

Heathfield PRIMARY SCHOOL



Curriculum booklet

Year 6

Autumn 1.1

writing

Keywords

persuasion
Descriptive language
explanation
Formal language
Informal language

Colloquial language
connectives
adverbial
repetition
alliteration

emotive
rhetorical

In school we will be learning

This term the children are reading 'Freedom', supported by our non-fiction texts 'Africa and the Slave Trade' and 'Resistance and Abolition'. In writing, they will retrieve and build upon their grammar and punctuation skills, through the writing of a formal persuasive letter, diary entry from a character's perspective and an explanation text.

They will be applying their knowledge of embedded clause using the correct punctuation, using cohesive devices to link ideas across paragraphs and being accurate and consistent in the use of tenses (verb). Children will use descriptive techniques to enhance the writing and impact the reader. Children retrieve their knowledge of persuasion and further develop techniques to convince the reader.

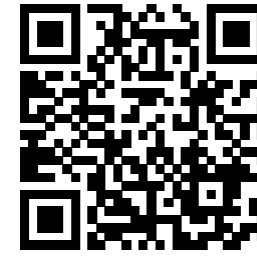
At home you can

1. Encourage your child to write letters to family members, friends, or even fictional characters. They could practice writing for different purposes. Encourage them to think about things like: formal or informal, how they want the reader to feel.
2. Go for a walk and ask your child to write about what they see, hear, and feel in a nature journal. This is a great way to develop observational and descriptive techniques.

Useful websites



Different purposes for writing



How to be persuasive



reading

Keywords

retrieval
inference
in context
skimming
scanning

expression
intonation
evidence
abolition
slavery

revolt
uprising
humiliate

In school we will be learning

This term, our students will explore the theme of "Freedom" through the novel *Freedom* and the non-fiction texts *Africa and the Slave Trade* and *Resistance and Abolition*. They will enhance their reading skills by focusing on retrieval skills, understanding vocabulary in context, and improving reading fluency. Activities will include class discussions, comprehension exercises, vocabulary tests, and individual reading fluency assessments. Each child will work on reading accurately and expressively, ensuring they grasp the meaning and inferences of the texts. We are excited about the rich learning opportunities this term and look forward to seeing the students grow in their reading abilities and comprehension.

At home you can

1. The number 1 thing to do to improve reading is to encourage your child to read for a minimum of 20 minutes every day – part of this reading should be aloud to a more experienced reader.
2. Talk to your child about what they are reading – encourage them to retrieve the interesting or difficult parts to discuss.
3. Encourage your child to describe the characters: what they're like, why they did what they did etc. Ask your child why they think this about the character – what evidence is there to support their opinions.
4. Do the same with setting and/or situations.

Useful websites



Retrieval guidance
for parents



Making reading fun

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Maths

Keywords

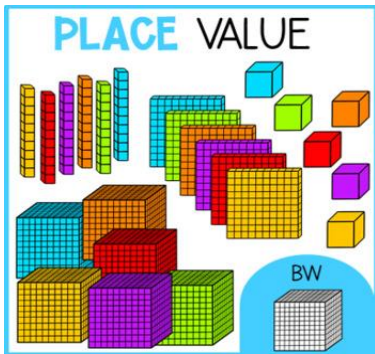
Place value
rounding
operation
divide
subtract

addition
multiply
Multi-step
Problem solve
reasoning

Negative numbers

In school we will be learning

This term, children will deepen their understanding of place value, concentrating on rounding, and multiplying and dividing by 10s, 100s, and 1000s, as well as working with negative numbers. They will revisit the four operations (addition, subtraction, multiplication, and division) and apply their knowledge to solve multi-step problems. Weekly assessments will be conducted to develop their mathematical fluency and pace, ensuring they are progressing effectively. Additionally, children will engage in various activities and exercises designed to enhance their problem-solving skills and confidence in handling complex mathematical concepts. Our goal is to build a solid foundation in math.



At home you can

1. Revise the times tables and the related division eg. $6 \times 7 = 42$ and $42 \div 7 = 6$ - quick recall of the times tables makes a huge difference to a child's progress in maths.
2. Present a math problem each day. Encourage children to solve it and discuss the solution. Problems can range from simple arithmetic to word problems involving real-life scenarios.
3. Encourage your child to complete any homework given and ask them to show/tell you what they've learnt.

