

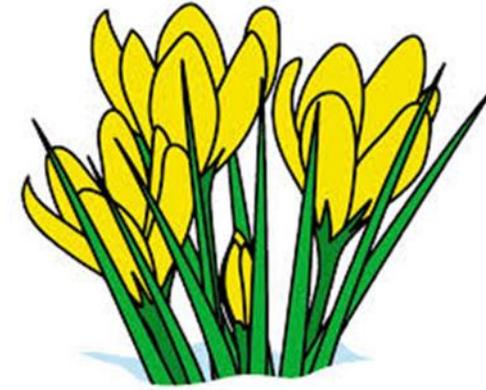


Lyonsdown School
Pride of Place

Year 6 Curriculum Synopsis – Spring Term 2021

Please note: lessons may be adapted to better suit online learning

Lyonsdown Learning: Perseverance and Curiosity



Dear Parents

Happy New Year!

Thank you for all your kind cards and gifts they were much appreciated. I hope you all managed to have a relaxing Christmas and were able to spend time with family and loved ones, either face to face or virtually.

Although most of us aren't physically coming back to school in the way we had all hoped, I am still very pleased to be able to welcome all the girls back to Year 6 via MS Teams and am delighted to see them all again.

I know that Year 6 will continue to work to the best of their abilities and produce the same high quality work that they did in the classroom. We will still be continuing with exam prep for those few exams left to take.

I appreciate that the switch back to online learning might be a challenging start to the year for everyone, but please know I am here to support the girls at this time.

Kind regards

Mrs Hall

ENGLISH – Mrs Hall

Reading: Pupils will read a range of stimulating, informative and challenging fiction and non-fiction texts. This term we will continue to look at *Street Child* by Berlie Doherty. We will also begin looking at *The Piano*, which is a visual text by Aidan Gibbons and the poem *The Highwayman* by Alfred Noyes.

Writing composition: Using our focus text, pupils will plan, draft, re-draft, edit and proof read their writing in a range of forms and for a variety of audiences. We will be writing descriptive pieces, formal and informal letters, diary entries, playscripts and opinion pieces.

Writing transcription: *Handwriting* - Pupils will be guided to develop their own personal, attractive, joined handwriting style. Spelling, *vocabulary, grammar and punctuation* – Pupils will learn formal grammar points and words from the statutory spelling lists as set out in the National Curriculum. Pupils will use dictionaries and thesauri to aid their writing. Pupils are expected to glean new vocabulary from their wider reading and to use it in their own writing and speech. It is vital that pupils are able to write down what they want to say accurately and efficiently so that they are fully ready for the demands of secondary school.

Spoken work: Weekly drama lessons with Mrs Windsor will develop performance skills through various themes, some of which will be taken from texts studied in class, or linked to work done in other areas of the curriculum.

Homework: Homework will be set on a Tuesday (Spelling) and Thursday (Written work.)

For homework, pupils can expect spellings to learn, poetry to learn by heart, grammar and punctuation practice and reading comprehension practice papers.

How parents can support at home: Continue to share and enjoy books with your child. Discuss news and current affairs with her. Take her to see a play. Encourage her to check her written homework for both accuracy and style. Ensure that she uses the internet responsibly, safely and wisely.

MATHS – Mrs Polak

This term, pupils will:

- Use simple formulae.
- Generate and describe linear number sequences.
- Describe positions on the full coordinate grid (all four quadrants).
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
- Use negative numbers in context and calculate intervals across zero.
- Calculate and interpret the mean as an average.
- Identify common factors, common multiples and prime numbers.
- Add and subtract fractions with different denominators and mixed numbers using the concept of equivalent fractions.

