

CURRICULUM MAP YEAR 6 MICHAELMAS



**OLIVER HOUSE**  
**SCHOOL**

## English

- Much of this term's work will focus on preparations for the upcoming exams. We will discuss strategies for success in 11+ English in terms of time management and how to answer different types of questions, and feedback will help the children to develop their exam technique. We will be looking at a wide range of past papers, from varying schools, and these will be completed both individually and as a class.
- We will also be studying a fiction book called 'The Eye of the Wolf'. We will examine the text and pay close attention to the author's use of language and specific devices such as flashback and character viewpoint. We will consider examples of adding more detail in a variety of ways using noun phrases. We will also look at the impact of narrative viewpoint: who is telling the story, the impact of this on the listeners, and themes within the story (particularly humans as a destructive force). In terms of composition, we will rewrite a scene from the perspective of a different character and complete the unit by retelling a section of the story through the eyes of an animal.

### How to help...

- Encourage your child to attempt each of the questions that are set for English homework. Talk to them about their answers and discuss ways that they may have written their answers more effectively.
- Discuss and read other novels and talk to your child about features of the texts, as well as asking them why they enjoy each of the books.
- Help to discuss, proof read and edit your child's writing for clarity and correctness with grammar and punctuation.
- Look at exam questions with your child. Ask them how they would answer the question and discuss the best way to clearly word their responses. Encourage your child to write in full sentences and to give evidence when it is required.

## Computing

- Learn about effective Internet research. Children will carry out research on the topic of 'wolves' which links to the English text they are studying this half term.
- Use Microsoft Publisher to create posters about wolves. This will involve using text and other features of the software to create a colourful poster.
- Develop their coding skills by completing a range of projects using Kodu. Kodu is a new visual programming language made specifically for creating games. Children develop their understanding of coding in an enjoyable, interactive way.

### How to help...

- Allow your child supervised access to your home computer so that they can carry out research on topics they are studying at school. Talk to them about how to effectively search for information on the Internet. <http://www.kidrex.org/> is a safe search engine for children to use.

## Science

- This term, children will learn about the roles of light in physics and the circulatory and digestive systems in human biology. In the unit on light, children will learn about how light travels, and that we see things because light travels from light sources to our eyes, or from light sources to objects and then to our eyes. They will learn that shiny or reflective surfaces alter the direction in which light travels. Children will have the opportunity to solve problems related to everyday life about how light travels and how we see. Children will also investigate and explain the shapes of shadows, and relate this to light travelling in straight lines.
- Working scientifically, children will have the opportunity to plan and carry out an investigation in the context of finding a reflective material for children's clothing. They will have the opportunity to use a range of equipment to measure and record their observations and they will write a report detailing what they have concluded.

### How to help...

- Talk to your child about the importance of diet and exercise. Look at examples of food labelling and talk about the nutritional content of different foods.
- Take your child to either The Science Museum or The Natural History Museum for relevant exhibitions.

## RE

- Children will reflect on what the Kingdom of God is like and on the importance of responding to their personal invitation to the Kingdom; understand that everyone is called to enter the Kingdom; reflect on the words and deeds necessary to show commitment to the Kingdom; know that Jesus's miracles reflected the beginning of the Kingdom and show us what God is like.

### How to help...

- Discuss the example set by truly inspirational people who have shown their commitment to Jesus' Kingdom through the action of their lives (St. John Paul II, St. Maximilian Kolbe, Eric Liddle); encourage your child to pray and reflect on how much God loves them and has created them for a specific purpose. During October (the month of the rosary) try to pray a decade of the rosary each day with your child.

## Latin

- Learn additional declensions of nouns and verb
- Identify grammatical Latin structures through parsing exercises
- Learn vocabulary both classical and ecclesiastical
- Read and perform simple plays in Latin
- Learn about the historical context of Latin in both ancient Rome and the Roman Catholic Church

### How to help...

- Help children to learn new vocabulary and talk about words derived from Latin, yet encountered in everyday life (e.g. Monuments, Mass, 'per se' 'exempli gratia' 'et cetera'...)

