

Cecil Road Nursery and Primary School
Year 6 Term 1, 2023-2024

Mathematics

In mathematics this term, the main two topics we will be covering are **place value within 10,000,000** and the **four operations**. When studying place value, we will also look at **ordering and comparing**, **rounding** and **negative numbers**. We will be using place value charts to help us throughout the unit.

What number is represented here?

Millions	Hundreds of Thousands	Tens of Thousands	Thousands	Hundreds	Tens	Ones
1	1	2	2	3	3	5

3 2 2 5 × 4 =

Method 1:

$$\begin{array}{r} 3225 \\ \times 4 \\ \hline 12900 \end{array}$$

Method 2:

$$\begin{array}{r} 3000 \\ 200 \\ 20 \\ 5 \\ \times 4 \\ \hline 12000 \\ 800 \\ 80 \\ 20 \\ \hline 12900 \end{array}$$

Method 3:

$$\begin{array}{r} 3225 \\ + 3225 \\ + 3225 \\ \hline 12900 \end{array}$$

Method 4:

M	H	T	O
000	000	000	000
000	000	000	000
000	000	000	000
000	000	000	000

3000 × 4 = 12000
200 × 4 = 800
20 × 4 = 80
5 × 4 = 20
12000 + 800 + 80 + 20 = 12900

First look at the number of counters in each place value column. Make sure you read the numbers from the left. Then write the number in numerals: 1,122,335. You can also write it in words: one million, three hundred and twenty-two thousand, three hundred and thirty-five. **Notice that the thousands are written together**

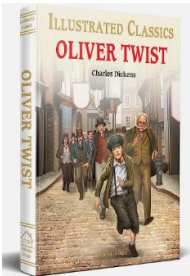
When ordering and comparing, you need to look at the place value column that is furthest to the left. Then you need to compare the numbers in each column; moving towards the right.

We will look at a range of different methods that we can use when multiplying and dividing numbers with more than 2-digits.

1 - 24	24 13032
2 - 48	- 120 ↓
3 - 72	103
4 - 96	- 96 ↓
5 - 120	72
6 - 144	- 72
7 - 168	00
8 - 192	
9 - 216	

English

In English our main writing genres will be **Narrative**

Writing Genre:	Narrative
Work:	Pupils will be considering life in Victorian England and creating a story based on the hardships and challenges of the time.
Main skills covered	 <ul style="list-style-type: none"> • Narrative has a clear title. • Narrative has an introduction that sets the scene and catches the reader's interest. It introduces the main character(s), describes the setting or tells of an interesting event using figurative language. • Narrative has a 'build up' which introduces the storyline for the main character(s). It drops some clues as to what may happen later building suspense and tension. • Narrative has a 'dilemma' which introduces the main problem involving the main character(s) that needs to be fixed • Narrative has a 'resolution' that describes how the problem is solved for the main character(s) • Speech has been used and punctuated correctly. • Narrative has an ending which is not 'Happily ever after' • Paragraphs have been used to demonstrate a change of time and / or place and / or idea • Narrative has range of sentence types including more complex sentences • Narrative contains a large range of punctuation • Narrative contains a variety of sentence openers • Narrative is presented neatly with joined handwriting • High frequency words have been spelt correctly
Ways to help at home:	Read a range of texts that your child can then build up a collection of ideas for their own use when writing narratives.

Spelling: We will be following the year 5 and 6 key words using Spelling Frame to support this: <https://spellingframe.co.uk/>

Guided Reading: Our guided reading book this term will be *Oliver Twist* by *Charles Dickens*. This is a great classic for your children to enjoy, which introduces them to archaic language of Victorian England.

Other Subjects: During the term we will also be covering programming in Computing using 'Micro:bits' to creating a step counter. To find out more: [BBC Micro:bit: What's it all about?](#) | [National Geographic Kids \(natgeokids.com\)](http://nationalgeographickids.com).

In RE will be answering the question - "Is it better to express your religion in arts and architecture or in charity and generosity?". During our PE lessons we will be developing our Tennis and Netball skills, including; accuracy and different serves. For French this term we will look at grammatical elements; including how the ending of words may vary depending on whether they are masculine, feminine or neutral.

In D&T the children will be planning and making a 3 course menu in groups.

Knowledge Organiser Term 1 - History - Who are we?

