



Learning in Form 6 Autumn 2024



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Overview of Autumn Term Curriculum Form 6

| | Autumn 1 | Autumn 2 |
|------------------------------|--|--|
| English | Composition, Grammar and Comprehension 11+ preparation | Composition, Grammar and Comprehension 11+ preparation |
| Mathematics | Place Value, Addition & Subtraction, Multiplication & Division, Decimals & Fractions, Measures & Data, Shape & Algebra | |
| Science | The Human Body | Classification of Living Things |
| Knowledge (History) | | World War 1 |
| Knowledge (Geography) | Spatial Sense | |
| Art | Art in the Italian Renaissance | Renaissance Architecture and Sculpture |
| STEAM | Sea Turtle Eggs Challenge - Washed to Sea | Regreen the Desert Challenge |



ENGLISH

Work in English this term is focused on preparing pupils for their 11+ entrance examinations.

Creative Writing

Form 6 will have a weekly writing session focusing on a range of prompts and techniques. We will work on planning, writing and editing under timed conditions whilst building up a bank of vocabulary and writing tools. We will practise writing balanced arguments, formal letters, character/setting descriptions and stories.

Grammar

To help the children build confidence for the grammar questions they will encounter in their entrance exams, we dedicate one lesson each week to mastering grammar and punctuation. We will recap all topics in the national curriculum and give children the opportunity to use this learning to answer questions, as well as to enhance their writing.

Examination Technique and Pace

The children will be exposed to past papers that enable them to develop their examination techniques and pace. Many of our lessons will include extracts from old exams so that children work to answer a variety of question types such as online, multiple choice and formal written. Our test practise is timed so that the children get used to the conditions that they will experience during the examination period.

Comprehension

The children will spend two lessons a week practising comprehension as this is a large part of many examinations. We will be teaching the children how to tackle vocabulary, inference and prediction questions and provide good quality written answers. The children will also work on multiple choice comprehensions and be taught strategies for answering this style of question.



SPELLING

Orchard House School follows the Read, Write, Inc programme for the teaching of spelling.



Spelling sounds practised in the Autumn term:

| Focus | Example Words |
|--|---|
| Suffixes - Set 1 (-ing, -er and -ed) | lightest, lighter, lighting, sprinted, sprinting, sprinter |
| Words continuing the letter string ough | thoroughly, borough, although, doughnut, plough, drought, boughs |
| Suffixes - Set 2 (-est, -ible, -ing, -ant, -ed, -er) | nicest, sensible, cycling, tasted, joker, observant |
| Orange words (common tricky words) | communicate, community, committee, harass, occur, occupy |
| Suffixes - Set 3 (-less, -ful, -ness, -ment, -ly) | careless, flavourless, hopeful, deceitful, lateness, achievement, amazement, definitely, thoroughly |
| Homophones and other confused words | Principal, principle, bridal, bridle, proceed, proceed, weary, wary |
| Suffixes - Set 4 (-en, -ed, -er) | Admitting, forgotten, beginner, referring, regretted, forbidden, preferred |
| Orange words (common tricky words) | Profession, sufficient, correspond, apparently, opportunity |
| Suffixes - Set 5 (-ly, -ed, -ous, -ed, -able)) | Replied, busily, mysterious, beautifully, heaily |



MATHEMATICS

**Please note : subject to adjustment and adaptation to accommodate reinforcement or allow for further differentiation as required by cohort. May also be subject to change to allow for other educational events. Children will be grouped into 3 sets from the second or third week of the Autumn term. These are flexible groups and are subject to change.*

In addition to covering the learning content, Form 6 will frequently practice exam style questions and attempt past papers, as well as ATOM mock tests.

| Week commencing | Learning Objectives for Autumn 1 |
|------------------------|---|
| 09/09/24 | Place Value and Addition and Subtraction : Understand place value in 6 digit numbers, rounding |
| 16/09/24 | Place Value Addition & Subtraction : Column method and problem solving |
| 23/09/24 | Decimals & Fractions: Compare 1, 2 and place decimals; add/subtract multiples of 0.1 / 0.01 |
| 30/09/24 | Multiplication & Division: Multiples, factors, prime numbers; solve short multiplication and division problems |
| 07/10/24 | Multiplication and Division : Long multiplication; ratio, proportion and percentages |
| 14/10/24 | Decimals and Fractions: Compare, order, equivalent fractions; Add and subtract fractions |

| Week commencing | Learning Objectives for Autumn 2 |
|------------------------|---|
| 04/11/24 | Algebra & Data : Bar charts, line graphs, means; solving unknowns and linear sequences |
| 11/11/24 | Shape: Areas, perimeters and volume; shapes, angles, reflections and translations |
| 18/11/24 | Shape, Place Value, BIDMAS: Find missing angles; use brackets and order of operations |
| 25/11/24 | Multiplication & Division: Long division, different remainder forms; use long and short division to solve problems |
| 02/12/24 | Percentages and Fractions : Percentages and Fractions of Amounts; Multiply and Divide fractions |
| 09/12/24 | Multiplication and Division: Formal and informal calculation strategies |