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## Art/DT

- Children will: Study Monet and the Impressionist movement. They will learn about the history of art and how painting changed with artists such as Monet, Renoir etc. They will explore the importance of light and reflection as a subject and how the Impressionists captured moments in time rather than imagining past historical events.
- In the second part of the term, children will look at Africa. They will carefully think and discuss which mediums they choose for their artwork, as well as the tools they use to sculpt and manipulate clay to recreate a Benin plaque. We will introduce the children to Esther Mahlangu and her culture of Ndebele patterns before investigating the Adinkra symbols of the old Ashanti kingdom.

### How to help...

- Allow children to access library books on the above subjects. If possible visit art galleries or exhibitions where they can view Impressionist work. Visit the Gallery of African art in Abermarle Street, London. Visit the Contemporary African Art exhibition at Somerset House in October. EY are sponsoring The Impressionists Exhibition at The Tate from November to May. Visit Courtauld Gallery from September 17th to see their Impressionists exhibition.

## Character Education

- The virtue this half term is gratitude. Research shows that gratitude can make us feel happier and more fulfilled.
- When we feel gratitude, we relive and focus on a positive experience. When we express gratitude (especially when it's heartfelt rather than a reflex reaction), we strengthen our relationships with other people. When we appreciate what others have done for us, gratitude encourages us also to repay gifts.
- Firstly, gratefulness is an affirmation of goodness; we affirm that there are good things, in the world, which we have received. The second part of gratitude is that we recognize that the sources of this goodness are outside of ourselves. We acknowledge that other people (or even higher powers) have given us many gifts, big and small, to help us achieve goodness in our lives.
- Gratitude blocks negative emotions (especially envy, regret, resentment); we cannot resent and be grateful at the same time. Grateful people are more stress resilient – they show less anxiety and recover faster after trauma.
- The aim of this module is to help the children learn to be grateful and to express it. The targets will include being grateful to their parents, teachers and friends. The last target involves being positive when things are hard, understanding there is always something to learn in every difficult situation and we have to plan out the steps from where we are now, to where we want to be. Life is a gift and the gifts are still there even though they seem to be hidden.

### How to help...

- remind them of their blessings; encourage them to always say thank you and to look on the bright side of life.

## Critical Thinking/Reasoning:

- Children will: build on reasoning skills from last year, continuing to use the Bond Assessment books to develop, improve and secure techniques for answering reasoning problems. They will be working more towards completing questions within given time frames and we will collectively look at strategies for approaching different styles of examination questions: standard, missing word, long answers, multiple choice etc.

### How to help...

- Play Chess, Cribbage and Scattergories – all excellent games to practise reasoning and performing under time pressure. When your child is working at home, ensure that they 'watch the clock', use rough paper to work out any reasoning questions that require encoding or decoding etc. Your child should keep a log of any particular style of question that they might struggle with – please ensure that you monitor this.

## Maths

- Many of our lessons will be used to prepare the children for upcoming 11+ exams. We will be looking at common questions and best approaches to these. We will be attempting a wide range of questions and then working with each child on areas that they find difficult.
- In our other maths work we will be covering a wide range of national curriculum topics including:
  - Read, write and compare 6-digit numbers and know what each digit represents; read, write and compare decimal numbers; round decimals to nearest tenth and whole number and place on a number line; convert decimals to fractions and vice-versa.
  - Use mental addition strategies to solve a range of number problems.
  - Express missing number problems algebraically and find pairs of numbers that satisfy equations involving two unknowns; find missing lengths and angles; understand how brackets can be used in calculation problems; use knowledge of the order of operations to carry out calculations involving the four operations, solve addition and subtraction multi-step problems using knowledge of the order of operations.
  - Use mental addition, column subtraction and Counting up to solve subtractions of amounts of money and word problems; use mathematical reasoning to investigate.
  - Use mental multiplication and division strategies.
  - Understand negative numbers.
  - Calculate the perimeter; area and volume of shapes, and know their units of measurement.
  - Add and subtract unit fractions with different denominators including mixed numbers; use mental strategies to find simple percentages of amounts, including money. Solving word problems involving fractions.