Useful websites

<https://www.bbc.co.uk/bitesize/topics/z36tyr/d/year/zncs/scw>



<https://www.bbc.co.uk/bitesize/topics/zsjqtfr>



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H

science

Keywords

immune system
immunity
lumen
nutrient
organ
oxygen
oxygenate
oxygenated

plasma
platelet
pulmonary artery
pulmonary vein
red blood cell
septum
tissue
valve

vein
vena cava
ventricle
white blood cell

In school we will be learning

Circulatory System

In the Circulatory System project, your child will revisit prior learning about the systems in the human body and the seven life processes. They will explore the role of the circulatory system and its main parts, carrying out research to answer their own questions. They will look closely at the structure, functions and features of the heart. They will learn about the components and functions of blood, making a representation of a separated blood sample. They will draw and label diagrams of each type of blood vessel and learn about their structure and function. They will test their resting heart rate using a variety of methods. They will investigate whether having a lower resting heart rate means you can sprint faster. They will recap the four types of exercise and test which raise their heart rate the most. They will recap what they know about healthy eating and the Eatwell guide, exploring foods that fall outside the Eatwell plate and recommended daily amounts of foods. They will research the effects of smoking, alcohol and drugs on the human body. They will complete their learning by carrying out an investigation into heart rate recovery.



At home you can

Heart Rate Measurement

- **Activity:** Measure your child's resting heart rate using different methods (e.g., manually at the wrist or neck, using a heart rate monitor).
- **Learning Objective:** Learn how to measure heart rate and understand its significance.
- **Materials:** Stopwatch or clock, heart rate monitor (if available)

Cooking Together

- **Activity:** Cook a healthy recipe together that includes a balance of carbohydrates, proteins, and fats.
- **Learning Objective:** Reinforce the importance of balanced meals and healthy eating habits.
- **Materials:** Ingredients for the chosen recipe, kitchen tools.

Useful websites

[The circulatory system - BBC Bitesize](#)



[The effects of diet, exercise and drugs - BBC Bitesize](#)



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Humanities History

Keywords

Slavery
Trade
Transatlantic
Atlantic

Africa
Maafa
impact
significance

chronology timeline
British colonies
transport period
hierarchy
Colonisation

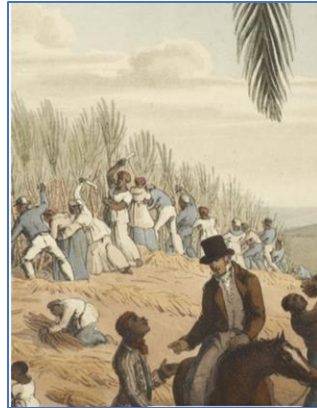
In school we will be learning

In this term the children will learn all about the Maafa.

This project teaches children about Africa's past and present, with a particular focus on Benin.

It traces the development of the slave trade and explores Britain's role in the transatlantic slave trade, the causes and consequences of the European colonisation of Africa and the worldwide communities that make up the African diaspora.

The children will develop their various historical skills including chronology, compare and contrast, significance and impact.



Through various activities, they will explore the impact of the slave trade not just in Africa, but across all British colonies – during this period in history.

At home you can

- Draw a timeline of the slave trade in Africa.
- To create a persuasive poster about the reasons for why slavery should be banned.
- To research about the British colonies – and create a map to show where there was British rule.
- To create a poster about what Benin, Africa is like today.

Useful websites



The transatlantic slave trade
<https://www.bbc.co.uk/bitesize/articles/zfkfn9q>



Understanding the slave trade
https://youtu.be/3NXC4Q_4JV

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computing

Keywords

website, web page, browser, media, Hypertext Markup Language (HTML), logo, layout, header, media, purpose, copyright, fair use,

home page, preview, evaluate, device, Google Sites, breadcrumb trail, navigation, hyperlink, subpage, evaluate,

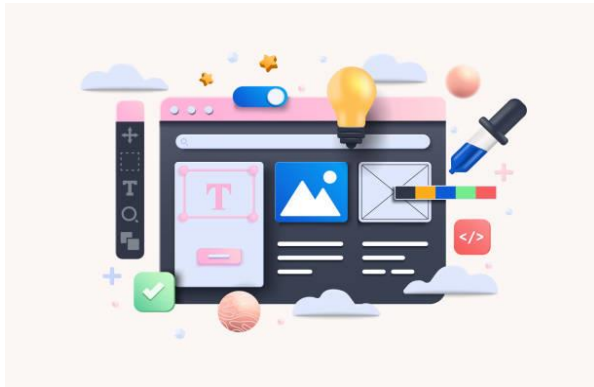
implication, external link, embed.

