



# Masefield Primary School

Masefield Road, Little Lever, Bolton, BL3 1NG



CEO

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02 September 2025

RE: Autumn 1 Curriculum

Dear Parents and Carers,

At Masefield, our curriculum design is focused on the knowledge and understanding of our pupils and their needs in order that all children achieve their full potential. Our school curriculum provides for academic achievement but places the role of developing spiritual, moral, cultural and social development at the heart of all we do with the ultimate aim of ensuring all pupils leave Masefield with the confidence and skills to become successful and independent lifelong learners who can make a positive contribution to our diverse and democratic society. The curriculum in its widest sense is used to enhance pupil experiences and give opportunities that pupils may not have access to outside of school.

Attached is an overview of the content studied in the Autumn 1 term as well as the knowledge organisers which link to each unit. To understand fully what your child will be learning this term and be able to support your child at home, please take the time to read over these knowledge organisers.

Your child will also bring home this term's 'Home Learning Menu' today. This clearly explains the expectations for homework, as well as additional project-based learning you may wish to complete with your child to deepen their understanding of the learning taking place in class. Teachers at Masefield encourage all children to complete these projects and return them to school before the final Wednesday of the half term, when their home-learning projects will be showcased to their peers.

I would like to take this opportunity for your continued support in reinforcing the learning that takes place at Masefield.

*A. Done*

Mr A. Done

Head of School

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# Year Six – Autumn 1

## Reading

Children will complete a daily Reading Lesson.  
Please read daily with your child.

## English

This half term, Year Six will explore Persuasive Speeches and Newspaper Reports. We will be reading Battlecry and The Viking Boy.

## Mathematics

This half term, Year Six will explore Place Value & Addition and Subtraction.

## Science

This half term, Year Six will explore Animals Including Humans. This falls under the strand of Biology.

## History

This half term, Year Six will explore World War 2.

## Art and Design

This half term, Year Six will explore Drawing.

## Computing

This half term, Year Six will explore Digital Citizenship. Through this unit, we will learn about keeping safe online.

## PSHCE

This half term, Year Six will explore Rights Respecting. We will be thinking about how special and unique we are.

## Physical Education

This half term, Year Six will be learning about Tennis and Football.

## Religious Education

This half term, Year Six will explore 'For Christians what kind of king is Jesus?'

## Music

This half term, Year Six will be performing Babethandaza. They will learn To learn about musical elements pitch and pulse.

## Spanish

This half term, Year Six will explore Los Basicos (Level 2).



# Reading at Home

## Parent Advice



### How Can I Support My Child With Reading At Home?

Studies show that reading for pleasure makes a big difference to children's educational performance. The evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. With the help of parents, children can learn how to read and can practise reading until they can read for their own enjoyment. Then they will have a whole world of information and knowledge at their fingertips! Below you will find some tips and advice on how you can help to support your child with reading at home.

### 10 top tips for parents to support children to read from the DfE

#### 1. Encourage your child to read

Reading helps your child's wellbeing, develops imagination and has educational benefits too. Just a few minutes a day can have a big impact on children of all ages.

#### 2. Read aloud regularly

Try to read to your child every day. It's a special time to snuggle up and enjoy a story. Stories matter and children love re-reading them and poring over the pictures. Try adding funny voices to bring characters to life.

#### 3. Encourage reading choice

Give children lots of opportunities to read different things in their own time - it doesn't just have to be books. There's fiction, non-fiction, poetry, comics, magazines, recipes and much more. Try leaving interesting reading material in different places around the home and see who picks it up.

#### 4. Read together

Choose a favourite time to read together as a family and enjoy it. This might be everyone reading the same book together, reading different things at the same time, or getting your children to read to each other. This time spent reading together can be relaxing for all.

#### 5. Create a comfortable environment

Make a calm, comfortable place for your family to relax and read independently - or together.

#### 6. Make use of your local library

Local libraries also offer brilliant online materials, including audiobooks and ebooks to borrow. See Libraries Connected for more digital library services and resources.

#### 7. Talk about books

This is a great way to make connections, develop understanding and make reading even more enjoyable. Start by discussing the front cover and talking about what it reveals and suggests the book could be about. Then talk about what you've been reading and share ideas. You could discuss something that happened that surprised you, or something new that you found out. You could talk about how the book makes you feel and whether it reminds you of anything.

