first focus of computing is E-safety where the children will begin to learn about the importance of a balanced lifestyle with respect to technology use, the importance of a positive digital footprint. The second focus will be on coding and using different functions within this.

Maths: This half term, the children will build on their place value knowledge of numbers up to 10,000,000 through reading, writing, ordering, comparing and rounding any given number. In addition to this, the children will be continuing to secure their understanding of the four operations (addition, subtraction, multiplication and division), with the additional skill of dividing numbers with up to 4 digits by 2 digit numbers. Please see the attached calculation policy to support your child at home.

Language and Communication

Speaking: Throughout the curriculum, speaking and listening will be encouraged through drama, debates, news, poetry and outdoor learning sessions.

Writing: Our focussed text for this half term is 'The Lion and the Unicorn' by Shirley Hughes. The children will be using the story, in conjunction with History, to write their own setting descriptions of a night during The Blitz. The children will focus on varied sentence structures and appropriate vocabulary choice.

Reading: The children will be reading a range of different texts including; fiction, non-fiction and poetry. They will be covering the following skills: Vocabulary, Inference, Predict, Explain, Retrieval and Summarise.

Spelling: During spelling lessons, the children will be focusing on the Year 5/6 common exception words).

Spanish: In Spanish this half term, the children will be revisiting the topics they have previously covered in Year 5 to re-familiarise themselves with the language. This will include: fruits, their likes and dislikes, 'encanto' and body parts.

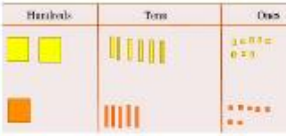
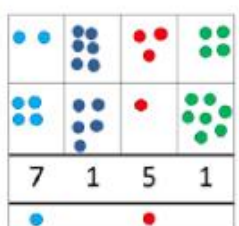
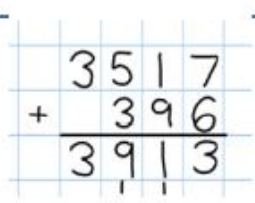

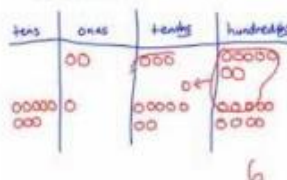
The Arts

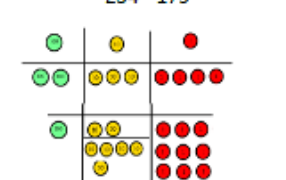
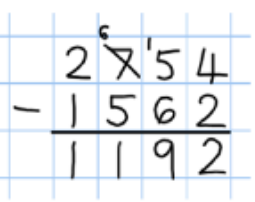
Art: Our art topic this half term focuses on the children developing their drawing skills. They will learn about one-point perspective, silhouettes and creating illusions. They will also learn about a War-time artist: Henry Moore.

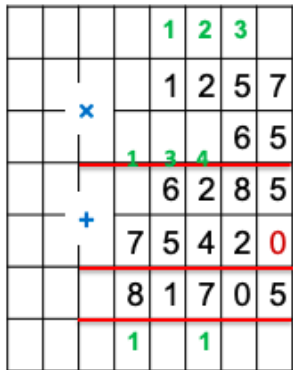
Music: 6P will focus 'Songs of WW2'. Children will develop greater accuracy in pitch and control, will be able to identify pitches within an octave and use knowledge of pitch when singing in parts.

6S will have whole class instrumental lessons on the Ukulele in which they learn the basics of how to hold and play the ukulele, strum and pluck open string patterns rhythmically and in time. They will learn to play the first chords C and F and change between them with confidence.



Objective & Strategy	Concrete	Pictorial	Abstract
Y4—add numbers with up to 4 digits	<p>Children continue to use dienes or pv counters to add, exchanging ten ones for a ten and ten tens for a hundred and ten hundreds for a thousand.</p> 	 <p>Draw representations using pv grid.</p>	 <p>Continue from previous work to carry hundreds as well as tens.</p> <p>Relate to money and measures.</p>
Y5—add numbers with more than 4 digits. Add decimals with 2 decimal places, including money.	<p>As year 4</p>  <p>Introduce decimal place value counters and model exchange for addition.</p>	<p>2.37 + 81.79</p> 	<p>72.8 + 54.6 127.4</p> <p>11</p> <p>£23.59 + £7.55 £31.14</p>
Y6—add several numbers of increasing complexity Including adding money, measure and decimals with different numbers of decimal points.	As Y5	As Y5 [No Title]	<p>81.059 3.668 15.301 + 20.551 120.579</p> <p>23.361 9.080 59.770 + 1.300 93.511</p> <p>Insert zeros for place holders.</p>