- Multiply and divide simple pairs of proper fractions.
- Standard method for long and short multiplication and division including decimals and related word problems.
- Mental written addition and subtraction calculation skills and related multi-step word problems.
- Solve problems involving shapes where the scale factor is known or can be found.
- Use, read, write and convert between standard units including imperial, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places and solve related word problems.
- Convert between fractions decimals and percentages and solve word problems.
- Draw 2-D shapes using given dimensions and angles.
- Recognise, describe and build simple 3-D shapes, including making nets.
- Compare and classify 2D shapes and find unknown angles.
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- Recognise that shapes with the same areas can have different perimeters and vice versa.
- Recognise when it is possible to use the formulae for area and volume of shapes.
- Calculate the area of parallelograms and triangles. Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3) and extending to other units (for example, mm^3 and km^3).
- Interpret and construct pie charts and line graphs and use these to solve problems.
- Weekly mental maths test and problem solving.
- Children will be taking part in a Problem Solving Day on Wednesday 22 January; it will be an Escape Room in the school hall.

Homework is on Monday and Wednesday Bofa on alternate Fridays.

How parents can support at home:

Encourage your daughter to use her mathematical skills in a variety of practical ways such as cooking which uses ratio and proportion and measurement skills. Real life experience with money and problem solving is always helpful. Reinforce strategies and methods taught in the classroom, instructions for which are available on the School Calculation Policy. Continued practice of times tables and related division facts.

SCIENCE – Mrs Murphie

Pupils will follow the following two units of the curriculum:

Evolution and inheritance

Pupils will learn how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. They will learn the principal of inheritance, recognising that living things produce offspring of the same kind, but that normally, such offspring vary and are not identical to their parents.

Working scientifically, children will have the opportunity to use secondary sources to research and evaluate evidence about evolution and inheritance. Children identify scientific evidence that has been used to support or refute ideas or arguments by finding out about the fossil records used by pivotal scientists such as Mary Anning, Alfred Wallace and Charles Darwin.

Changing circuits

Pupils will recognise and use accepted scientific symbols in circuit diagrams. They will learn that altering the brightness of bulbs and the volume of a buzzer can be achieved in different ways, including changing the number of components, battery voltage, or the properties of the wires in the circuits. They will apply their knowledge of complete circuits.

Working scientifically, children will have the opportunity to choose to investigate altering the brightness of bulbs and the volume of a buzzer in different ways, possibly including changing the number and/or type of components, battery voltage, or the properties of the wires in the circuits. They will predict outcomes relating to the arrangement in electrical circuits and record their results. Working scientifically, children will have the opportunity to choose to investigate altering the brightness of bulbs and the volume of a buzzer in different ways, possibly including changing the number and/or type of components, battery voltage, or the properties of the wires in the circuits. They will predict outcomes relating to the arrangement in electrical circuits and record their results.

Homework will be set on Tuesdays.

How parents can support at home:

Encourage your daughter to discuss what she is learning in class about evolution and inheritance and share your own views with her.

Discuss electricity with your daughter so that together you can develop a list of questions for investigation. E.g. Where do we get electricity from and where do we keep it when we are not using it? What would our lives be like without electricity?

HISTORY – Mrs Windsor

The Second World War – Life on the Home Front

This term, we shall be continuing and completing our study of WWII by learning about rationing, the Dig for Victory and Make Do and Mend campaigns, the various roles played by women in the war effort and the final year of the war: “From D Day to V.E. Day”.

Homework will be set on Fridays

How Parents can Support at Home:

Thank you for supporting your daughter in her studies of WWII and in particular, explaining how your family was involved/affected by this conflict. I hope that you will continue to share your family history together.

GEOGRAPHY – Mrs Hall

Locational knowledge

Pupils will continue to learn and practise locating the world's countries using maps and globes.

Place knowledge

Pupils will:-

- name and locate the cities of the United Kingdom, its geographical regions and their identifying human and physical characteristics
- be able to locate on a map the UK's key topographical features including its hills, mountains, coasts and rivers
- understand land use patterns and how some of these aspects have changed over time

Human and physical geography

Pupils will:-

- learn about settlement, land use and economic activity in the UK
- learn about the distribution of natural resources to be found in both the UK

Geographical skills and fieldwork

Pupils will:-

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

How Parents can Support at Home: Discuss geography-related events and news stories with your daughter. Let her use a phone or tablet compass app; explore Google Earth together and have fun zooming in and out of countries, cities and towns. Let her plan a day out at the weekend, using maps, plans and public transport timetables. Look back over holiday pictures from different places you have visited as a family and discuss geographical similarities and differences together. Test her on her knowledge when she is revising for a curriculum quiz.

