Characteristics of Effective Learning

This term we will focus on showing our 'Motivated Magpie' learning behaviours. Children will be congratulated for being focused and actively engaged in their learning and school-life and, for persevering. We will support children to identify what they have done well and celebrate their outcomes.



Spelling

In KS2 Spelling lessons, children will continue to build on the firm foundations of their phonics knowledge. They will break spellings into the smallest units of sound and cluster them into syllables to read and write words efficiently. Children will study words, word parts, their meanings and how this affects spelling.

Common Exception Words (CEW)

Common Exception Words are high-frequency words that children cannot reliably decode using standard phonics because part of their spelling is irregular (for example, said, one, the). Schools teach them by highlighting the "tricky" letters, practising little and often, and applying them in reading and writing so children build fluent recognition and accurate spelling. At home, keep practice short and regular, point out the unusual parts, and use quick games and real-book spotting to reinforce learning. Children need to be able to read these fluently and write these words automatically.

secretary	signature	sincere	sincerely	symbol
temperature	thorough	vegetable	vehicle	

Geography

As geographers, we will explore climate zones, biomes, rivers, mountains, volcanoes, earthquakes and the water cycle. We will carry out fieldwork investigations, collect and analyse data using maps, graphs, GIS and digital technologies, and draw evidence-based conclusions. We will use compass points, grid references, scale and Ordnance Survey maps to interpret geographical patterns in the UK and beyond and communicate our findings while considering the impact of human and physical processes on places and environments.

MfL – French

In this unit, children will learn to use the verb *habiter* in various forms, read and interpret simple phrases using the verbs *aller* and *être*. They will practise naming and describing rooms in a house and where places are, using adjectives for size and colour.

Music

Children will learn to play the ukulele, developing their instrumental skills through learning how to strum, play chords and rhythms and developing their musical notation skills.

Art and Design

As artists, children will apply knowledge of techniques to draw in detail, using scale and proportion to modify their artwork. We will critique the works of Frida Kahlo and work in her style. The children will produce portraits experimenting with symbolism and surrealism to convey ideas, further developing the use of sketchbooks to support their creative processes.

PE

In this Volleyball unit, pupils will develop greater proficiency in a range of volleyball skills, applying these with increasing accuracy, control and consistency in competition. Pupils will be encouraged to outwit opponents, using placement, positioning and teamwork effectively. Through increasingly challenging game situations, they will develop their decision-making, communication and tactical awareness. Pupils will take greater responsibility for team success while demonstrating respect, good sporting behaviour and fairness. Year 6 pupils will develop a range of leadership, communication and organisational skills that are transferable to a variety of sporting and real-life contexts. Pupils will explore how to lead younger children in a range of playground games and activities. Working both independently and collaboratively, they will develop their ability to explain rules clearly, demonstrate skills, adapt activities to meet the needs of different participants, and create a safe, inclusive and enjoyable environment for all. In this unit, pupils are encouraged to show initiative, responsibility and empathy whilst developing confidence in leading others and being effective role models within the school community.
Children in Class 6H will have PE on Mon and Tues, 6P on Tues and Wed, 6S on Tues and Fri, and 6A on Wed and Fri . On these days children will need to come to school wearing their PE kit: plain t-shirt their house colour/house colour trim, plain navy shorts or jogging bottoms, uniform sweater/cardigan and trainers.

RE

We follow the Birmingham SACRE scheme which covers a variety of religious faiths and non-religious worldviews including: Baha'I, Buddhism, Christianity, Islam, Hinduism, Sikhism, Jainism, Judaism and Rastafarianism. The syllabus also explores non-religious worldviews (e.g. Humanism). The approach is inclusive, ensuring that all children's beliefs are respected and valued. We aim for every child to gain an understanding of the major world faiths by the end of their primary school career. This Y6, Autumn 1 unit helps pupils explore how rules, values and beliefs can guide people to live responsibly and treat others with fairness and respect. Through these topics, children will develop their understanding of how religious teachings encourage fairness, respect and justice. They will also reflect on how they can make thoughtful choices and treat others with kindness and consideration in their everyday lives.