SCIENCE

The Human Body

During this unit, the children will:

- Understand the function of the heart and its role in the circulatory system
- Identify and compare blood vessels
- Explore blood
- Learn how the body transports water and nutrients
- Investigate what affects your heart rate
- Learn about the impact of drugs and alcohol on the body



Classification of Living Things

This unit builds upon previous Living Things units and helps children identify the kingdoms of life and to classify living things within those kingdoms. The children will be introduced to the Linnean system of classification and will be able to develop their practical scientific skills through investigating mould growth on bread and mushroom spore dispersal.

During this unit, the children will:

- Classify Living things
- Understand the Kingdoms of Life
- Classify living things using the Linnaean system
- Identify characteristics of different types of microorganisms
- Investigate asexual reproduction through spore dispersal
- Classify and describe a living organism





GEOGRAPHY

Spatial Sense



| Topic | Knowledge Goals |
|--|---|
| Lines of longitude & latitude | <p>Lines of longitude run from the North Pole to the South Pole.</p> <p>Lines of latitude run parallel to the equator.</p> <p>The points where lines of longitude and latitude intersect are coordinates.</p> |
| The Arctic and Antarctic circles | <p>The Arctic Circle is a region around the North Pole.</p> <p>The Antarctic Circle is a region around the South Pole.</p> <p>In the Arctic and Antarctic Circles there are winter days when the sun doesn't rise, and summer days when the sun doesn't set.</p> <p>Polar Night and Midnight Sun are caused by the tilt of the earth on its axis.</p> |
| Time zones | <p>The Prime Meridian is the point where the world begins to be divided into 24 sections called time zones.</p> <p>Within a time zone, people observe the same time as it is convenient for business, trade and communications.</p> <p>Some countries adjust their clocks for daylight saving time.</p> |
| Map Projection | <p>Cartographers have tried different ways to represent our round earth on a flat map.</p> <p>The Mercator projection has been used for a long time, but land near the poles appears larger than it should.</p> <p>The Peters projection tries to show the correct size of countries in relation to each other.</p> |
| Maps of the World | <p>Maps can help us to understand data about people, places and the environment.</p> <p>Wealth distribution around the world is uneven.</p> <p>Food consumption around the world is uneven.</p> |



History

World War 1

| Topic | Knowledge Goals |
|---------------------------------------|--|
| The Causes of World War I | Prior to 1914, tension was mounting in Europe with secret alliances and a desire for countries to expand their empires Historians believe the assassination of Archduke Ferdinand sparked World War One Britain declared war on Germany when Germany invaded Belgium |
| On Land, at Sea and in the Air | On land, trenches were dug by opposing sides and soldiers fought and lived in terrible conditions At sea, naval battles took place in the North Sea and the Atlantic. Aeroplanes were new and were used for fighting, bombing and directing artillery. |
| Life on the Western Front | Trenches were long narrow ditches that were dug approximately 12 foot into the ground Soldiers faced terrible conditions while living in the trenches The land in between the opposing trenches was called 'No Man's Land' |
| The Home Front | While many men were away fighting on the front lines, the people left at home, including many women, took up jobs in factories, farms, offices etc. The Defence of the Realm Act was passed on 8th August 1914 The Home Front was attacked from bombs from German airships and the German navy |
| The Consequences of the War | The war ended on 11th November when Germany and the allies signed a ceasefire Over 15 million people were killed, and many more were injured After the war, there was an attitude that Britain needed to be a 'home fit for heroes' and all men and women over 21 were given the vote in 1928 |



STEAM

Skills & Competencies:

Our STEAM curriculum consists of a series of projects that aim to develop a set of fundamental competencies, that empower pupils to effectively navigate personal, cultural, economic, and societal obstacles they will inevitably encounter throughout their lives:

1. **Curiosity:** The ability to ask questions and explore how the world works
2. **Creativity:** The ability to generate new ideas and apply them
3. **Criticism:** The ability to recognise information and ideas and to form reasoned arguments and judgements
4. **Communication:** The ability to express thoughts and feelings clearly and confidently in a range of forms
5. **Collaboration:** The ability to work constructively with others
6. **Compassion:** The ability to empathise with others and to act accordingly
7. **Composure:** The ability to connect with the inner life of feeling and develop a sense of personal harmony and balance
8. **Citizenship:** The ability to engage constructively with society and to participate in the processes that sustain it.