RE – Mrs Windsor

Belonging to a Faith

This term we will be considering the concepts of belonging and community. First in the secular sense, and then considering what belonging means for people who belong to a religious faith and community.

In our learning, we will consider these questions and prompts:

1. What does it mean to 'belong'?
2. What can we belong to?
3. Is it important to belong? Why?
4. What happens when we feel that we don't belong?
5. What about belonging in a religious sense?
6. Exploring the concept of belonging across various religions

PSHCE – Mrs Hall

This term the children will learn:

To know what is deducted from earnings & why

To differentiate between essentials & desires & understand these may be different for different people & circumstances

To know how to plan for the immediate & more distant future.

We will then begin a unit on Anti-Bullying. In this unit we will examine different types of bullying and the role of bystanders.

Homework may be set periodically

How Parents can Support at Home: Discuss how your daughter might support her friends if they were unhappy. Talk about e-safety when appropriate.

ART & DT – Mrs Cowie

Pupils will firstly complete a piece of collage work based on onomatopoeia and Pop Art. They will then learn about Op Art and investigate work by artists such as Bridget Riley and Victor Vasarely and create some 2D work in this style. Our next theme in art will be shoes and bags; pupils will practise their observational drawing skills,

complete some research on their favourite artist, then design and make a shoe or bag in the style of that artist. They will learn how to use paper engineering to make a 3D shoe or bag and then decorate it using a variety of media.

How parents can help at home

ART MATERIALS: In order to help your child create exciting artwork over the next few weeks at home, it would be helpful if you could save small quantities of colourful paper, magazines, wrapping paper, old greeting cards, clean packaging, other decorative materials for your child to recycle and use in art projects. Please make sure your daughter has the following materials/equipment: A4 white paper, colouring pencils, felt tip pens, water based paints (helpful but not essential), a glue stick or PVA glue, Sellotape, scissors, needle and thread.

ART: Try to visit a gallery online together. The Tate for Kids website has an array of online art content for children- art quizzes, hands on art prompts, opportunities for creating art online and art history. <https://www.tate.org.uk/kids/games-quizzes/tate-paint>. The V & A's online gallery is well worth a visit too. <https://www.vam.ac.uk/info/explore-the-va-online>

DT: If possible, enjoy cooking with your daughter. Discuss with your child the importance of a healthy and varied diet and encourage them to be involved the preparation of meals. Talk about health and hygiene in the kitchen and look at food labels and packaging together. Explain where and how a variety of ingredients are grown, reared, caught and processed.

MUSIC – Mrs Roberts

Our topics this term include 'Roots' which will include a variety of compositional and performing activities based on the music of Africa. We will start the term by learning a traditional Ghanaian song and devising rhythmical actions to the music. Pupils will be involved in whole class vocal and practical activities using tuned and untuned percussion instruments and will have opportunities to perform independently and in small groups. Pupils will have the chance to develop their own performance of a musical, improvise descriptive music and learn a traditional children's game song from West Africa. We will explore the elements through a variety of activities both aural and practical and the children will develop their understanding of the concepts of the Oral tradition in African music through singing and composition exercises.

This term, pupils will be:

- Singing a traditional Ghanaian song
- Developing a performance of a musical
- Improvising descriptive music
- Developing song/rhythm cycles for performance
- Singing call and response songs in two groups
- Developing a descriptive composition
- Planning and structuring pieces to make a finale

- Learning songs for the Spring Concert

How parents can support at home

At home you can support your child by encouraging her to listen to a wide variety of African music and help her to try and pick out some of the elements we are learning about in class.

BBC Ten Pieces also have some fantastic resources available for pupils to listen to and to encourage children to listen to all different types of orchestra pieces linked with various activities. Your child will be studying one of these pieces throughout the year.