In school we will be learning

Web page creation

The children will be introduced to creating websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Microsoft Sway. Throughout the process, the children pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.

At the beginning of the project, the children will explore and review existing websites and evaluate their content. They will have some understanding that websites are created by using HTML code. Children will look at the different layout features available in Google Sites and plan their own web page on paper.



At home you can

Website Exploration and Evaluation

Activity: Explore and review various websites together, discussing what makes each one effective or not.

Learning Objective: Identify elements of good web design and user experience.

Materials: Computer/tablet with internet access.

- **Steps:**
- Visit websites on different topics (e.g., news, education, entertainment).
- Discuss elements such as layout, colour scheme, ease of navigation, and content quality.
- Make a list of features that make websites user-friendly and visually appealing.

Useful websites

[Getting Started with Sway - Microsoft Support](#)



SCAN ME

[Beginner's Guide to Microsoft Sway: Create Beautiful Webpages FREE - YouTube](#)



SCAN ME

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art

Keywords

Civil rights
Exhibition plaque
heritage
immigrant
Mood board

multiculturalism
pioneer
Racial discrimination
symbolise
trailblazer

In school we will be learning

In this art and design project, children explore the work of barrier breaking black artists, such as: Edmonia Lewis, Henry Ossawa Tanner, Gordon Parks and others.

They research the pieces of a favourite artist and then create a digital mood board about the works and their significance.



The children further explore how artists portray a narrative and meaning in their work and make replicas of a piece of art, working in the style of the specific artist.

Children then go on to use their sketchbooks to develop sketches based on their ideas about human rights, equality and race represented in the artworks studied.

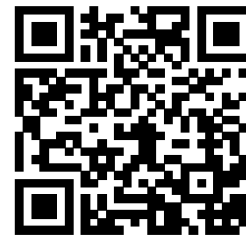


1. Description "The 100% objective / Think of facts "What specific Elements of Art (color, line, shape, texture, form, space, value) can you find within this piece?" "What's the title of the artwork?" "Who is the artist?" "When/where was it created?" "What media was used?" "Is there a primary subject in the piece?"	2. Analysis "The 100% objective / Think of facts "What Principles of Art (balance, emphasis, movement, pattern, repetition, proportion, etc.) can you find within this piece?" "How do the Elements of Art interact with each other? Are there interesting visual effects created?" "What specific elements stand out in this composition and why? Is there a focal point?" "How is the work organized?"
3. Interpretation "Subjective / Requires thought on your part "What is the artist trying to communicate?" "What thoughts or feelings come up when you see this piece?" "Abstract works quite frequently require us to learn more about the context the work was created in (artist's life and time/place in history) in order to better understand them. Express your opinion, but ALWAYS back it up with evidence."	4. Judgement "Subjective / Requires thought on your part "Finally, you can share personal thoughts based on personal taste. Do you like it? Why/why not? Again, use solid evidence to support your opinion. "Is this piece effective? If it is, saying what the artist is intending to say? Are you judging based on technique or emotional content? What criteria do YOU think are important when judging an artwork?"

At home you can

1. Choose an artwork (either from a book, on your wall or from the QR link below) and have a structured critique session. Teach them to use the Feldman Model of Art Criticism(use QR link below): Describe what you see; analyse, interpret, and judge. Encourage them to express their thoughts in each step.
2. Using the above critique, encourage your child to copy certain elements of the artwork: this can be the use of colour in their own work or using similar line work to create their own piece etc.

Useful websites



4 steps to critically analysing art



Different art genres and artists

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Music

Keywords

Stan Getz,
Ben Webster,
Ian Gray,
Woody Herman ,
organ,
harp,

cello,
piano,
horn
notation,
minims,
rests,

beat,
bar,
crotchets,
dotted crotchets,
semibreve

In school we will be learning

During this half term, year 6 will start their music lessons looking at Jazz which includes Aspects of Swing and Latin.