Year 6 - What does the census tell us about our local area?



census	An official survey of the population which is carried out every ten years.
enumerator	A person employed to collect census forms and enter the data into an enumeration book.
head of household	The person who earns money to support a household and makes important family decisions.
governess	A person employed to teach a child in their home.
inference	A conclusion reached by using evidence.
observation	A statement based on something seen or heard.
occupation	A person's job or profession.
scholar	A term used on the census to mean someone attending school or a child.
suffragette	A woman who campaigned for the right to vote.

What sources can you use to find out about your local area?



The census is a survey collecting information from every household in the country. It can be used to focus on specific people and places or to identify changes in a particular household over a period of time. It contains information about people such as names, ages, occupations, places of birth, their relationship to the head of household and the number of rooms in a dwelling.



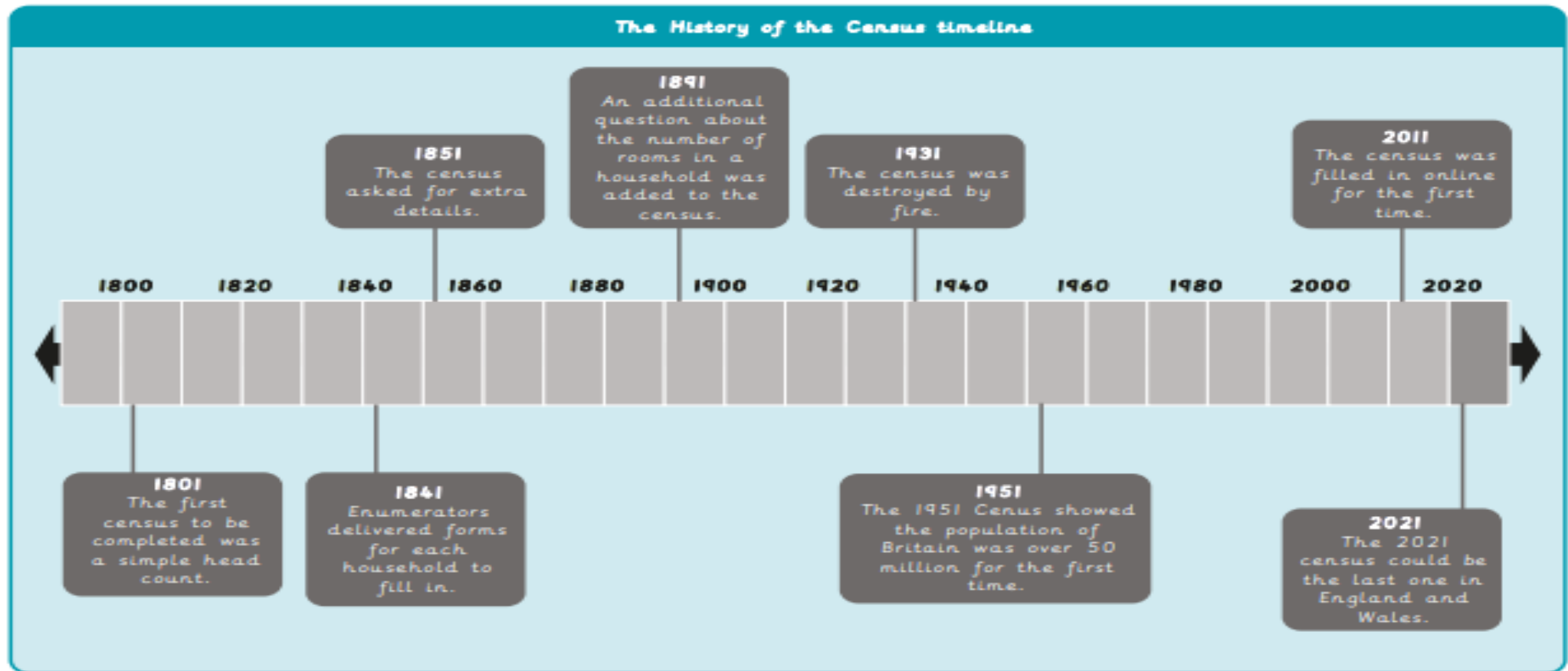
Birth, marriage and death records also give extra information such as who witnessed marriages and people's occupations.



Local newspapers are a valuable source of information on the local area. They reflect the period in which they were written and provide details about local people and significant events.

Old maps or plans of the local area show what it was like in the past and allow you to identify how your local area has changed.





Prior Learning

- Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern
- Explaining similarities and differences between daily lives of people in the past and today.
- Using a range of sources to construct knowledge of the past.
- Recalling some important people and events.
- Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.
- Extracting the appropriate information from a historical source.
- Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.
- Comparing and contrasting different historical sources.