#### 8. Bring reading to life

You could try cooking a recipe you've read together. Would you recommend it to a friend? Alternatively, play a game where you pretend to be the characters in a book, or discuss an interesting article you've read.

#### 9. Make reading active

Play games that involve making connections between pictures, objects and words, such as reading about an object and finding similar things in your home. You could organise treasure hunts related to what you're reading. Try creating your child's very own book by using photos from your day and adding captions.

#### 10. Engage your child in reading in a way that suits them

You know your child best and you'll know the best times for your child to read. If they have special educational needs and disabilities (SEND) then short, creative activities may be the way to get them most interested. If English is an additional language, encourage reading in a child's first language, as well as in English. What matters most is that they enjoy it.

### What difference can I make as a parent/carers?

You can make a **huge** difference. Sharing a book with your child allows you to share adventures and experiences in the safe world of the book. It allows you to ask questions, talk about what has happened and decide what you think together.

Here are some more helpful hints for reading with your child:

- Bring the characters to life – talk about the characters, the drawings and the events so that the story starts to come alive
- Don't be afraid to try different voices or try out your acting skills. Your child will enjoy your performance and appreciate the story even more
- Remember that your face says it all – so exaggerate your normal expression times three like a children's TV presenter: children will love it
- Turn off the television and concentrate on enjoying the book
- Try audio books that children can listen to on the car stereo, on computers or phones – this is a great way to build a child's understanding of stories and improve their listening skills
- Make books part of your family life – always have books around so that you and your children are ready to read whenever there's a chance
- Bedtime stories – regularly read with your child or children at bedtime. It's a great way to end the day and to spend valuable time with your child

# Year Six: English

## Knowledge Organiser



## We will be studying...



### Pig Heart Boy

Written by Malorie Blackman

## We will be learning to write...

compound sentences	complex sentences	sentences using model verbs
<p>A compound sentence joins two complete thoughts (independent clauses) with a comma and a coordinating conjunction like 'and', 'but', or 'so'.</p> <p>"Cameron wanted to live a normal life, <b>but</b> he knew the pig heart made him different."</p>	<p>A complex sentence is a sentence that has a main clause (a part that makes sense on its own) and at least one subordinate clause (a part that doesn't make sense on its own and gives extra information).</p> <p>Cameron stayed in hospital <b>because he needed the transplant.</b></p> <p>☞ Main clause = Cameron stayed in hospital ☞ Subordinate clause = because he needed the transplant</p> <p>He felt nervous <b>when the journalists came to the house.</b></p>	<p>Modal verbs are auxiliary (helping) verbs that express ability, possibility, permission, or obligation.</p> <p><b>can, could, might, must, will, should, would.</b></p> <p>Cameron <b>can</b> play football again after his operation.</p>

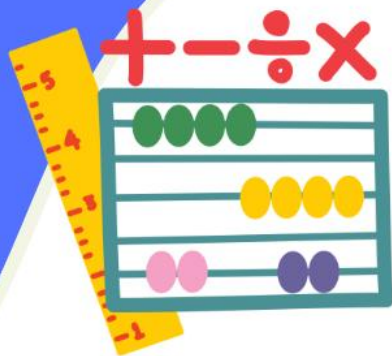
## We will produce persuasive arguments.

### Features of persuasive arguments:

When writing a persuasive argument, I should include:

- **Clear opinion** – Say what you believe straight away.
- **Reasons** – Give strong reasons to back up your opinion.
- **Evidence** – Use facts, examples, or experiences to prove your point.
- **Emotional language** – Use words that make people feel strongly (e.g. "amazing," "unfair," "essential").
- **Rhetorical questions** – Ask questions that make the reader think (e.g. "Who wouldn't want safer streets?").
- **Connectives** – Use linking words like "because," "therefore," "however," and "for example."
- **Counter-argument** – Think about what someone might disagree with and explain why your opinion is stronger.
- **Strong ending** – Finish with a powerful sentence that makes people remember your view.





# Year Six: Maths

## Knowledge Organiser



We will be learning about...