<https://www.bbc.co.uk/programmes/articles/qt76WSzksPSPmkj9tbV0p9/the-pieces-and-composers>

COMPUTING – Mrs Hall

This term work will include:

- Using technology safely, respectfully and responsibly. Continuing to learn to understand and manage the potential risks that can be encountered online as a key part of the skills children and young people need to become a responsible digital citizen. Further encouraging pupils to develop their confidence with making any critical decisions involved to improve their digital resilience.
- Computer Science. Continuing to extend designing, writing and debugging programs that accomplish specific goals including sequences and repetition in programs and working with variables and various forms of input and output. Using logical reasoning and computational thinking to develop algorithms; to use decomposition and abstraction as a technique for managing the complexity of computing challenges and to learn to detect and correct errors.
- Multimedia presentation
Evaluating multimedia pages and recognising the features of good page design. Organising, refining and presenting a set of linked multimedia pages as a Power Point Presentation or other digital presentation software.
- Using the Internet to search large databases and to interpret information. Extending skills in this area to evaluate information found, validating resources and checking for bias. Using search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Developing our use of the Clevertouch interactive touchscreen.
- Tasks integrated with class projects and curriculum.

Homework may be set periodically.

How parents can support at home:

- Continue to encourage the use of technology both safely and respectfully, recognising acceptable/unacceptable behaviour, and identifying a range of ways to report concerns about content and contact. There are many useful websites to help to inform parents e.g. <https://www.internetmatters.org/> or <https://parentzone.org.uk/advice/parent-guides>
- Further develop reasoning and computational thinking skills in any real life situations or other curriculum area as opportunities present themselves, for example thinking through the logical steps to best complete a Maths or English task. The Key Stage 2 area of BBC Bitesize has clips and explanations that may be of use at home if you wish to explore these ideas further <https://www.bbc.com/bitesize/subjects/zvnrq6f>

- Discuss the use of technology in everyday life, its impact on our lives and look for its use in the real world. Is progress in technology always beneficial? What are the differences between Artificial Intelligence (AI), Augmented Reality (AR) and Virtual Reality (VR)?
- Regular use of a keyboard and a mouse can help to keep mouse, keyboard, touch-typing and word processing skills at a good level. Touch typing games can help to improve speed and expertise e.g. <http://www.doorwayonline.org.uk/typing/texttype2/>

PE – Miss Doyle

Online Learning

In their remote PE lessons, pupils will be participating in different types of fitness workouts, which will develop their coordination, balance, strength and conditioning.

Please can all pupils have the following items available for every PE and Sport lesson:

- A space to exercise in safely.
- A mat (or make sure that you are somewhere where you can lie on the floor comfortably).
- 2 hand weights (this can also be 2 x tin cans or 2 x filled water bottles).
- A ball (ideally netball/football sized that is suitable for throwing and catching).
- 4 cones/markers (you can use any items such as small cuddly toys or plastic cups etc).
- Water

School Based

School PE lessons will focus on 'Multi Sports' where pupils will be developing a variety of skills in order to play adapted versions of Basketball, Tag Rugby and Uni-Hoc. They will practice the individual skills needed to play these different sports and the rules to play adapted games.

Pupils will also complete a unit of work on 'Fitness and Healthy Lifestyles' in which they will participate in a variety of fitness-based activities. They will carry out investigations into the body's ability to exercise and the effects that different types of physical activity have on the body. Pupils will develop a better understanding of the importance of warm ups and cool downs through physical tasks. Pupils will also reflect on the benefits that different types of fitness events give to an individual and their benefits in different sports.

How to help your child:

Please ensure that your daughter has clean and correct PE Kit in school at all times and that it is labelled. If she has no PE kit/trainers she will not be able to participate in the lesson. A gum shield is compulsory to take part in hockey lessons. Ensuring that all kit is clearly labelled also supports your daughter in ensuring that she keeps her belongings safe. Eating a balanced diet, drinking plenty of water and regularly exercising, is vital for your daughter to live a healthy lifestyle.

FRENCH & Spanish – Madame Walker

During the first half of the Spring term, pupils will study French, covering the following:

French

- Carry on watching, acting and writing down the script of “Chez Mimi” Episode 1.

During the second half of the Spring term, pupils will study Spanish, covering the following:

Spanish

- Introducing yourself
- Numbers up to 10
- Colours
- The days of the week
- Animals

Pupils will develop and strengthen their knowledge and confidence in speaking modern foreign languages through a wide variety of ways including: singing, role play and written exercises.