Sea Turtle Eggs Challenge - Washed to Sea

Pupils employ the full engineering design process to research and design prototypes that could be used to solve the loss of sea turtle life during a hurricane. In this activity, students learn about sea turtle nesting behaviors and environmental impacts of hurricanes. Students work collaboratively to build structures that could protect a single sea turtle nest, or an entire beach, in the event of a hurricane or other similar weather disaster. Then, pupils present their solutions to concerned stakeholders.



Regreen the Desert Challenge

In Sudan climate change is causing desertification and reducing the amount of food farmers can grow to feed their families and sell to others.

The children are challenged to use their STEM skills to design and build a model of an irrigation system that will help them regreen the desert.



PSHCEE / RSE

Orchard House School has been implementing the PSHCEE /RSE Programme across the school since September 2020. We would like to reassure you that all the online Jigsaw teaching materials meet the current statutory expectations for RSHE (DfE, 2019) and if and when any new guidance is published, you can be fully confident that our materials will be updated and reviewed to ensure that they are compliant and reflect the needs of our children.

We follow a scheme of work called Jigsaw, a mindful approach to PSHCEE / RSE. The lessons aim to build children’s emotional literacy, self- esteem and knowledge of who they are and how they relate to each other and the world in a positive and healthy way.

| Being Me in My World | Celebrating Difference |
|--|---|
| <ul style="list-style-type: none"> Identifying goals for the year Global citizenship Children’s universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling | <ul style="list-style-type: none"> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict Difference as celebration Empathy |





PHILOSOPHY & ORACY

Philosophy and oracy are integral disciplines at Orchard House School. They are woven throughout the curriculum and we encourage a thoughtful, talk-rich culture within every classroom and incorporate both disciplines into lesson planning. In addition to the opportunities to nurture these elements at school, we invite families to take part in our weekly “Sticky Questions” school initiative.

What is Sticky Questions?

The aim of sticky questions is to get parents and children talking about interesting questions. Every Wednesday, your child will come home with a Sticky Question stuck to their uniform. There’s no writing involved. Just take the time to talk with them about it and see what you each think and why.

What makes Sticky Questions “sticky” is that you can keep arguing about them. It’s not like a maths worksheet where a teacher is looking to see a particular answer. What matters is that you and your child talk and think together. If you disagree, so much the better. If you think alike, you might play at disagreeing for the sake of argument.

On Thursday, the class will carry on the talk, bringing in ideas heard from home. Part of the point of this exercise is to celebrate differences in thinking between children and within families.

Coaching Questions

Below are some questions you can use to help facilitate deeper discussions with your child:

- Can you say why?
- Can you say more?
- How do you mean?
- Can you give me an example?
- Why is that important?
- How could you disagree with yourself?

What would happen if money were abolished?

What can be shared without anyone having less than if they had it all?

Does technology make the human race stronger or weaker?

Is respect earned by what you do, or by who you are?



BEYOND THE ORCHARD



SPORT



PE

Alternative Sports

The children will be introduced to a new sport each week and will gain an understanding of the rules and skills needed for these. They will explore the principles of attack and defence, game play and umpiring. They will develop tactical awareness and will be introduced to new Olympic sports for LA 2028.

GAMES

Netball (girls)

- Ball skills and footwork patterns
- Attacking principles, including centre pass set play and movement in the circle.
- Defending principles in transition and in the circle.
- Positions and rules for 5 and 7 a-side.
- Shooting technique
- Competitive matches and tournaments.
- Gaining confidence, building resilience and developing teamwork skills.

FOOTBALL (boys)

- To practise ball mastery skills, including dribbling, kicking, stopping and shooting.
- To demonstrate attacking and defending in football.
- Practise shooting and goalkeeping.
- Understand more complex rules of football
- Competitive matches and tournaments
- Gaining confidence, building resilience and developing teamwork skills.

Girls will have the chance to play football in Spring 2. Squads are open to all genders.



BEYOND THE ORCHARD

Computing

The children will use app creation software to make an app focused on online safety. The children will investigate how to use a computer to edit sound clips, and they will create a simple sound advert.



Music & Performance

Drama

Form 6 will explore the creative principles of drama through collaboration and independent exploration. We will later turn our focus to interview and audition preparation, where we will develop our ability to present our most authentic self in an interview scenario, looking at how to relieve nerves, pace and enunciation. This supports children's applications for senior schools and scholarships.

