



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 2

Key learning this half term:

<u>English</u>	<u>Maths</u>
<p>Class Readers: Holes/Christmas Truce Working over the half term, we will be letter-writing for contrasting audiences and purposes, exploring levels of formality and the structural differences required.</p> <p>Holes- informal letter writing Christmas Truce- poetry, recounts and formal letter-writing</p>	<p><u>Fractions</u>: – equivalent fractions, ordering, adding and subtracting, mixed numbers, multiplying fractions, dividing fractions, finding the area and perimeter of rectilinear shapes.</p>



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We are also studying:

RESPECT	Pupils will know	Key vocab
<u>Online relationships</u> <u>Being safe inc. Internet Safety</u>	Online Relationships: <ul style="list-style-type: none">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.the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Being Safe: <ul style="list-style-type: none">how to recognise and report feelings of being unsafe or feeling bad about any adult.how to ask for advice or help for themselves or others, and to keep trying until they are heard.how to report concerns or abuse, and the vocabulary and confidence needed to do so.where to get advice e.g. family, school and/or other sources.how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	report concern phish rights respect accountability responsibility secure



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RE	Pupils will:	Key vocab
Christianity: Should we forgive others?	<ul style="list-style-type: none">-give a considered response to why it is hard to 'make up' or apologise in a conflict.-identify and explain their own ideas about Jesus' teaching regarding forgiveness and reconciliation.- discuss and give examples of how some modern individuals have faced the challenge of forgiveness.	<ul style="list-style-type: none">• Jesus• Gospel• New Testament• Crucifixion• Forgiveness• Reconciliation• Penitence• Repentance• Redemption• Confession• Conflict• Reconciling• Forgiving• Grudge• Revenge• Conflict resolution• Consequences



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<u>Science</u>	<u>Pupils will know</u>	<u>Key vocab</u>
<u>Explore how light travels</u>	<p>This unit takes children through six lessons, building on the light unit children covered during year 3, where they learn how to:</p> <ul style="list-style-type: none">-recognise that light appears to travel in straight lines;-use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye;-explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. <p>Children also learn how to use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>Light Light source Reflected Variable Angle Mirror Opaque Transparent Sunshade Rotate Optical Spectrum</p>
<u>Design Technology</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<u>Textiles: Waistcoats</u>	<ul style="list-style-type: none">-that it is important to design clothing with the client/target customer in mind.-that using a template (or clothing pattern) helps to accurately	<p>annotate decorate design criteria fabric</p>



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	mark out a design on fabric. -the importance of consistently sized stitches.	target customer waistcoat waterproof
Computing	Pupils will be able:	Key Vocab
<u>Blogging</u>	-to identify the purpose of writing a blog -to identify the features of successful blog writing -to consider the effect upon the audience of changing the visual properties of the blog. -to understand how to contribute to an existing blog. -to understand the importance of commenting on blogs. -to peer-assess blogs against the agreed success criteria. -to understand how and why blog posts and comments are approved by the teacher.	approval archive blog blog post collaborate commenting vlog
History	Pupils will know	Key vocab
<u>What can the census tell us about our local area?</u>	-that change can be traced using the census. -that members of society standing up for their rights can be the cause of change. -that a census is carried out every ten years and is an official survey which records every person living in a household on a specific date.	census enumerator schedule enumeration books head of household scholar



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	<ul style="list-style-type: none"> -the types of information that can be extracted from the census. -some of the key terms on the census, for example, scholar, ditto, occupation and marital status. -how to compare different census extracts by analysing the entries in individual columns. - that the most reliable sources are primary sources which were created for official purposes. - the changes and reasons for the organisation of society in Britain. -to compare development and role of education in societies. -the changing role of women and men in Britain. 	condition textiles flax flax mill spinner joiner observation inference bobbins William Dodd shilling flax linen
<u>French</u>	<u>Pupils will</u>	<u>Key vocab</u>
<u>Where I live</u>	Be able to describe what you do in your local area depending on the weather Be able to identify activities in French Be able to recognise weather phrases in French Be able to apply weather phrases to describe activities I do Be able to use modal verb phrases	Dans ma ville (in my town) Souvent (Often) Quelquefois (Sometimes) quand il fait... (when it's...) beau (good weather) du soleil (sunny) chaud (hot) mauvais (bad) froid (cold)



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		<p>pleut (raining) on peut... (you can...) jouer au foot. (to play football.) jouer avec mes amis. (to play with my friends.) aller au parc. (to go to the park.) faire de la natation. (to do swimming.) faire du vélo. (to do cycling.) jouer aux jeux-vidéo. (to play video games.) aller au cinéma. (to go to the cinema.) rester chez moi. (to stay at home.) faire du shopping. (to do shopping.) regarder Netflix. (to watch Netflix.) écouter de la musique. (to listen to music.) faire des randonnées. (to do hiking.)</p>
Music	Pupils will	Key vocab
<p><u>Happy (Charanga) – cont.</u> <u>(glockenspiels)</u></p> <p>And</p> <p><u>Seasonal Song Practice and Performance</u></p>	<p>-play and perform in solo and ensemble contexts, using their voices and playing musical instruments (glockenspiels) with increasing accuracy, fluency, control and expression</p> <p>-improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>-listen with attention to detail and recall sounds with increasing aural memory</p> <p>-use and understand staff and other musical notations</p>	<p>style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo</p>



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PE	Pupils will learn	Key vocab
<p>(Indoor) Dodgeball</p> <div> <div>Physical Me</div> <div> Key Skills Agility Throw Precision Duck Balance Catch Control Co-ordination Dodge Fluency Jump Run Speed Flexibility </div> <div> Thinking Me - Decision making - Evaluate - Improve Value Me - Teamwork - Respect Social Me - Communication - Encourage - Collaboration </div> </div>	<p>-that possession is physical control of the ball by one team, which typically gives that team the opportunity to score.</p> <p>-to evaluate: if you want to do better and improve, you should assess your performance</p> <p>-about effective tactics; actions and strategies planned to achieve an end goal</p>	<p>Accuracy Direction Duck Precision Evaluate Zone Tactics Communicate Possession</p>
<p>(Outdoor) FOOTBALL</p> <div> <div>Physical Me</div> <div> Key Skills Kicking Agility Running Balance Speed Co-ordination Strength Throw (in) Reaction </div> <div> Thinking Me - Select and apply skills - Evaluate performance Value Me: - Compassion - Courtesy Social Me -Helping others -Accepting and embracing the rules -Leadership skills </div> </div>	<p>Pupils will learn to develop their skills and knowledge relating to:</p> <p>Turns</p> <ul style="list-style-type: none"> - Inside hook - Outside hook - Drag back <p>Laces - a technique to strike the ball for power and to keep it low (using your laces on you boot to strike through the ball)</p> <p>Feints- to trick/deceive player - you can pretend to move one way, then go the other.</p> <p>Tactics - Actions and strategies are planned to achieve an</p>	<p>Tactics Direction Power Laces Angles Accelerate Turn Feints Speeds</p>



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(Swimming)

overall objective

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

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

Scull
Turn
Strokes
Glide
Push
Rotate
Surface



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	Swim on the pool floor for 5m	
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