

Curriculum Overview

Portway Primary School

Year 6

Autumn 1

Science

In Science we use investigations to deepen our understanding of Science and how the world works. Each half term we have a concluding investigation question that we try to solve based on what we have learnt during the half term. Our question this term is:

How does a buzzer game toy work?

In order to answer this question, pupils will first explore the components of an electrical circuit. They will use recognised symbols when representing a simple circuit in a diagram. Pupils will also explore the connection between the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. They will explore whether voltage always increase output. In the lessons we will also explore the role of switches in circuits and how this impacts the flow of electricity. Pupils will plan an investigation to demonstrate their thinking and record results in a systematic way demonstrating the causal relationship between voltage increase and buzzer strength.

This term we will be learning about...

The Story of Chocolate



Reminder:

Year 6 Residential to Nethercott House 11th - 15th December 2023

We will now be taking deposits for the trip!
Please pay your deposit through Arbor.
Please complete the form to show your interest before **28/09/2023** or we will need to open the trip up to Year 5.

Geography

Attached to this newsletter is a copy of our fact organiser for the year 6 Geography topic about The Story of chocolate. It shows, in detail, the questions the children will be investigating and learning about. There are links to helpful websites about the topic which you can use to support your child's learning about the topic. There is also a list of the key vocabulary your children should be able to use to explain their thinking.

We hope you find this helpful.

RSHE

This half term, our big idea for RSHE is 'My Emotions'. We will:

Identify how we recognise emotions in ourselves and others including physical and mental reactions to emotions.

Recognise how we react to our emotions is our choice including ways to regain control and how our choices can have positive and negative consequences.

How the behaviour of an individual can impact groups positively and negatively.

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English

- In Reading pupils will make predictions using evidence from the text and retrieve information. Pupils will also learn to make inferences and justify inferences using point, evidence and explanation and identify effective language choices.
- In Writing pupils will create character descriptions, persuasive texts and explanation texts. Pupils will explore how to vary sentence structures and use a range of literary features. They will explore ways to build cohesion within and across paragraphs and use a range of punctuation.

This half terms key texts are:

Holes: Louis Sachar and Overhead in a Tower Block : Joseph Coelho

RE

This term our focus question is 'How do people express their faith through the arts in Christianity?' They will explore how people express their faith through artwork. They will also identify how sculpture, drama and music may be used to express faith. Children will also make comparisons between Christian arts to other religions.

Mathematics

In Maths pupils will explore number and place value and learn to:

- Count and use numbers to ten million.
- Compare and order any number.
- Round any number to a given degree
- Count and solve problems using negative numbers.
- Add, subtract, multiply and divide (including long division) whole numbers
- Find common multiples and factors

Computing

In this unit pupils explore how data is transferred over the internet. Pupils initially focus on addressing, before they move on to the makeup and structure of data packets. Pupils then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet.

You might like to join in with our learning at home by:

Reading

- Visit the local library and look at the concept of Fairtrade. Why is the production of chocolate not always a fair process
- Read a range of texts to develop fluency




Watching

<https://www.youtube.com/watch?v=IoDqoiYTz04> – what are the main ingredients in chocolate and how are they produced?

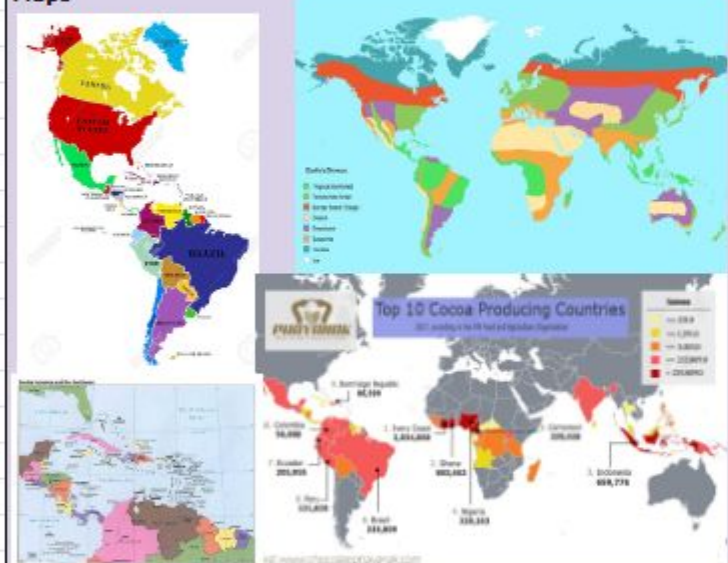
Doing

- Create your own world map showing where the different ingredients of chocolate come from.