Objective & Strategy	Concrete	Pictorial	Abstract
Subtracting tens and ones Year 4 subtract with up to 4 digits. Introduce decimal subtraction through context of money	<p>234 - 179</p>  <p>Model process of exchange using Numicon, base ten and then move to PV counters.</p>	<p>Children to draw pv counters and show their exchange—see Y3</p>	 <p>Use the phrase 'take and make' for exchange</p>
Year 5- Subtract with at least 4 digits, including money and measures. Subtract with decimal values, including mixtures of integers and decimals and aligning the decimal	As Year 4	Children to draw pv counters and show their exchange—see Y3	<p>28'08'6 - 2128 28,928</p> <p>Use zeros for place holders.</p> <p>28'08'6 - 372.5 6796.5</p>
Year 6—Subtract with increasingly large and more complex numbers and decimal values.			<p>28'08'6 - 89,949 60,750</p> <p>28'08'6 - 36.080 69.339</p>



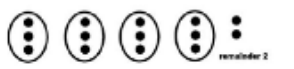
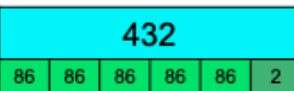
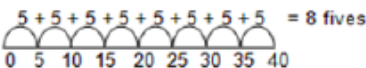
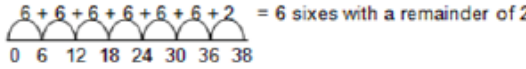
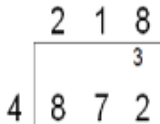
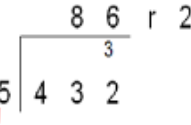
Objective & Strategy	Concrete	Pictorial	Abstract
Multiply numbers up to 4-digits by a one or two digit number.	As year 4	As year 4	 <p>Please note the position of where the digits have been exchanged.</p>



Sandal
Primary School & Nursery

Y5-6

MULTIPLICATION

Objective & Strategy	Concrete	Pictorial	Abstract
<p>Year 4 & 5: Division with remainders (interpret them within context).</p> <p>Year 4 - Divide a 3 digit by 1-digit</p> <p>Year 5 - Divide a 4 digit by 1-digit.</p>	<p>$14 \div 3 =$</p> <p>Divide objects between groups and see how much is left over</p> 	<p>Jump forward in equal jumps on a number line then see how many more you need to jump to find a remainder.</p>  <p>Draw dots and group them to divide an amount and clearly show a remainder.</p>  <p>Use bar models to show division with remainders.</p>  <p>Example without remainder: $40 \div 5$ Ask "How many 5s in 40?"</p>  <p>Example with remainder: $38 \div 6$</p>  <p>For larger numbers, when it becomes inefficient to count in single multiples, bigger jumps can be recorded using known facts.</p>	<p>Begin with divisions that divide equally with no remainder.</p>  <p>Move onto divisions with a remainder.</p> 



Sandal
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Y4-5

DIVISION

Objective & Strategy	Concrete	Pictorial	Abstract
Divide numbers up to 4-digits by a 2-digit number using the formal written method and interpret remainders as whole number remainders, fractions or by rounding where appropriate.	See previous	See previous	$1450 \div 12$ 1) Answer presented with a remainder $\begin{array}{r} 0120r10 \\ 12 \overline{) 1450} \end{array}$ 2) Answer presented as a fraction $\begin{array}{r} 0120\frac{10}{12} \\ 12 \overline{) 1450} \end{array}$ 3) Answer presented as decimal $\begin{array}{r} 0120.83 \\ 12 \overline{) 1450.00} \end{array}$



Y6
DIVISION

[No Title]

Common Exception Words Year 6

The children will focus on a different set of common exception words each half term. They will also be part of the weekly spelling test.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6	individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary	recommend relevant restaurant signature sincere immediately soldier stomach sufficient suggest twelfth variety vegetable vehicle yacht	neighbour nuisance appreciate accommodate opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise	symbol system temperature thorough committee environment government communicate accommodate embarrass rhyme rhythm sacrifice secretary shoulder	appreciate conscious competition definite convenience desperate disastrous especially equipment foreign familiar frequently government guarantee immediate	Revision of all Year 5/6 CEW