



METROPOLITAN BOROUGH OF CALDERDALE
Woodhouse Primary School

Daisy Road, Brighouse, West Yorkshire HD6 3SX
Tel : 01484 714750
Email: admin@woodhouse.calderdale.sch.uk



Headteacher: **Mrs Anne Crane**
Deputy Headteacher: **Mrs Smaldon**
Assistant Headteacher: **Mr Freeman**

Y6 Curriculum letter: Autumn 1

Key learning this half term:

<u>English</u>	<u>Maths</u>
<p>Narrative- Setting and character descriptions based on Darwin's Dragons Class reader: Darwin's Dragons/ Holes</p> <p>Narrative – Holes – writing to inform/writing to entertain Use of vocabulary and organisational features to inform</p>	<p>Place Value</p> <p>Arithmetic – written methods</p>



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We are also studying:

RESPECT	Pupils will know	Key vocab
<p><u>Families and people who care for me</u> Children will learn that all families are different, that marriage represents a legal commitment and how to recognize if family relationships are making them feel unhappy.</p> <p><u>Respectful Relationships</u> Children will learn practical steps to help improve and support family relationship, about different types of bullying and the importance of permission-seeking.</p>	<ul style="list-style-type: none"> - what it means to be attracted to someone and the different kinds of loving relationships and that people who love each other can be of any gender, ethnicity or faith. - different ways in which couples show their love and commitment to one another, including those who are not married or who live apart. - that people have the right to choose whom they marry or whether to get married and to force anyone into marriage is illegal. - how to ask for advice or help for themselves or others, and to keep trying until they are heard. - that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. - how their online actions affects others. - how to assess the risk of different online 'challenges' and 'dares'. 	<p>-families, respect, mutual, marriage, consent, tolerance rights, resilience, accountability, risks, relationships, commitment</p>



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RE	Pupils will:	Key vocab
<p><u>How do Sikhs symbolise their commitment?</u></p> <p>This unit develops knowledge and understanding of Sikhi, including worship practices. It invites pupils to reflect on how Sikhs symbolise their faith through actions and rituals. The content of the unit supports pupils to understand and evaluate values and how they inform the religious practice, commitment and service in of Sikhs. In so doing, the unit also enables pupils to reflect on the significance of these concepts in their own lives.</p>	<ul style="list-style-type: none"> •describe and give examples of how Sikhs express their beliefs through story, symbols and actions. •explain why these stories and symbols have been important in Sikh religion and culture over many years and are still told today. •consider a range of opinions about wearing the 5Ks and taking Amrit. 	<p>Guru Gobind Singh Guru Granth Sahib Khalsa Amrit Baptism Sewa Langar The 5Ks (Kesh – uncut hair, Kangha – comb, Kara – wrist band, Kachera – loose undergarments, Kirpan – sword)</p>
Science	Pupils will know	Key vocab
<p><u>Electricity</u></p> <p>This unit builds on the Electricity topic covered during Year 4 and extends children’s understanding of voltage and how to investigate the use of different component in a circuit.</p>	<ul style="list-style-type: none"> - how to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit; - how to 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; - how to use recognised symbols when representing a simple circuit in a diagram. 	<p>Circuit Battery Electricity Resistor (variable resistor) Dimmer switch Output Systematically Synchronised System Conductor Insulator</p>



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Art and Design	Pupils will be able	Key Vocab
<u>Make my voice heard</u>	<p>To explore expressive drawing techniques</p> <p>To consider how symbolism in art can convey meaning</p> <p>To apply understanding of the drawing technique chiaroscuro.</p> <p>To evaluate the context and intention of street art</p> <p>To apply an understanding of impact and effect to create a powerful image</p>	<p>aesthetic, audience, Mayan, mural, character traits, impact, chiaroscuro, mark making, representative, symbol, symbolic, commissioned, composition, expressive, graffiti, street art, imagery, interpretation</p>
Computing	Pupils will:	Key Vocab
<u>E-safety & Computer Awareness</u>	<ul style="list-style-type: none">-learn how to use technology safely and respectfully- learn the importance of keeping personal information private-identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.-learn about what the Internet consists of.-find out what a LAN and a WAN are.- find out how the Internet is accessed in school.- research and find out about the age of the Internet	<p><u>E-Safety</u></p> <p>Data analysis, location sharing, phishing, print screen, spoof, secure, inappropriate, screen time, digital footprint, PEGI rating</p> <p><u>Networks</u> - Hub, switch, network, LAN, WAN, internet, world wide web, Wi-Fi, router</p>
<u>Networks</u>		