During this work we want pupils to be able to identify the instruments used to create a piece of music.

While playing the keyboards to this type of music, pupils will need to play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B . Over the course of the half term pupils will improvise in a Bossa Nova style using the notes G, A + B and improvise in a swing style using the notes D, E, G, A + B

We want pupils to be able to know and describe what musical dimensions are and to describe what the style of music “swing and bossa nova”.

Pupils will build on what they learnt last year with notation to play the keyboards.



At home you can

On many tables and devices there are free keyboard apps that pupils can practice the skills we learn in school.

As pupils will be continuing learning about keyboards and pianos, year 6 can revise the notation they learnt in year 5 by playing the identifying piano key quiz.

I have included a link to the songs ‘Clocks’ by Coldplay. This is included for pupils to discuss how important the piano is to brilliant songs.

There is also a link to a video that will teach year 6 the beginnings of playing the keyboards.

Useful websites



[Identify Piano Keys Quiz.](#)



[Coldplay - Clocks](#)



[How to start playing piano or keyboard](#)

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re

Keywords

consequences
faith
values
rules
harmony

tolerance
fairness
compassion
discrimination
prejudice

word

In school we will be learning

In our Religious Education curriculum, we will explore the disposition of living by rules. Students will understand why rules are essential for harmonious living, examining the impact of the Ten Commandments on Christian ethics and behaviour. Additionally, we will delve into the significant rules followed by Ahmadiyya Muslims, fostering an appreciation for diverse religious practices and the importance of guidelines in various faith traditions to maintain peace and order in society.

Our curriculum fosters fairness and justice by examining prejudice and discrimination. Through stories like Jesus and the Samaritan woman, children learn empathy and inclusivity. We explore Islam's teachings on fairness, promoting understanding of diverse perspectives. By discussing these topics, we aim to instill values of tolerance and respect in our students, preparing them to navigate a diverse world with compassion and fairness.

At home you can

- Have children come up with their own set of rules for a game or a daily routine. Discuss why each rule is important and how it helps everyone.
- Create a chart comparing the rules and ethical teachings of different religions.
- Develop a chore chart that assigns tasks fairly. Rotate chores weekly to ensure everyone shares responsibilities equally. Discuss why this is important.

Useful websites

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Keywords

balance
Well-being
Physical health
Mental health
emotion

routines
exercise
diet
manage
coping

support

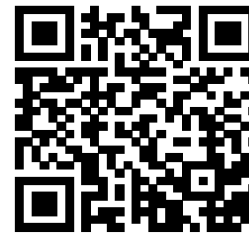
In school we will be learning

This term, children will learn about how we can keep healthy as we grow. Maintaining health as we grow involves understanding the strong link between physical and mental well-being. Regular exercise, a balanced diet, adequate sleep, and stress management are key to making healthy choices. Habits can either support or harm a balanced lifestyle; thus, developing positive routines is crucial. Mental health issues are common and can affect anyone, so recognizing early signs like mood, energy, appetite, or sleep changes is important for timely intervention. Puberty, the transition from childhood to adulthood, brings significant physical, emotional, and psychological changes that require understanding and management. By making informed choices and being aware of the interconnectedness of physical and mental health, we can support overall well-being and recognize when to seek help.

At home you can

- Establish a daily routine that includes time for physical activity, learning, creativity, and relaxation. A balanced routine can help manage stress and create a sense of normalcy.
- Have your child write down three things they are grateful for each day. This helps them focus on positive aspects of their life and promotes a positive mindset.
- Regularly check in with your child about their feelings and thoughts. Create a safe space for them to share.

Useful websites



Healthy eating



Understanding mental health

pE

Keywords

balance
agility
stamina
strength
pace

speed
Warm-up
stretch

In school we will be learning

This term Year 6 will be focussing on developing fitness.

In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. They will learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve on their personal fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.

This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.

- They will also be developing emotional skills like perseverance and determination



At home you can

- Teach them basic exercises like push-ups, squats, lunges, and planks. Make it a game by seeing who can do the most or hold the position the longest.
- Set up an obstacle course that includes climbing, crawling, and jumping over various objects.
- Create a stretching routine that targets all the major muscle groups. Do it together to make it more fun.
- Practise jump rope techniques and see how many jumps they can do in a row.

Useful websites



Easy at home obstacle course



Indoor obstacle course

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