

## Some useful information:

### P.E & Dance:

Our PE lessons this term will be on Monday, Wednesday and Friday. Please ensure your child as a PE kit consisting of;

- White top
- Blue / black shorts
- Black plimsolls / trainers.
- Please remember that earrings are not allowed to be worn for PE lessons, and therefore the children will be responsible for removing and looking after their own earrings.

Children will be informed of when they need to bring in winter PE wear such as jogging bottoms and jumpers.

### Reading:

Children are to read at home every day after school for a minimum of 15 minutes. Children will be provided with a school book; however they can also read a book from home, the library, a magazine, etc.

Remember to ask your child questions about the texts that they are reading, as this is vital in developing their literacy and comprehension skills.

### Homework:

Children will receive ten spellings as homework on Mondays and will be tested the following Monday. Times Table Rockstars should be played for a minimum of 15 minutes per day, 5 days a week, to improve their multiplication recall.

Creative curriculum homework provides a selection of learning opportunities to enhance your child's understanding of our class learning across a range of subjects. Children must complete 6 activities within the time frame. If you have any questions or concerns throughout the year, you can speak to me at home time or contact the office to arrange a time to speak.

Looking forward to another great year with lots of fun learning opportunities.

Kind regards,  
Ms Kreuder



Respect Ourselves,  
Respect Others, Respect  
our School, Love God

## St Mary's Catholic Primary School

Calcutta Road,  
Tilbury,  
Essex,  
RM18 7QH  
Tel: 01375 843254

## Autumn Term Curriculum for Year 6

Class teacher:  
Miss Kreuder

Teaching Assistants:  
Ms Payne, Mr Nixon, Ms  
Taylor, Ms Phillips, Mrs Hyde,  
Mrs Miccoli

## R.E:

The 'Come and See' topics this term are: 'Loving', 'Vocation & Commitment' and 'Expectations'.

During these topics the children will be:

- Learning about God's unconditional love.
- Learning about 'Vocation' and what it means to be called e.g. the vocation of a priest.
- Learning about the expectations God has for his family.

## English:

Key Texts:

- Stories from Shakespeare
- Who are Refugees and Migrants?
- Poetry – Benjamin Zephaniah
- Eric
- Little People Big Dreams
- Poetry – The Dreadful Menace

## Writing focus:

**To entertain** – Recounts, playscripts, narratives, poetry, description

**To inform** – Newspaper, reports, essays, biographies

**To persuade** – Advert, speech, campaign

## Mathematics:

### Integers & Decimals

Represent, read, write, order and compare numbers up to ten million, Round numbers, make estimates and use this to solve problems in context Solve multi-step problems

### Multiplication & Division

Identify and use properties of number, focusing on primes, Multiply larger integers and decimal numbers, Divide integers by 1-digit and 2-digit numbers representing remainders appropriately

### Calculation Problems

Use of brackets, Use knowledge of the order of operations to carry out calculations, Generate and describe linear number sequences, Express missing number problems algebraically, Solve equations with unknown values

### Fractions & Decimals

Deepen understanding of equivalence •Order, simplify and compare fractions, including those greater than one, Recall equivalence between common fractions and decimals, Find decimal quotients using short division, Add and subtract fractions, Represent multiplication involving fractions, Multiply two proper fractions, Divide a fraction by an integer

### Percentages (with Fraction & Decimal Equivalence)

Calculate and compare percentages of amounts, Connect percentages with fractions, Explore the equivalence

## Science:

### Group and Classify Living Things

- Group animals and plants.
- Identify vertebrates and invertebrates.
- Use classification keys for animals and plants.

### Data Collection:

- Collect data from local environment.
- Analyse data collected.

### States of Matter:

- Explore solids, liquids and gases.
- Think differently about solids, liquids and gases.
- Change states of matter
- Plan and investigate temperature changes.
- Explore the water cycle.
- Plan, investigate and evaluate an evaporation experiment.

## Geography:

### **Why does population change?**

Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.

## History:

### **What did the Greeks ever do for us?**

**NC:** Ancient Greece – a study of Greek life and achievements and their influence on the western world

## Computing:

### **Computing systems & networks:**

- Bletchley Park and the History of Computers
- AI

## Art:

### **William Turner – Waterscapes**

- Mix and match colours to create light, thinking about direction of light and its effect on images
- Use different media to create tints, tones, shade and mood – ink, paint, pastels oil and chalk
- Identify how colour can portray emotion and use this in their own artwork

## D&T:

### **Structures – Playgrounds**

- Research existing playground equipment and their different forms, before designing and developing a range of apparatus to meet a list of specified design criteria.

## P.E:

### **Tag, rugby/Netball**

Pupil will be able to: Choose and combine techniques in games situations (running, throwing, catching, passing, jumping, etc); Work alone, or with teammates in order to gain points or possession; Field, defend and attack tactically by anticipating the direction of play; Choose the most appropriate tactics for a game; Uphold the spirit of fair play and respect in all competitive situations; Lead others when called upon and act as a good role model within a team.

### **Hockey / OAA**

Pupil will be able to: Quickly assess changing conditions and adapt plans to ensure safety comes first; I can combine techniques in a game situation (throw, catch, run, jump, pass, kick etc); I can work alone and in a team to gain points or possession; I can strike a bowled or volleyed ball with accuracy; I can choose the correct time to attack, defend or field by anticipating the situation; I can use the most appropriate tactics for a game; I can play fairly and follow the rules, showing an increased knowledge of sportsmanship.

## Music:

### **Music and Technology**

How Does Music Bring Us Together?

### **Developing Ensemble Skills**

How Does Music Connect Us with Our Past?