Music

This term, the children will explore music for motion pictures. They will identify key features of music for film and compose their own piece for a silent film clip,



Art

The children will be introduced to art in the Italian Renaissance. They will use the works of Da Vinci to explore line, contrast and proportions. They will also look at the works of Perugino to develop their understanding of linear perspective, vanishing and vantage points.

Form 6 will also experiment with modelling clay and learn about sculpture through the works of Michelangelo.



French

The children will learn to speak, read and understand a complex sentence by manipulating language using a language scaffold or a bi-lingual dictionary. They will learn to apply basic grammatical concepts and engage in a short conversation using familiar language. They will write complex familiar sentences from memory with understandable accuracy on:

- Introductions
- Character and physical description
- Writing letters to our French penpals
- European Day of Languages
- Personal pronouns
- High frequency verbs present tense



Knowledge Organisers

What is a Knowledge Organiser?

A knowledge organiser shows the key factual knowledge that we want our children to use and remember to have basic knowledge and understanding of a topic. These are a one page overview of each topic taught over a half term and can include:

- Key vocabulary and technical terms
- Images such as maps, diagrams or photographs
- A timeline
- Famous quotations
- Essential knowledge laid out in easily digestible chunks

The Benefits of Knowledge Organisers

- They help children learn and retain the knowledge of the curriculum.
- They give children the 'bigger picture' of a topic, subject area or concept.
- It provides opportunities for regular retrieval which aids long term retention
- They make the knowledge explicit.

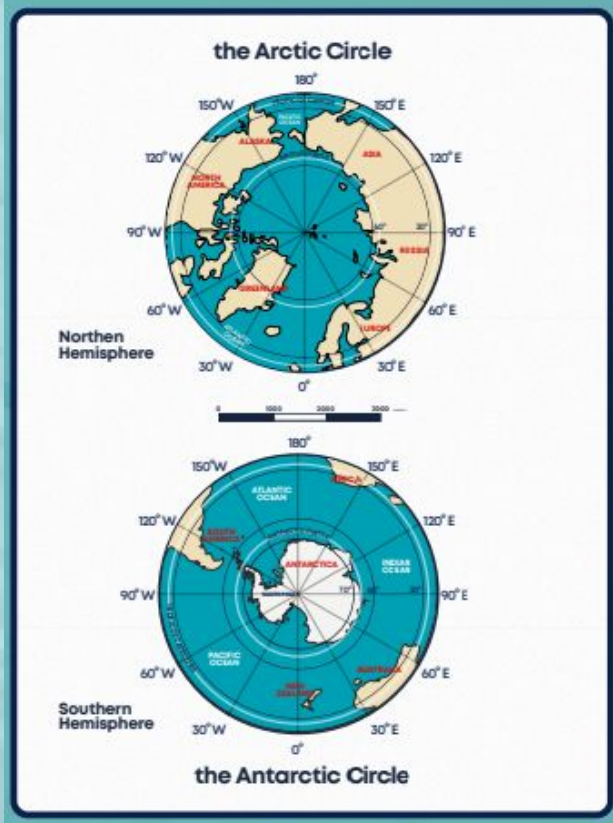
How You Can Use Knowledge Organisers to Help Your Children with Their Learning.

- Using them as a springboard for discussion - Talk to your child about what's on the knowledge organisers.
- Quizzing - Crucially, all information on a knowledge organiser is quizzable. Fun, low stakes quizzes of the information will help children learn and remember the knowledge.
- Displaying them somewhere at home will enable your child to become more familiar with the knowledge.

Knowledge Organiser



| KEY VOCABULARY | |
|---------------------|--|
| longitude | imaginary lines that run from north to south around the globe: lines of longitude can be used to identify the location of a place as expressed in degrees east or west from the prime meridian line (longitude lines are not parallel to each other due to the curve of the Earth) |
| latitude | imaginary lines running parallel to the equator that help to locate places with accuracy |
| axis | an imaginary line around which the Earth rotates |
| the Poles | the two locations on the surface of the Earth that are at the northern and southern ends of the axis of rotation |
| tropic of Cancer | the line of latitude 23° north of the equator |
| tropic of Capricorn | the line of latitude 23° south of the equator |
| prime meridian | the line of longitude at 0° |
| time zone | a range of longitude that shares a common time |
| map projection | a method that represents the Earth on a flat surface |



Gerhardus Mercator

Flemish cartographer projected the Earth onto a flat surface in the 1500s

the problem with the Mercator projection is that it distorted the size and shape of some countries (the Peters projection attempted to better represent the true size and shape of countries in relation to each other)