### Place Value

#### Compare and order numbers

equals

$$26 + 38 = 8 \times 8$$

Both calculations have the value 64.

greater than

$$223\ 873 > 98\ 256$$

The number on the left has 2 hundred thousands and the number on the right has 0 hundred thousands.

less than

$$901\ 198 < 1\ 091\ 098$$

The number on the right has 1 million and the number on the left has 0 millions.

smallest

81 782

127 352

127 835

137 019

200 002

greatest

#### Numbers to 10,000,000

3 926 471

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
3	9	2	6	4	7	1

three million, nine hundred and twenty-six thousand, four hundred and seventy-one

3 926 471
3 926 000      471



#### Negative numbers

$$3 - 8 = -5$$



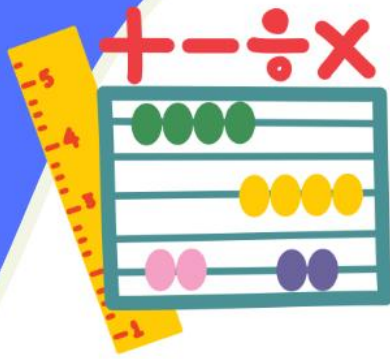
The temperature drops by  $2^{\circ}\text{C}$ .  
The new temperature is  $-4^{\circ}\text{C}$

#### Vocabulary

millions    thousands    hundreds    tens    ones    zero  
place value    greater than    less than    order  
partition    digit    round    powers

# Year Six: Maths

## Knowledge Organiser



We will be learning about...

Addition, Subtraction,  
Multiplication and Division

### Column Addition and Subtraction

	4	5	8	6	4
+	2	3	4	9	7
	6	9	3	6	1
		1	1	1	

Starting with the ones, add each column in turn. Regroup tens, hundreds, thousands, ten thousands as required.

	3	5	<del>7</del>	<del>13</del>	<del>1</del>
-		3	4	7	6
	3	2	2	6	6

Starting with the ones, subtract each column in turn. Exchange tens, hundreds, thousands and/or ten thousands as required.

### Multiply 4-digits by 2-digits

		5	3	8	2
		×		7	5
	2	6	1	9	4
3	7	2	6	5	7
4	0	3	6	5	0
1	1	1			

(5382 × 5)  
(5382 × 70)

### Long Division

		2	5	r12
15	3	8	7	
-	3	0	0	
		8	7	
	-	7	5	
		1	2	

Method 1 - using multiples  
(15 × 20)  
(15 × 5)

		1	9	1	r7
14	2	6	8	1	
-	1	4			
	1	2	8		
-	1	2	6		
			2	1	
		-	1	4	
				7	

Method 2  
 $2681 \div 14 = 191 \text{ r}7$   
or  
 $191 \frac{7}{14} = 191 \frac{1}{2}$

### Order of Operations

B	Brackets
O	Order
D	Division Multiplication
M	
A	Addition Subtraction
S	

### Vocabulary

sum      difference      estimate      inverse      regroup  
exchange      operations

# Year Six: Animals Including Humans

## Knowledge Organiser

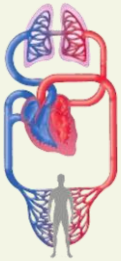


### The Big Idea

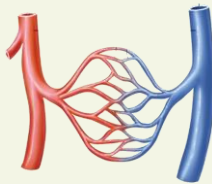
The body is made up of tissues and organs, which are linked together to do particular functions. The heart and lungs are such organs, which work together as part of the circulatory (cardiovascular) system, transporting oxygen, sugar and nutrients around our bodies.

#### The Circulatory System

The circulatory system consists of the heart, blood vessels, blood, veins, arteries, capillaries, oxygen, lungs and ribcage.



#### Blood and blood vessels



The function of blood vessels is to deliver blood to the organs and tissues in your body. The blood supplies them with oxygen and nutrients. Blood vessels also carry waste products and carbon dioxide away from your organs.

#### Heart rate

Exercise causes an increase in heart (pulse) rate. When exercising our muscles contract more often and require more energy.



#### The Human Heart

The right side of the heart receives blood that is low in oxygen because most has been used up by the brain and body. It pumps this to your lungs, where it picks up a fresh supply of oxygen. The blood then returns to the left side of the heart, ready to be pumped back out to the brain and the rest of your body.



#### Diet and exercise



Diet can impact on lifestyle as fatty rich foods can clog arteries and veins. Exercise can improve the health of a person by removing fatty deposits from the body. Some exercises are called cardiovascular, and are designed to improve the fitness of the overall circulatory system by strengthening the organs and pulse rate.

### Vocabulary

heart pulse blood blood vessels lungs oxygen drugs  
carbon dioxide nutrients muscles circulatory system



# Year Six: World War II

## Knowledge Organiser



### The Big Idea



Many different events led up to the beginning of World War II and this piece of British history has shaped the way we live here in Britain today including British Values and British Culture.

