



## Aston Fields Middle School

### Year 6 Curriculum Newsletter - Autumn Term

#### Striving For Excellence: Learning For Life



Dear Parents/Carers,

Welcome to our Aston Fields Middle School Curriculum Newsletter.

Over these two pages, you will be able to read about what your child will be learning over the course of this term.

Should you wish to find out more, please visit our website:

[www.astonfields.worcs.sch.uk](http://www.astonfields.worcs.sch.uk)

#### Maths

##### **Number and Place Value –**

Pupils will continue to work with negative numbers and be able to identify common factors, common multiples, and prime numbers.

**Calculation** – Pupils will build on their knowledge of formal methods and be able to use these to solve worded problems in context.

**Properties of Shape** – Pupils will practise naming different 2D and 3D shapes and be able to describe their properties.

**Algebra** – Pupils will be introduced to Algebra and begin to understand how to express missing numbers algebraically.

**Fractions** – Pupils will add and subtract fractions with different denominators and move onto learn how to multiply simple pairs of fractions.

**Statistics** – Pupils will read a range of graphs and charts with increasing accuracy and begin to read pie charts correctly.

#### **Core Subjects**

##### English

Pupils will be reading ‘Street Child’ by Berlie Doherty and ‘Harry Potter’ by JK Rowling.

##### Reading

Pupils will:

- Make predictions
- Retrieve information from a text
- Make inferences about a character within a text
- Summarise vocabulary in context



##### Writing

Pupils will have opportunities to write in different genres including:

- A persuasive letter to Queen Victoria to stop child labour.
- A diary entry from the perspective of the main character in Street Child.
- A character description of a wizard.
- A non-chronological report on a mythical beast.

##### Grammar and punctuation:

- Adverbs of possibility
- Modal verbs
- Verbs in the perfect form
- Suffixes and prefixes to create verbs
- Relative pronouns and relative clauses
- Colons for lists

##### Spelling:

- Words from the Year 5 and Year 6 spelling list.
- A formal letter to the Queen to stop child labour.
- A diary entry from the perspective of the main character in Street Child.
- A description of a writer.
- A non chronological report of a mystical beast.
- Homophones.
- Words ending with tial.
- Silent letters.

#### Science

##### Healthy Bodies

Pupils will learn to:

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Describe the ways in which nutrients and water are transported within animals, including humans.



##### Electricity

Pupils will learn to:

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
- Use recognised symbols when representing a simple circuit in a diagram.

#### Personal Development and Character Education focus:

Pupils will use our ‘Amazing People’ resource to find out about the lives of a range of inspirational individuals. They will discuss what made each of these individuals successful and form an opinion on who inspires them the most.

## Geography

### **Topic – Europe and settlement**

Pupils will study Europe, learning more about the continent we live in. They will then continue to investigate different settlements and consider what our sustainable cities of the future will look like.

#### **Skills to be developed.**

- Locational knowledge, knowing where European places are.
- Understanding the culture of a variety of European places.
- Looking at the range of functions of different settlements.



## **Foundation Subjects**

### Physical Education

In the Autumn Term, Year 6 Physical Education builds on previous skills across four assessment strands. **Physically**, pupils are introduced to different components of fitness and how to improve them. The **psychological** strand focuses on leadership roles when participating fairly. **Socially**, collaboration and teamwork are emphasised, with pupils taking on more responsibility in group activities. **Technically**, the curriculum delves into more advanced throwing and catching skills in relation to different team activities such as football and netball.



## Music

Pupils will be developing their knowledge and understanding of African drumming including the traditions and cultures linked to the Continent of Africa. Pupils will learn the technical skills to perform rhythms accurately and fluently. They will compose and perform both monophonic and polyphonic rhythms whilst exploring musical elements to broaden and secure their understanding of how music can be created and played.



## History

### **Topic – The Kingdom of Benin**

At the start of Year 6, pupils will learn about the growth, culture and demise of the Kingdom of Benin in Africa. This will link with a study of Black History Month in October.



### **Topic - Anglo-Saxon and Viking struggle for the control of England**

Later in the term, pupils will learn about Anglo-Saxon and Vikings. Lessons will cover Anglo-Saxon kings vs the Vikings, Danegeld, Anglo-Saxon and Viking life and law and order.



## Computing

### **Topic - Web Awareness**

Pupils are learning how a computer can be compromised by security threats and know a range of ways to protect their computers from harm. They will explore the types of information that is personal and how it can be limited on social media platforms.



Pupils will create digital artefacts such as posters and flyers to help others understand the risks of security threats and learn ways to combat this.

### Modern Foreign Languages (MFL)

This term in French, we will be covering two topics: *Mes passe-temps* and *Les vêtements*.

Pupils will:

- Ask and talk about regular activities.
- Say what they don't do.
- Ask and say what other people do.
- Talk about what they like and dislike doing.
- Create a profile of what a young French person likes doing.
- Ask and say what clothes they would like.
- Give opinions about clothes.
- Say what clothes they wear.
- Ask and talk about prices.
- Compare French and British school clothing.

## Religious Studies

### **Topics - What does it mean to be a Humanist in Britain today?**

Pupils will consider what key data tells us about religion and worldviews within Britain today. They will revisit the core values of Humanists and explain how Humanists might put their beliefs into practice.

They will consider the factors which might motivate a Humanist to do good in the world, in the absence of religious teachings or a belief in a higher power. Pupils will then be able to make connections between belief and behaviour in their own lives.

## Art & Design Technology

Pupils will complete a carousel of DT and Art and Design based projects which start at the beginning of each academic year. Each project lasts 8 weeks and will develop the pupils' designing, making and evaluation skills via Food Technology, Textiles, Product Design and an Art and Design project focused on cultural art.