Maths

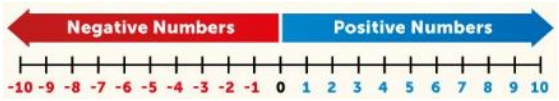
As mathematicians, we will develop confidence with numbers up to 10,000,000, learning to read, write, compare, order and round integers, and work with negative numbers and powers of 10. We will also strengthen our calculation skills through addition, subtraction, multiplication and division, including long division. Building on our number knowledge, we will explore factors, multiples, prime, square and cube numbers, solve multi-step problems, use the correct order of operations, and apply efficient mental calculation and reasoning strategies.

Player start with a score of 0. Roll a die. Odd number means add on. Even number means subtract the score. After 10 rounds, the highest score wins.

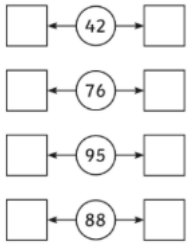
E.g. Roll 5 → score = 5

Roll 4 → score = 1

Roll 6 → score = -5



A prime number is a whole number greater than 1, that can only be divided evenly by 1 and itself. Shade all prime numbers on a 100 grid. Can you find the nearest prime before and after each number below.



Apply knowledge of the number system to solve and explain problems

- Which calculations have the same answers?

460 × 10	46,000 ÷ 1,000	46 × 10 × 10
46 × 100 × 100	460 × 10 ÷ 100	4,600 ÷ 10 × 1,000



What is the greatest possible value of Dexter's number?

What is the smallest possible value of Dexter's number?

Science

As scientists, we will use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. We will explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. We will investigate shadows and their shapes.

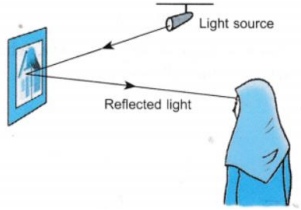
Search around your home for objects that reflect light. For each object, explain how it reflects light and why you can see it.

Rank the objects from most reflective to least reflective.



Create a scientific diagram of: seeing a football, seeing the Moon or reading a book

Label: a light source, the object, the path of light and the eye. Use arrows to show how light travels.



Create a 'Light' quiz and test your family's knowledge (e.g. Can we see objects in complete darkness? Is the Moon a light source? Why do shadows form?). Explain the correct answers.



PSHE

During Autumn 1, our core value is 'belonging'. We will focus on the rules of our class, school and community and how a positive learning environment creates success for all. We will consider: behaviour, kindness, good choices, bullying and teasing, teams we belong to, being a good listener, being kind and examples of unkind behaviour like teasing and bullying, and positive learning behaviours. We will be growing the children's emotional awareness and supporting them to develop strategies to regulate emotions.

Computing - Children will extend their understanding of appropriate online behaviour and how this can protect themselves and others from possible long-term impact. They will explore different ways concerns about online bullying and behaviour can be reported across a range of online platforms and services. Children will learn advanced strategies for keeping accounts secure, including managing passwords and evaluating security risks. They will explore privacy settings, understand the importance of software updates, recognise scams and phishing attempts and develop awareness of the terms and conditions that govern online services.

Reading

In school, children will read together as a class, focusing on developing fluency (reading at a steady pace), automaticity (being able to recognise and read words instantly, without having to sound them out), prosody (reading with expression, changing tone for questions, excitement or dialogue, pausing at full stops and commas and emphasising important words) and comprehension (understanding texts read). They will also work on building their reading stamina and pace, while accessing a wide range of high-quality texts each week.

There are two types of reading book that your child will bring home:

Reading Practice Book

This book has been carefully matched to your child's current reading level. If your child is reading it with a little help, please don't worry that it's too easy – your child needs to develop fluency and confidence in reading. Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.

Choice Book

In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The Choice Book is one they have chosen. In upper Key Stage 2, reading is about much more than decoding words accurately. It involves developing fluency, understanding, critical thinking and a genuine enjoyment of books. You can support this at home by:

- Reading alongside your child and encouraging them to read with expression, considering how punctuation and vocabulary influence meaning.
- Discussing characters, themes and authors' choices.
- Encouraging predictions, supported by evidence from the text: *What do you think will happen next? What makes you think that?*
- Exploring the meaning of ambitious vocabulary and discussing how specific words create particular effects for the reader.
- Making connections between the text and your child's own experiences, other books they have read or wider world events.
- Using illustrations, diagrams and text features to deepen understanding and support interpretation.
- When reading non-fiction, discussing the reliability of information, summarise key ideas and exploring new knowledge together.
- Encouraging your child to explain, justify and support their opinions with evidence from the text. Most importantly, foster a love of reading by sharing a wide range of high-quality texts and making time to enjoy books together.