#### Why did World War II happen?

WWI started because countries were trying to expand their empires. WWII was not the "war to end all wars" as the second World War (often referred to as World War II) occurred 21 years later and was the deadliest. WWII was different to previous wars as it was the first time that civilians at home were directly involved in the war.



#### Who were the Allies and the Axis?



Great Britain



France



Russia



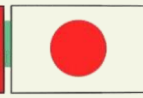
USA



Germany



Italy



Japan



Hungary

The Allies included Britain, France, USA and Russia. The Axis included Germany, Italy and Japan.

#### Who were Hitler and Churchill and why were they so important?

Adolf Hitler became the leader of the Nazi Party in 1921. Winston Churchill was the Prime Minister of the UK during WWII.



#### What were rations?



Rationing made sure that people got an equal amount of food every week.

#### What was the Blitz?

The term 'blitz' is derived from German word 'Blitzkrieg' meaning 'Lightning War'. It lasted from September 1940 to May 1941 and bomber planes would attack at night. Air Raid Sirens were used to warn people of the raids.



### Vocabulary

allies    evacuees    black out    rationing    air raid shelter  
Anderson shelter    trenches    axis    blitz



# Year Six: Drawing

## Knowledge Organiser



### The Big Idea

Pablo Picasso revolutionised the art world and to many is THE artist of the 20th century. He is famous for his pioneering role in Cubism with Georges Braque and for his melancholy Blue Period pieces. We can create mood and emotion in drawings through choices of tone, form and value.

### Vocabulary

form  
emotion  
tone  
texture  
value

### Research the Artist



**Pablo Picasso**  
Cubism Artist

- Pablo Picasso was born in Malaga, Spain on 25th October 1881.
- His father started to train Pablo in drawing techniques and oil painting from the age of seven.
- Picasso was a painter, sculptor, print-maker and poet.
- During his career he completed more than 1800 paintings, sculptures, 2500 ceramic works, and 10,000 drawings.
- Several of Picasso's works have been sold for more than \$100 million.

### Tone, texture and value

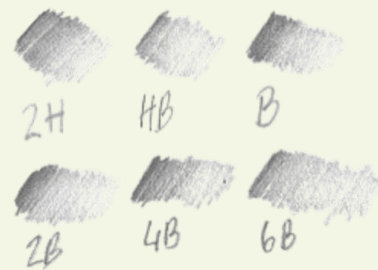


Tone is the relative scale of light to dark values in an image. It is vital to creating depth and solidity in a drawing or painting.

Texture is the way something feels to the touch or looks as if it may feel if it were touched.

Value simply means how light or dark something is.

### Pencil Gradients



A B grade pencil means the core has more graphite, and will make a bolder, darker line, and also be a little smudgier than a light pencil.

An H grade pencil means the core has more clay, and will make a lighter, finer line, and will be less smudgy than a dark pencil.



# Year Six: Digital Citizenship Knowledge Organiser

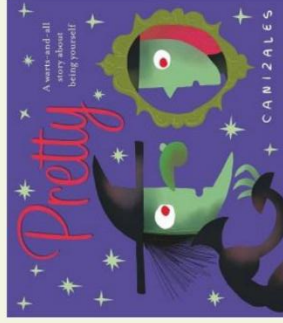
## The Big Idea

Digital citizenship means knowing how to use technology safely and respectfully. This includes being respectful, protecting your personal information, balancing screen time with other activities, and being careful about what you share. You shouldn't say or share anything mean or hurtful.

### Vocabulary

digital citizen  
world wide web  
health and wellbeing  
digital footprint  
online bullying  
online reputation  
self-image  
identity

### Our Linked Text



#### Digital Footprint

A digital footprint shows where you've been and what you've done on the internet, so it's important to be careful and only do nice things that you're proud of.



#### Asking for Help



It is important to ask for help until you get the help you need. There are many issues online that could make us feel uncomfortable.

#### Identify and Evaluate

It is important to challenge and reject inappropriate representations online about our protected characteristics.



#### Impact



The things you share online may have a positive or negative impact on you and others. Remember, what you post can be captured as evidence.

#### Boundaries

It is important to respect others' boundaries about what is shared of them online. Your boundaries should be respected too.



#### Online Reputation



There are many strategies everyone can use to protect their online identity and online reputation. Can you think of some?

#### Age Restrictions

There are systems that regulate age-related content. Age restrictions are there to protect you from harmful content.



#### