

	St. Mary's Catholic Primary School, Chiswick Year 6: Michaelmas Term 2025 Mr O'Reilly & Ms McLaughlin	<p><i>Living & Learning, Inspired by our faith</i></p>
R.E	<p>The Kingdom of God: During this topic the children will look at; What? Why? Where?, The Kingdom is for all, Commitment to the Kingdom, Variety of responses to the Kingdom, The compassion of Jesus & Sharing the mission.</p> <p>Justice: During this topic the children will look at; What is Justice?, A price to pay, Overcoming injustice, Power in weakness, Preparing the way for Jesus & The mystery of the Incarnation.</p>	
Reading	<p><u>Knowledge & skills focus:</u></p> <ul style="list-style-type: none"> • Discuss and evaluate how authors use language • Draw inferences about characters' feelings, thoughts, emotions and actions • Discuss opinions related to the themes in the text and present these as an argument • Participate actively in discussion and debate • Make comparisons within and across books checking the book makes sense <p><u>Summary:</u> We will be developing the children's reading skills through our class book and there will be a clear focus on inference and deduction skill development for a wide range of genres such as narrative, diary entries, poetry and instructional texts. We will also be enhancing the children's ability to understand author intent particularly relating to specific vocabulary and phrases.</p>	<p>How you can help... Talk with your child about their creative topics.</p> <p>Reading Whilst your child may be at an age where they can and would like to read independently, it is encouraged that you try to read with them at home, asking questions to help develop their comprehension skills such as:</p> <ul style="list-style-type: none"> • How does the title engage the reader? • Give examples of words chosen by the author to describe <i>(a character)</i>? • Are they effective? • What impression does the author want the reader to have of this character? How do you know? • Does the author have a viewpoint on...? • How does s/he show this? • What do you think is going to happen to the main character and how will they feel about this? • What makes you think this?^[SEP] • Who would you like to meet in the story? • Can you give reasons for your choice?^[SEP] • Why did <i>(a character)</i> behave in this way? • Knowing what you know now, what do you think they were hoping to achieve?
Writing	<p><u>Knowledge & skills focus:</u></p> <ul style="list-style-type: none"> • Plan writing by discussing writing similar to that which I am planning to write • Draft and write by composing and rehearsing sentences orally • In narrative create characters and a plot • Plan and identify the audience for and purpose of the writing 	<p>Writing</p> <ul style="list-style-type: none"> • Give your child opportunities to write for a purpose- letters, emails, and recipes. • Allow your child time to edit and improve their work using a dictionary and thesaurus. • Develop time for your child to share their work with you, discuss how they might improve it and any language they might adapt.

	<ul style="list-style-type: none"> • Write in narratives, considering how authors have developed characters and settings • Create characters and atmosphere and integrate dialogue to convey character and advance the action • Assess the effectiveness of my own and others' writing <p><u>Summary:</u> We will be developing the children's notation skills, progressing these initial ideas by editing the draft and improving grammar and vocabulary accuracy.</p>	<p><u>Spelling, punctuation and Grammar</u></p> <p>There are plenty of ways to help your child:</p> <ul style="list-style-type: none"> • Copy some sentences from a book and get them to underline either the main or subordinate clause. • Write down some unpunctuated sentences for your child to punctuate correctly. • Call out a word and ask your child to tell you a synonym (a word that means the same) or an antonym (a word that means the opposite). • If your child asks you a question, ask how s/he would rephrase it as a command (e.g. 'Can you make me a drink?' becomes, 'Make me a drink!') • Make spelling part of everyday life (car journeys are brilliant for this) • Encourage your child to read a variety of texts – fiction, information books, comics, newspapers, magazines, etc – to broaden their vocabulary.
Spelling Punctuation and Grammar	<p><u>Knowledge & skills focus:</u></p> <ul style="list-style-type: none"> • Learn from the structure, vocabulary and grammar of a piece of writing • Identify and suggest synonyms for given words. • Identify and suggest antonyms for given words. • Use modal verbs to indicate possibility • Link paragraphs using adverbials • Continue to learn and develop strategies for spelling patterns <p><u>Summary:</u> During this term, we will develop their knowledge of word class, learning how the function of a word is often governed by context. We will be developing our use of synonyms and antonyms to help support our writing.</p>	<p><u>Maths</u></p> <ul style="list-style-type: none"> • Go shopping with your child to buy two or three items. Ask them to work out the total amount spent and how much change you will get. • Buy some items with a percentage extra free. Help your child to calculate how much of the product is free. • Plan an outing during the holidays. Ask your child to think about what time you will need to set off and how much money you will need to take. • Use a TV guide. Ask your child to work out the length of their favourite programmes. Can they calculate how long they spend watching TV each day / each week? • Use a bus or train timetable. Ask your child to work out how long a journey between two places should take? Go on the journey. Do you arrive earlier or later than expected? How much earlier/later? • Help your child to scale a recipe up or down to feed the right amount of people. • Work together to plan a party or meal on a budget.
Mathematics	<p><u>Knowledge & skills focus:</u></p> <p>Number and place value</p> <ul style="list-style-type: none"> • Numbers to 10,000, to 100,000, to a million & to ten million • Compare and order any number • Round numbers to 10, 100 and 1,000 • Round any number Negative numbers <p>Four Operations</p> <ul style="list-style-type: none"> • Add whole numbers with more than 4 digits • Subtract whole numbers with more than 4 digits • Inverse operations (addition and subtraction) • Multi-step addition and subtraction problems • Add and subtract integers • Multiply 4-digits by 1-digit, multiply 2-digits (area model), multiply 2-digits by 2-digits, multiply 3-digits by 2-digits & multiply up to a 4-digit number by 2-digit number 	

	<ul style="list-style-type: none"> • Divide 4-digits by 1-digit & divide with remainders • Short division • Division using factors • Long division • Factors • Common factors • Common multiples • Primes to 100 • Squares and cubes • Order of operations • Mental calculations and estimation • Reason from known facts <p>Fractions</p> <ul style="list-style-type: none"> • Equivalent fractions • Simplify fractions • Improper fractions to mixed numbers • Mixed numbers to improper fractions • Fractions on a number line • Compare and order (denominator) & compare and order (numerator) • Add and subtract fractions • Add mixed numbers • Add fractions • Subtract mixed numbers • Subtract fractions <p>Position and Direction</p> <ul style="list-style-type: none"> • The first quadrant • Four quadrants • Translations • Reflections <p><u>Summary:</u> This term we will be developing our use of key calculation methods; long division and long multiplication We will also begin using formal written methods for long division and interpreting remainders in various ways. The children will continue to develop an understanding of arithmetic style questions.</p>	<p>These are just a few ideas to give you a starting point. Try to involve your child in as many problem-solving activities as possible. The more ‘real’ a problem is, the more motivated they will be when trying to solve it.</p> <p>Key Dates:</p> <ul style="list-style-type: none"> • Week commencing 15th September- Clubs begin • Tuesday 16th September – Meet the Teacher • Friday 19th September – Sky Studios Trip • Tuesday 23rd September – Air Raid Shelter Trip • Week commencing 29th September- Celebrating the month of the Rosary and Black History Month • Monday 6th October – Class Mass • Monday 20th October – Churchill War Rooms • Monday 27th to Friday 31st October – half term • Tuesday 11th November – Walking Nativity • Thursday 27th November - Parents Evening • Monday 8th to Friday 12th December – PGL Paris trip • Tuesday 16th December – Carol Concert • Thursday 18th December – class Christmas parties • Friday 19th December – last day of term 1:15pm finish
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Science	<p><u>Knowledge & skills focus:</u></p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> • Conditions for life • Group organisms • Classify animals • Classify plants • Microorganisms • Classify organisms • Carl Linnaeus <p>Electricity</p> <ul style="list-style-type: none"> • Construct and draw series circuits using symbols • Complete and incomplete circuits • Variations within circuits • Plan – voltage experiment • Investigate – voltage experiment • Evaluate – voltage experiment <p>Renewable energy</p> <ul style="list-style-type: none"> • What is renewable energy? • Using renewable energy 	
P.E	<p><u>Knowledge & skills focus:</u></p> <p>Gymnastics:</p> <ul style="list-style-type: none"> • Perform a range of balances with a high level of control and accuracy • Hold different positions when balancing and use different shapes to express a given theme/mood • Lead others in a stretching routine to prepare for gymnastics • Jump: one foot to same foot to two feet • Select the most appropriate ways to travel from one balance to another • Perform actions in and out of rolls • Perform longer routines from memory adding expression and extension to movements • Create sequences that have changes of speed and level <p>Indoor Athletics:</p> <ul style="list-style-type: none"> • Run longer distances; knowing when to use a sprint • Use toe and heel to spin and throw a discus and shot put 	