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Geography	Pupils will know	Key vocab
<p><u>Why does population change?</u></p>	<ul style="list-style-type: none">• that the global population has grown significantly since the 1950s.• which factors are considered before people build settlements.• that migration is the movement of people from one country to another.• the name of many countries and major cities in Europe and North and South America.• the names of many counties and cities in the UK.• the twelve geographical regions of the UK.• that London and the South East regions have the largest population in the UK.• which factors are considered before people build settlements.	<p>air pollution, birth rate cartogram, climate, climate change, conclusions, death rate deforestation, densely populated digital technologies, fossil fuels greenhouse gases, push and pull factors</p>



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French	Pupils will	Key vocab
<p>Décris toi-même (Describing yourself) / Décris les autres (describing others)</p>	<ul style="list-style-type: none">- recall some adjectives in French- understand rules about word order & gendered nouns- be able to independently describe their physical appearance and that of others	<p>J'ai (I have) Les yeux (eyes) Les cheveux (hair) Bleus (blue) Bruns (brown) Marron (brown) Verts (green) Longs (long) Courts (short) Blonds (blonde) châtain (hazel) roux (ginger) Il a (est) He has (is) Elle a (est) She has (is) Petit(e) small Grand(e) tall De taille Moyenne (of average height)</p>



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Music	Pupils will	Key vocab
<p>Charanga: Happy Study of the Pop hit 'Happy' by Pharrell Williams including its brief history.</p>	<p>Chn will listen to the piece and appraise, talking through their opinions on the music, compare to other pieces of music they have listened to and identify which musical instruments can be heard.</p> <p>Play tuned and untuned instruments and use their voices to perform in groups of varying sizes</p>	<p>Syncopation A type of rhythm where the beat doesn't come in the place you would expect it to.</p> <p>Chord More than one note played together at the same time. Chords can be major (happy sounding) or minor (sad sounding).</p> <p>Coda - A short section of a song which ends a song. Often only one line long.</p> <p>Offbeat - Not happening at the same time as the beat.</p>



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PE (Primary PE Planning)	Pupils will learn	Key vocab
<p><u>Netball- Outdoor</u></p>	<ul style="list-style-type: none"> -to pass a ball in a variety of ways -to perform a stop and pivot when receiving a ball with control -to dodge into a space and receive a ball -to mark and intercept -to improve shooting technique -to receive the ball for a centre pass -to react to snatch the ball for a 'toss up' 	<ul style="list-style-type: none"> pass defend attack chest pass shoulder pass bounce pass mark position pivot infringement opposition tactics over a third offside
<p><u>Indoor – Fitness</u></p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> -to balance on various body parts using increasingly harder balances -evaluate previous performance levels and demonstrate improvements to achieve their personal best 	<p><u>Fitness (Indoor)</u></p> <ul style="list-style-type: none"> explosive inclined isolated combination



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Swimming

-coordinate using both sides of the body with fluency and speed to perform a combination of movements
-create an exercise to improve a specific area- eg. sustained strength, co-ordination, power

Stage 5 – Angelfish

Perform a feet first scull for 5m.
Scull and then log turn with a partner.
Swim 10m backstroke, front crawl and breaststroke
Perform a forwards somersault in the water
Demonstrate how to signal for help

Stage 6 – Jellyfish

Push and Glide on my front and rotate onto my back.
Push and Glide from my back and rotate onto my front.
Swim 10m wearing clothes and perform shout out and signal rescue.
Swim 10m front crawl and breaststroke efficiently
Swim 10m dolphin leg kick
Independently choose a stroke to swim 20m

set
lateral
load
pulsing
maximum



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Stage 7 – Dolphin

Swim 20m backstroke, front crawl and breaststroke effectively.

Swim 10m butterfly.

Perform a sequence of sculling, rotating and floating

Swim 50m using my own choice of stroke.

Perform a surface dive

Perform a breaststroke turn

Swim on the pool floor for 5m