Bronze Reading Challenge

Every child can work towards achieving a Bronze Award, by first reading five additional, stage-appropriate books by 22.10.26. Try the books listed on 'Books for Topics' (follow the QR code) or ask us for recommendations. Books available in school and at local libraries. Let's read for pleasure!

Oracy

Confident oracy enables children to participate effectively, articulate clearly and adapt their communication for different audiences and purposes. Develop presentation skills by asking your child to explain a process, teach you something they have learned, or summarise a topic clearly and logically for a particular audience. Encourage them to adapt their language depending on whether they are speaking to a younger child, a peer or an adult. Encourage critical thinking and reasoning through questions (e.g. "How reliable is that evidence?", "Can you provide a counterexample?" or "Which argument is the most convincing, and why?"). Extend vocabulary and precision in speech with ambitious academic language: evaluate, interpret, infer, justify, credibility, perspective, consequence and significance, and encouraging your child to use these accurately in discussion.

Writing

Our ambitious and challenging Writing curriculum is built upon carefully selected, accessible text types, to reduce cognitive load and enable children to develop high-level writing skills with confidence and success. We will be exploring Rock, Paper, Scissors, Harris Burdick and The Chronicles of Narnia to develop our use of author's voice, figurative and evocative language in retells – always considering the audience and text purpose. Everest will inspire our diary writing when we experiment with active and passive voice. We will demonstrate cohesion across texts and use ISPACE openers. We will grow our punctuation toolkit adding parenthesis with commas and dashes and using a range of punctuation accurately for direct speech.

Our Expectations

At Harborne Primary School, our motto is **"Happy Pupils Succeed"**, because every child is known, nurtured, challenged and inspired to become the very best version of themselves. We are an inclusive community where everyone is encouraged to demonstrate empathy, respect, responsibility and a willingness to contribute positively to society. Within our calm and supportive environment, every individual is valued and pupils learn to work collaboratively, think creatively and adapt confidently to an ever-changing world. Alongside academic achievement, we place equal importance on developing the personal qualities, attitudes and wider skills that enable children to flourish both in school and beyond. As we begin the Autumn Term, we will focus on demonstrating excellent manners, positive interpersonal skills and a genuine interest in everyone' experiences, talents and qualities. By working together as a school community, we can ensure that all children feel happy, confident and ready to succeed.

Learning Together Workshop - Please join the workshop at the site that your child attends.

You are warmly invited to our first 'Learning Together' Workshop when we will explore how we teach Reading: Thursday 17th September, 9:10-9:50am.

Homework

Within this booklet, you will find a range of activities to support your child's learning beyond the school day and enrich their learning experiences. The suggested tasks have been carefully designed to reinforce and strengthen learning that takes place in school, using minimal equipment. Please do not hesitate to ask, if you need to borrow any resources, to complete any of the activities at home.

Learning is most effective when it happens little and often. We therefore encourage regular engagement with the activities throughout the half-term. We expect every child to complete the homework activities included in this booklet during the Autumn 1 half-term. We encourage Y6 children to take personal responsibility for completing their homework tasks but please support your child to read every day and complete set tasks each week. Completed work should be brought into school every Friday, to share and celebrate. Thank you for your continued support in helping your child to develop confidence, independence and a love of learning.

- Daily reading practice
- Weekly Oxford Reading Buddy Quiz
- Bronze Reading Challenge: Read 5 additional books in Autumn 1
- 3/4 times weekly spelling practice
- 3/4 times weekly Maths skills practice
- 3/4 times weekly TTRS Garage Game
- Fortnightly Science activity

Harborne Primary School

Our curriculum is carefully designed to broaden horizons, raise aspirations and help children understand the possibilities available to them. We want every pupil to leave Harborne Primary School with strong academic foundations, positive character traits and an unwavering belief that anything is possible. By celebrating achievement in all its forms and nurturing every aspect of a child's development, we prepare our pupils not only for the next stage of education but for a successful, fulfilling and purposeful future.

At Harborne Primary School, "Happy Pupils Succeed" because they are known, nurtured, challenged and inspired to become the very best version of themselves.

Your child's learning in Year 6, Autumn 1

and how you can support their progress