		<ul style="list-style-type: none"> • Use body shape to decrease air resistance when running 	
Music		<u>Knowledge & skills focus:</u> Music guide listening: <ul style="list-style-type: none"> • Listen to chosen music from the classic repertoire and being guided to develop their understanding of music structure. Composing: <ul style="list-style-type: none"> • Use different musical devices such as melody, rhythms and chords Performing: <ul style="list-style-type: none"> • Improve their group singing skills by singing in two parts. • Improve their confidence to take on a solo part. 	
Computing		<u>Knowledge & skills focus:</u> Bletchley Park <ul style="list-style-type: none"> • Explain that codes can be used for a number of different reasons and decode messages. • Explain how to ensure a password is secure and how this works. • Create a simple website with information about Bletchley Park including the need to build electronic thinking machines to solve cipher codes. • Explain the importance of historical figures and their contribution towards computer science. • Present information about their historical figure in an interesting and engaging manner. Intro to Python <ul style="list-style-type: none"> • Iterate ideas, testing and changing throughout the lesson and explain what their program does. • Use nested loops in their designs, explaining why they need two repeats. • Alter the house drawing using Python commands; use comments to show a level of understanding around what their code does. • Use loops in Python and explain what the parts of a loop do. • Recognise that computers can choose random numbers; decompose the program into an algorithm and modify a program to personalise it. 	
Creative	History	<u>Knowledge & skills focus:</u> What was the impact of WWII on British people? <ul style="list-style-type: none"> • Identify the causes of World War 2 • Identify the different phases in the Battle of Britain 	

		<ul style="list-style-type: none"> • Make inferences and deductions about a photograph • Describe how children may have felt when evacuated • Evaluate the accuracy and reliability of sources • Describe the impact WWII had on women's lives 	
	Geography	<p>Why does population change?</p> <ul style="list-style-type: none"> • Identify the most densely and sparsely populated areas. • Describe the increase in global population over time. • Begin to describe what might influence the environments people live in. • Define birth and death rates, suggesting what may influence them. • Define migration, discussing push and pull factors. • Explain why some people have no choice but to leave their homes. • Describe the causes of climate change, explaining its impact on the global population. • Suggest an action they can take to fight climate change. • Calculate the length of a route to scale. • Follow a selected route on an OS map. • Use a variety of data collection methods, including using a Likert scale. • Collect information from a member of the public. • Create a digital map to plot and compare data collected from two locations. • Suggest an idea to improve the environment. 	
	Art & Design	<p>Primary and mixed media - artist study:</p> <ul style="list-style-type: none"> • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. • Work in a sustained way over several sessions to complete a piece. • Analyse and describe how colour is used in other artists' work. 	

		<ul style="list-style-type: none"> Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus and work collaboratively on a larger scale. 	
	Design & Technology	<p>Playgrounds:</p> <ul style="list-style-type: none"> Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs. Understand what a 'footprint plan' is. Understand that in the real world, design, can impact users in positive and negative ways. Know that a prototype is a cheap model to test a design idea. Know that structures can be strengthened by manipulating materials and shapes. 	
	Italian	<p>The children will be introduced to basic Italian words and phrases by our Italian teacher. They will engage in a variety of songs and games. These lessons will take place once a week on a Friday afternoon.</p> <ul style="list-style-type: none"> Listen to model role-plays and infer meaning. Role play on saying how they are and what their name is. 	