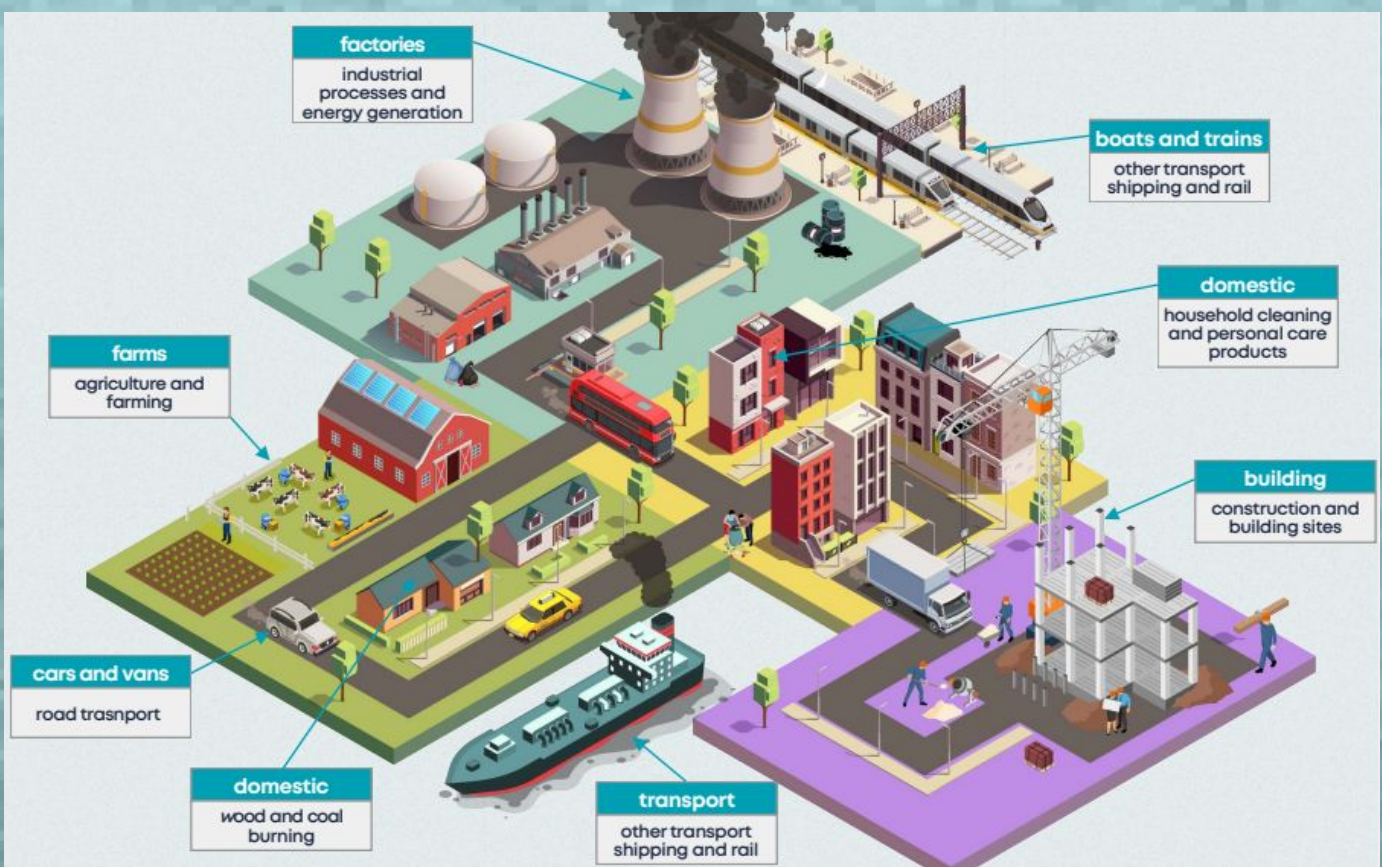
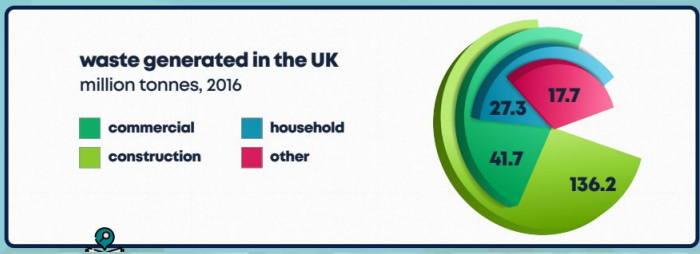
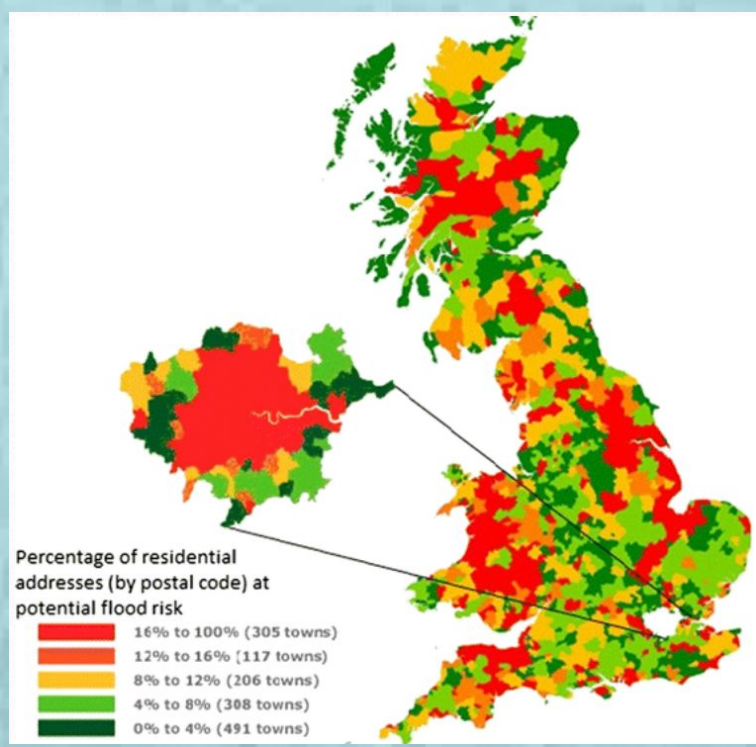