Year 6- Geography. Final Enquiry: Should a chocolate bar be more expensive?

| Theme | Learning Goal | Key Questions to be asked | Answers |
|--|---|---|--|
|  | A country's location in the world determines human activity. | What countries are part of the Americas? | The Americas are made up of 2 continents and 35 countries. |
| | | How does a biome influence what a location is like? | A biome is the typical climate for a region. The climate determines the flora and fauna which inhabits an area. |
| | | How are locations unique? | The American continents are made up of several different biomes making different areas unique. |
|  | Human trade can have positive and negative effects on the world. | How is chocolate made? | The main ingredients for chocolate are cacao beans, sugar and milk. Cacao beans only grow in a tropical biome. |
| | | What happens on cocoa farms? | Most cocoa is grown by farmers of small holdings who largely use family members or poorly paid labour. |
| | | What is Fairtrade? | Fairtrade is a promise by manufacturers to pay an accepted price to ensure farmers can make a living. |
|  | Humans can have a positive impact on inherently unequal trade systems. | What is a supply chain? | A supply chain is the process a product takes to get from farm to consumer. |
| | | What is life like for a primary producer? | Primary producers such as farmers make the least money in the supply chain. Manufacturers try to keep costs low. |
| | | How could we improve the supply chain issues? | Fairtrade is only one way the supply chain can ensure fair and equitable treatment for everyone in the chain. |

Maps



Useful websites

<https://www.climate-zone.com/>
<https://www.worldatlas.com/>
<https://www.mapsofindia.com/world-map/>
<https://www.kids-world-travel-guide.com>
<https://www.youtube.com/watch?v=DISidfk5jc8>
<https://www.youtube.com/watch?v=q8LC3PJ-7r4>

| Physical features | | Key Vocabulary | |
|---------------------------|--|--|-------------------|
| biome | A large naturally occurring community of flora and fauna occupying a major habitat. | food miles | processing |
| Tropical rainforest biome | The tropical rainforest biome has four main characteristics: very high annual rainfall, high average temperatures, nutrient-poor soil, and high levels of biodiversity (species richness). | distribution | retailer |
| Cacao tree | A small evergreen tree whose seeds, cocoa beans, are used to make chocolate. Native to the tropics of the Americas | industrial | cash |
| equator | A line notionally drawn on the earth, dividing the earth into northern and southern hemispheres and constituting the latitude 0° | commercial | crops |
| | | residential | commodities |
| | | cocoa | |
| | | manufacture | supply and demand |
| | | purchase | primary |
| | | global | secondary |
| | | extract | tertiary |
| | | raw | consumer |
| Human features | | Geographical skills (Disciplinary Knowledge) | |
| supply chain | the sequence of processes involved in the production and distribution of a commodity. | Enquiry / fieldwork | |
| manufacturer | A person or company that makes goods for sale. | Form their own opinion about events from a range of sources. | |
| consumer | A person who purchases goods and services for personal use. | Collect and record evidence unaided. | |
| retailer | a person or business that sells goods to the public in relatively small quantities for use or consumption rather than for resale. | Present information in an organised, clearly structured way. | |
| distributor | An agent who supplies goods to retailers. | Present information in the most appropriate way. (eg written explanation, tables and charts, labelled diagrams.) | |
| | | Use specific vocabulary when organising and presenting findings. | |
| | | Interpretation | |
| | | Explain how someone has justified their actions. | |
| | | Describe whether something is fair by comparing viewpoints. | |
| | | Demonstrate how decisions have led to changes / improvements. | |