



**Rufford Primary school and Nursery**  
**Curriculum Newsletter**  
**Year 6 Autumn Term 1**  
**At Rufford, we RISE**

**For every child, without exception, to be proud of who they are, to leave our school well-prepared for the next stage of their education and to have the knowledge and skills needed to thrive in our modern world..**

Resilience

Integrity

Self-awareness

Excellence

## English

Hansel and Gretel

The children will read a retelling of Hansel and Gretel and use this as a model to examine sentence and paragraph structure. They will then examine sentence types and use their knowledge to help them draft and write a short narrative.

Powerful Language and Mission: Save Pompeii

The children will then go on to study poetic devices, as used by poets such as Michael Morpurgo. Finally, they will learn about formal non-fiction writing through the topic of Pompeii.

They will enjoy Louis Sachar's classic text, Holes and discuss the themes of consequence of choices and the importance of friendship.

## Mathematics

Place Value

The children will recap their understanding of place value and properties of numbers to 1,000,000 before investigating the same properties of numbers up to 10,000,000. They will investigate the partitioning of larger numbers and will use them in different contexts. Following this, children will develop their understanding and use of number lines up to 10,000,000 and will plot numbers on number lines.

Four Operations

This unit builds on children's knowledge of using formal columnar written methods for addition and subtraction, including with real-life contexts. Children use their knowledge of the four operations to consider specific properties of numbers.

## Science

Living Things and their Habitats

The children will:

- Describe how living things are classified into broad groups according to common observable characteristics
- Give reasons for classifying plants and animals based on specific characteristics

## History

Monarchs

The children will learn about the themes of power, invasion and democracy through the study of monarchs across British history. They will learn about the legacies left by each, examine sources of history and write persuasively to share who they believe was the greatest past monarch.

## Geography

Study and compare places

The children will understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

## Art

Make My Voice Heard

In this topic, the children revisit their still life skills, creating a variety of pieces influenced by different artists and using a range of mediums. They use charcoal, rubbers and paint to depict their chosen composition of special objects.

## PSHE

Being Me in My World

The children will learn about:

- Setting goals
- Children's universal rights
- Global citizenship
- Choices, consequences and rewards
- Group dynamics
- Democracy and having a voice

## PE

Invasion games: Dodgeball

The children will develop their team work skills through the game of dodgeball. They will begin to develop their attack and defence skills, whilst refining their throwing technique.

## Computing

Coding

The children will:

- Design and make a more complex program
- Use functions and understand why they are useful
- Use flowcharts to test and debug a program

## DT

Digital world: Navigating the world

- Design and program a navigation tool to produce a multifunctional device for trekkers using CAD 3D modelling software.
- Pitch and explain the product to a guest panel.

## RE

Beliefs and Practices

The children will learn about the value of commitment and work towards being able to answer the key question: What is the best way for a Muslim to show commitment to God?

## French

This term the children will be learning how to say when their birthday is, numbers up to 31 and the months of the year. They will also be revisiting how to say their name and age as well as how they are feeling.

## Music

Dynamics, Pitch and Texture

- Engage in discussion about the sounds of an orchestral piece.
- Have a selection of varied vocabulary in response to what they hear.
- Take the role of conductor or follow a conductor.