Knowledge Organiser



KEY VOCABULARY

| | |
|----------------|--|
| air pollution | a mixture of synthetic (made by people) and natural substances in the air |
| climate change | a change in climate patterns in a region caused by increased levels of carbon dioxide in the atmosphere |
| waste | materials that are unwanted, or unusable and are disposed of |
| litter | waste left in open , public spaces |
| synthetic | made by people, not a naturally occurring substance |
| particles | a very tiny portion of matter , often smaller than our eyes can see |
| DEFRA | Department for Environment, Food and Rural Affairs (UK government department) |
| WHO | World Health Organisation (global organisation) |



Knowledge Organiser

World War I



| KEY VOCABULARY | |
|--------------------|---|
| imperialism | when a country increases its power and influence by colonising (taking over) another country |
| alliance | a union or relationship formed between countries/organisations , to benefit them both |
| mechanised warfare | the use of armoured fighting vehicles in modern warfare, sometimes referred to as 'armoured' or 'tank' warfare |
| chemical warfare | the use of the toxic chemicals to kill or injure enemies (in WWI, chlorine, phosgene and mustard gas were used) |
| trench warfare | where opposite sides of the war fight from trenches dug into the ground, facing each other |
| no-man's-land | the land between the trenches of opposing armies |
| home front | the home front refers to life in Britain during WWI |
| conscription | a law that says that if you are able to fight in the war, you have to (during WWI, by 1916, all men aged 18-41 had to go to war and fight for their country) |
| armistice | an agreement made to stop fighting a war , also referred to as a 'truce' |

heir to the Austrian-Hungarian throne: assassinated in 1914

Archduke Franz Ferdinand

Prime Minister of Britain during WWI

David Lloyd George

German Emperor during WWI

Kaiser Wilhelm II



the war was fought between

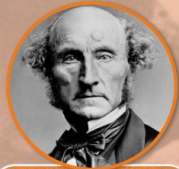
the Triple Alliance

Germany Austria - Hungary Allies

the Triple Entente

France Britain Russia

The Suffragettes



John Stuart Mill

argued that some women should be given the vote as part of the Great Reform Act 1867



Millicent Fawcett

leader of the National Union for Women's Suffrage Societies



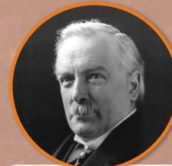
Emmeline Pankhurst

leader of the Women's Social and Political Union



Frederick Pethick-Lawrence

male suffragette who was arrested and went on hunger strike in prison



David Lloyd George

Prime Minister when the Representation of the People Act was passed

KEY VOCABULARY

suffrage

the **right to vote**

electorate

the **people who can vote** in an election

democracy

a system of government where those in power are **voted for by the people**: the word 'democracy' comes from two Greek words which mean 'rule by the people'

campaign

where a group of people carry out actions to try and **influence decisions made by the government** and make a change