### How to help...

- Encourage your child to attempt each of the questions that are set for English homework. Talk to them about their answers and discuss ways that they may have written their answers more effectively.
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## Spanish

- Children will revise the use of regular verbs in sentences. They will learn about Our City, how to name different public services, shops. Also, they will learn to talk about where the shops are and how to go to different places.

### How to help...

- Please, ask your children to read Spanish regularly and to do some online exercises at [www.aprenderespanol.org](http://www.aprenderespanol.org). They will find a variety of topics and levels to choose from.

## PE/Games: Netball & Football

### Year 5 and 6 Boys

- Children will... continue to develop team participation and sportsmanship, and understanding rules and officiating. The focus during this term is football. As well as the skills aspect of the sport, children will learn the importance of positive communication, team shape and organisation and roles and responsibilities of different positions.

### Year 5 and 6 Girls

- Children will... continue to develop team participation and sportsmanship and understanding rules and officiating. The focus during this term is netball. As well as the skills aspect of the sport, children will learn the importance of positive communication, team shape and organisation and roles and responsibilities of different positions.

### How to help...

- encourage children to join after school clubs in or outside of school. Playing or watching these sports with your children is great way to further develop skills and deepen understanding. Additionally, organising a group of children to play together once a week is a great way to keep skills sharp and build friendships.

## History

- Our history topic is 'Crime and Punishment through the ages'. We will be learning about and comparing the punishments that were used during the Roman, Anglo-Saxon, Tudor and Victorian times.
- By the end of the topic, children will be able to:
  - Explain some key terms in the history of crime and punishment in Britain, such as wergild, trial by ordeal, tithings, hue and cry, treason, transportation and hard labour.
- Use primary sources to decide what are facts, what opinions can be formed from the evidence, and identify the questions they have about the life of the highway man Dick Turpin.
- Compare modern day crime and punishment with those from the past, and talk about the legacy of past methods of crime prevention and detection with those of the present day.

### How to help...

- Encourage your child to carry out research into the area of crime and punishment.

## Geography

- Our geography topic is 'Our Changing World'. By the end of this topic, children will be able to:
  - explain what weathering and erosion mean and how rocks are changed – know the difference between physical, chemical and biological weathering;
  - name some features of a coastline and some famous UK coastal features;
  - describe how erosion and deposition change the look of a coastline;
  - name an area of the UK which has been affected by coastal erosion;
  - identify similarities in photographs of a landscape taken at different times;
  - describe some ways that weather can change the landscape;
  - describe how physical changes have affected Earth since 1800;
  - list some physical changes to the Earth predicted to occur by 2050;
  - describe some ways that human activity changes the landscape.

### How to help...

- Encourage your child to look for coasts on a map and visit the coast during the school holiday
- Look at maps of coastal areas and note the change over years
- Create a quiz about coastal features

## Music

- Continue to broaden their taste in music by listening with attention to music of different genre and from various periods and attempt compositions in the style of those periods using staff and other musical notations. Children are starting to use garage band app to work with loops and synthesized sounds in their digital compositions.
- Band workshops will consist of 2 main areas – song writing and playing as a band. We see attending band sessions as a way of both creating real team work while also helping the children to understand music in a different way. The aim is to get them listening to different styles of music and understand how to emulate it in their own groups.
- The children will propose topics to write about lyrically, probably based around things the younger years need to learn about our school. We hope thus to continue to make the band workshops a really integral part of school life and something for younger years to aspire to.

### Choir

- Children will: begin rehearsals for the 9 lessons and carols; learn about breathing and diction; deepen in their sense of performance, discover the enriching value of working with others, and the importance of following the conductor.

### How to help...

- Listen to plenty of differing types of music at home. Encourage fixed music practice times for those learning instruments and to facilitate playing with other instrumentalists in class and group work. This is crucial for the band performances. Listening to and playing simple chord progressions will greatly enhance their

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