



# Year Six: Discover

Project Question:

# When should we advocate for others?

Project Values:

<b>Courage</b>	Having the inner strength to do something when it is hard to do.
<b>Strength</b>	Having inner self-belief and determination.
<b>Duty</b>	Something that people should do because it is right or fair.
<b>Choice</b>	Making the decision to do or not do something.
<b>Freedom</b>	Being able to choose what you believe, say or do.

## School Vision Statement:

Our school is committed to bringing out the best in each other so that every member of the school community can know 'life in all its fullness' (John 10:10). Through learning of the teachings of Jesus, we believe that our children can explore and develop their understanding of Core Christian values as markers and guides for their own lives. We aim for the school's Core Christian values to inform and influence our pupils' moral compass and allow them to enjoy 'life in all its fullness'. These values are known as the 'Sunshine 6'. They are: Forgiveness, Perseverance, Honesty, Compassion, Courage and Respect.

We also uphold Article 29 from the UN Convention of Rights of the Child 'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.'





# Year Six: Maths



At St Mary's, mathematics is taught daily in a progressive and systematic way, beginning in Reception, all the way through to Year 6. The school uses White Rose Maths as a basis for this planning and sequencing of progression.

The length of each block of learning is given as a guide: we will adapt how long we spend on new objective in response to what the children need. There is time built into each term for practice and consolidation of previous learning.

## Place Value

Read and write numbers to 10,000,000

Powers of 10

Number line to 10,000,000

Compare and order any integers

Round any integer

Negative numbers

**Rounding Strategy:**

Underline and Star:

- Underline the value that might change;
- Star the number that tells you what to do.

Round to the nearest tenth:

$$\begin{array}{r} 23.45 \\ \hline 23.5 \end{array}$$

Match the numbers to the representations.

1,401,312

M	HTh	TTh	Th	H	T	O
		●●●	●●	●	●	

1,041,312

410,000      1,000,312

1,410,312

Use the number line to answer the questions.

What is 6 less than 4?

What is 5 more than -2?

## Addition, Subtraction, Multiplication and Division

**Addition and Subtraction Strategies:**

Carry tens into the next column.

$$\begin{array}{r} 3781.10 \\ + 482.23 \\ \hline 4263.33 \end{array}$$

Exchange tens so you can subtract.

$$\begin{array}{r} 3670.12 \\ - 43.9 \\ \hline 327.3 \end{array}$$

### Multiplication:

**Decimal Multiplication**

$$\begin{array}{r} 27.8 \\ \times 67 \\ \hline 1946 \\ 16680 \\ \hline 1862.6 \end{array}$$

\*Decimal in Answer first!

### Long Division:

**Long Division**

$$3640 \div 15 = 242 \text{ r } 10$$

- 1 - multiples (add)
- 2 - divide using multiple link
- 3 - subtract
- 4 - drop down

## Fractions:

**Adding Fractions**

$$\frac{3}{7} + \frac{3}{7} = \frac{6}{7}$$

$$\frac{9}{21} + \frac{14}{21} = \frac{23}{21} = 1\frac{2}{21}$$

$$\frac{1}{3} + \frac{2}{6} = \frac{2}{6} + \frac{2}{6} = \frac{4}{6} = \frac{2}{3}$$

**Subtracting Fractions**

$$\frac{1}{2} - \frac{3}{7} = \frac{7}{14} - \frac{6}{14} = \frac{1}{14}$$

$$\frac{3}{5} - \frac{2}{5} = \frac{1}{5}$$

**Add & Subtract Fractions**

\* Common denominator:

\* Convert  $\rightarrow$  arrows:

\* Add or Subtract numerators.

$$\frac{1}{3} + \frac{1}{6} + \frac{5}{8} = \frac{8}{24} + \frac{4}{24} + \frac{15}{24} = \frac{27}{24} = 1\frac{3}{24}$$

**Multiplying Fractions**

$$\frac{3}{4} \times \frac{2}{5} = \frac{6}{20} = \frac{3}{10}$$

\* x num  
\* x denom  
\* simplify

$$\frac{3}{7} \times \frac{5}{1} = \frac{15}{7}$$

\* W/N over  
\* x num  
\* x denom

**Dividing Fractions**

$$\frac{2}{3} \div \frac{5}{1} = \frac{2}{3} \times \frac{1}{5} = \frac{2}{15}$$

K C F

**Dividing Mixed Numbers**

$$1\frac{2}{3} \div \frac{1}{3} = 6$$

$$\frac{5}{3} \div \frac{6}{1} = \frac{5}{3} \times \frac{1}{6} = \frac{5}{18}$$

K C F

**Converting Mixed & Improper**

$$2\frac{1}{4} = \frac{9}{4}$$

\* 2 arrows  
\* x and +  
\* note the x  
\* + new num.  
\* KTDTS!

$$\frac{17}{6} = 2\frac{5}{6}$$

\* num = den  
\* whole no.  
\* remainder is fraction



# Year Six : English

At St Mary's, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners. We believe that English learning is key to this. We aim to ensure that all of our children develop a genuine love of language and the written word, through a text-based, values rich approach.

We want our children to feel that their writing has a real purpose in the context our values based learning projects and to use their written work as an expression of their responses to challenging questions.