petition

a **formal written request**, usually signed by lots of people, asking the government or another important group to do something

anti-suffragism

people who believed that women **should not be allowed to vote**

hunger strike

when people **refuse to eat** as a form of protest

suffragist

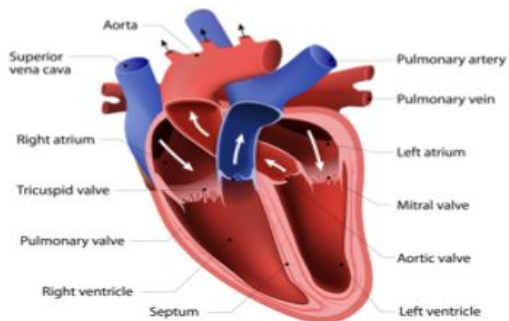
a member of the National Union for Women's Suffrage Societies (NUWSS) who **campaigns peacefully for women's suffrage**

suffragette

a member of the Women's Social and Political Union: a more radical group which **sometimes used violence and broke the law**

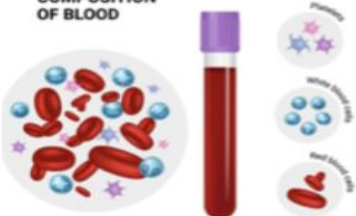
The Heart

The **heart** pumps **blood**, carrying nutrients and oxygen, around every part of the body.



The red vessels are **arteries** and the blue vessels are **veins**. **Arteries** have thick, muscular walls and carry **oxygenated** blood from the **heart** to the rest of the body. **Veins** carry **deoxygenated** blood back to the heart and have thinner walls. **Capillaries** are microscopic vessels which link the veins and arteries together.

COMPOSITION OF BLOOD



Red blood cells carry **oxygen**. **White blood cells** fight infection as part of the immune system. **Platelets** help to clot (thicken) the blood and form a scab. **Plasma** is the fluid part of the blood, which transports

Looking After Our Heart



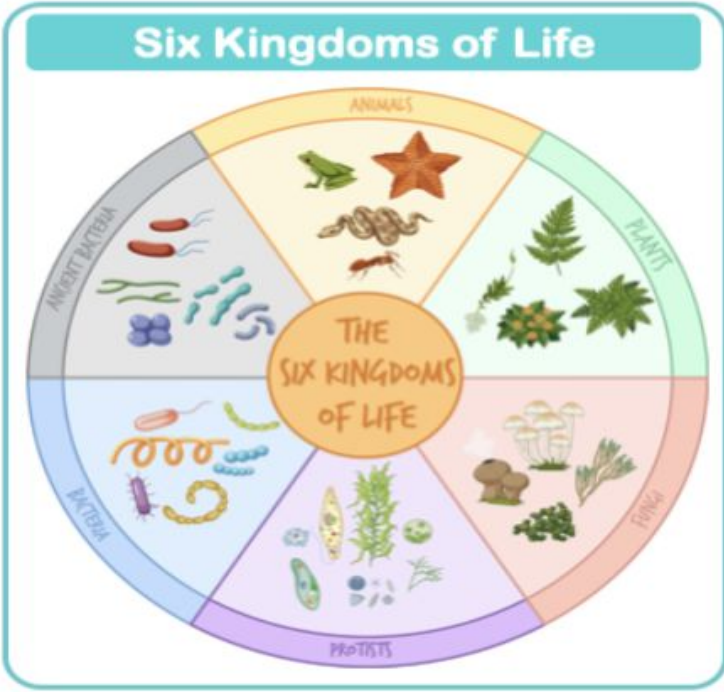
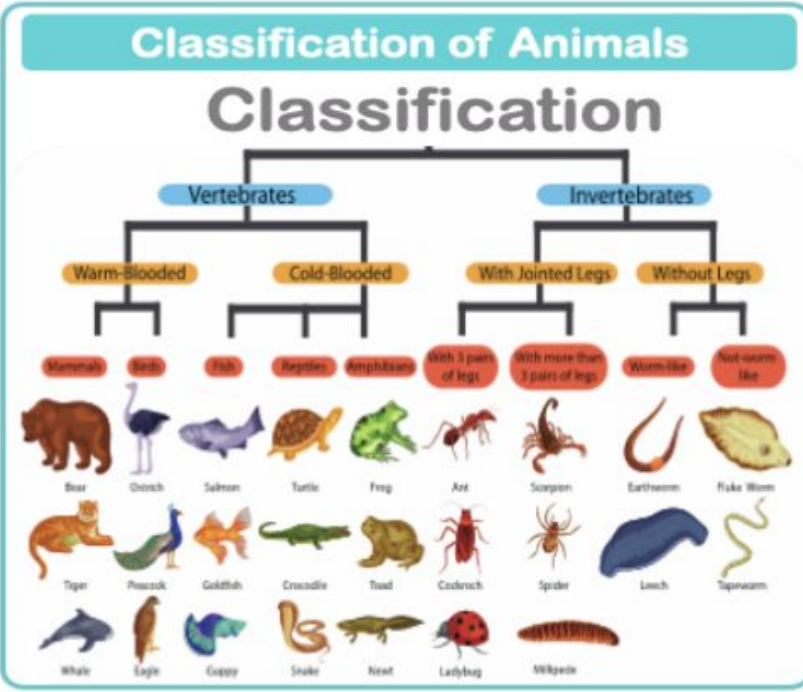
To keep our **heart** and body healthy, we need to:

- eat a balanced diet (not too much sugar or fat);
- exercise regularly;
- drink approximately 2 litres of water a day;
- limit alcohol intake, in adults;
- get approximately 8 hours of sleep.



Drugs, including alcohol, can cause liver damage, poor sleep, high blood pressure, and different types of cancer. Drugs can be classified into four groups – painkillers, stimulants, depressants and hallucinogens.

Year 6 - Classification of Living Things



Carl Linnaeus

Carl Linnaeus created a system of classification, which ranks living things into groups in order to name their species.

| | |
|---------|--------------|
| DOMAIN | Eukarya |
| KINGDOM | Animalia |
| PHYLUM | Chordata |
| CLASS | Mammalia |
| ORDER | Primates |
| FAMILY | Hominidae |
| GENUS | Homo |
| SPECIES | Homo sapiens |

Microorganisms

Antibiotics, yoghurt, cheese, wine and yeast are all **helpful bacteria**.

Mould, food poisoning and athletes foot are **harmful bacteria**.

MRS GREN

- M** Movement
- R** Respiration
- S** Sensitivity
- G** Growth
- R** Reproduce
- E** Excretion
- N** Nutrition

Fungi

Fungi gain energy from dead matter.

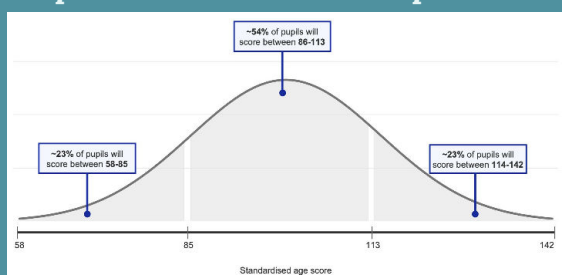
Assessments

Autumn Term

Understanding Standardised Scores

Pupil performance in assessments is measured using a standardised age score (SAS). Standardised age scores can range from 58 at the lowest end, to 142 at the highest end. The average standardised age score is 100. Please note that a child's score is an indication of their ability on any one occasion, as performance can be affected by a number of factors and should be considered together with other indicators of ability. The graph below shows a normal distribution of standardised age scores. Standardised age scores allow for a fair comparison of results, as they take into account:

- The number of questions answered correctly
- The difficulty of the questions answered
- The pupil's age at the time of assessment
- The pupil's performance compared to a national sample



Assessments taken by Form 6 children at Orchard House School in the Autumn Term

NGRT (New Group Reading Test)

This is a standardised, adaptive, termly assessment to measure reading and comprehension skills against the national average. It is used to identify where intervention may be needed and to monitor progress made. This test will be taken termly in its digital form during the 3rd-4th week of term during English lessons.

NGST (New Group Spelling Test)

The New Group Spelling Test (NGST) is an adaptive, digital assessment which allows termly monitoring of spelling skills, benchmarked against the national average. Questions are delivered via audio and the assessment is adaptive – meaning that questions change based on pupil's responses, so more able pupils can be challenged while weaker pupils are kept engaged. This test will be taken termly in its digital form during the 3rd-4th week of term during English lessons.

New PUMA (Progress in Understanding Mathematics Assessment)

This is a standardised, paper based termly mathematics assessment. It is used to track progress over a year and enables teachers to identify gaps in learning at strand level and therefore inform future teaching. It is taken in the 6th - 7th week of term during Maths lessons.

CAT4 (Cognitive Ability Test)

The Cognitive Abilities Test (CAT4) is a digital assessment of developed abilities in areas known to make a difference to learning and achievement – namely verbal, non-verbal, quantitative and spatial reasoning – and provides an analysis of potential pupil achievement and an indication of learning styles. The assessment is taken in the 2nd- 3rd week of the term during reasoning lessons.