### Writing to Express

Battlefields in Burma: Descriptions

Grammar Focus: Prepositional phrases and expanded noun phrases

### Writing to Inform

How do Islamic charities help people in the UK

Grammar Focus: Conjunctions and multi-clause sentences



### Writing to Express

Describing the Blitz

Grammar Focus: Powerful vocabulary and description



### Writing to Entertain and Express

Narrative: Windrush Child

Grammar Focus: Past Perfect Tense and a wider range of conjunctions



### Writing to Persuade

Guy Bailey and the Bristol Bus Boycott

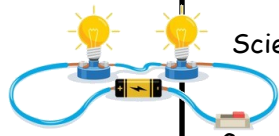
Grammar Focus: Persuasive language features



### Writing to Inform

Science: How electrical circuits work

Grammar Focus: Range of conjunctions, parenthesis and relative clauses



Our Class Novel this term is:  
**Windrush Child by Benjamin Zephaniah**





# Year Six: Discover



These are some of the important words we will be learning about during this project.

RE	History
<p>Islam Five Pillars of Islam</p> <p>Qur'an Mosque</p> <p>Shahadah Salah Zakat Sawm Hajj</p> <p>Alms poverty Rak'ah Pilgrimage The Ka'bah</p>	<p><b>Interpret</b> <b>describe</b> <b>analyse</b> <b>explain</b> <b>evaluate</b> <b>investigate</b></p> <p>Empire Commonwealth Primary source secondary source account reliable Racism Experience account Blitz Air raid RAF Luftwaffe spirit siren shelter racism discrimination boycott civil rights prejudice</p>





# Year Six: Discover Science



## Electricity

In this unit, we revisit how electricity travels in a circuit. We investigate how to alter the brightness of a bulb or volume of a buzzer. We use circuit symbols to represent our circuits in diagrams.

**Important Vocabulary:** Conductor, insulator, battery, cell, lamp, switch, circuit, component, symbols, voltage, function

## Light



In this unit, we find out how light travels in waves from a source to our eyes. We learn how light is received by our eyes and turned into signals our brain can understand. We investigate the ways light travels and the creation of shadows

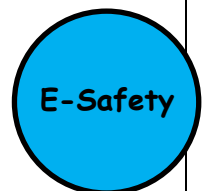
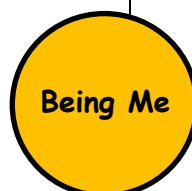
**Important Vocabulary:** reflect, reflection, shadow, light ray, prism, optic nerve, lens, image, refraction, convex, concave

# PSHE and Relationships Education

At St Mary's, our PSHE and Relationships Education Curriculum across the school seeks to prepare children for the rich, diverse and sometimes difficult experiences they will face both in school and in the wider world. During each term, children learn about the following aspects of PSHE:



KIVA & Anti-Bullying	Being Me in My World	No Outsiders	E-Safety
<p><b>Anti-Bullying and preventing Peer on Peer Abuse at St Mary's:</b></p> <p>Our children have lessons focussed on learning our values, demonstrating kindness and understanding that bullying, in any form, is unacceptable;</p> <p>-Two clear messages are taught through school:</p> <ol style="list-style-type: none"> <li>To define bullying we say, "STOP -Several Times on Purpose." If this is what has happened, then it is bullying.</li> <li>To encourage pupils to use their voice, we encourage them to: "Start Telling Other People."</li> </ol>	<p>Through these sessions, children explore their role in the world. They learn to recognise their own identity and self-worth, developing positive ways to view themselves and their achievements.</p> <p>We learn about the roles and responsibilities we all have so that we can play a positive part in our world, thinking about our rights and our responsibilities.</p>	<p>The No Outsiders programme teaches children about the 2010 Equality Act through carefully selected stories. There are 5 stories used during each school year. This term, the No Outsiders texts are:</p> <ul style="list-style-type: none"> <li>The Island</li> </ul>	<p>We follow the E-Safety programme written by National Online Safety. This programme includes two E-Safety themes to be explored each term.</p> <p>During this term, the themes are:</p> <ul style="list-style-type: none"> <li>Online Relationships</li> <li>Online Bullying</li> </ul>
<p><b>NSPCC—PANTS</b></p>			
<p>We use the NSPCC PANTS resources and activities to teach children the message that what is in their pants, is private. This is important for ensuring they know what is and isn't appropriate and empowering them to say no to anything that makes them feel uncomfortable.</p> <p>More information about these resources and lessons is available if you wish to speak to your child's teacher.</p>			



If you have concerns about bullying in our school, please inform any school based adult and we will follow our KIVA procedures to: investigate, understand, set targets, communicate clearly and review.

Help us to prevent bullying in our school—Thank you.



# Year Six: Discover



Here are some ideas of activities you can try at home to help you learn more about this term's project.

## Read it...

See if you can find newspaper articles about the Windrush generation and the different ways they are remembered.



A good place to start would be searching for: Windrush Statue Waterloo station. See what you can find out!

## Write it...

In 1939, when war was declared, lots of people from all around the world decided to sign up to fight against Nazi Germany. Can you imagine making a choice like this?



Write a diary entry, describing how you think it would feel to decide to fight in the war.

## Draw it...

During the Autumn term, we find out lots about the impact of the Windrush generation on communities in Great Britain. One of the contributions they made was bringing Carnival to England! See what you can find out about Carnival costumes and have a go at designing one of your own.



## Make it...

We will find out about the impact of the Blitz on British cities. This was a period of time during World War Two when parts of Britain were bombed by enemy planes. To keep safe, people often built shelters in their homes or gardens.



Do some research about what these were like and have a go at making your own model of one. A good place to start would be by finding out about Anderson shelters.

## Visit it...

There are lots of war memorials in different places around Birmingham and the Midlands.

One of these is the Hall of Memory which can be found on Broad Street.

If you can, visit this monument and see what you can find out about it.



## Memorise it...

Can you find out the names of 10 different countries that fought alongside Great Britain during World War Two?



Extra challenge - can you find out where they all are on a world map?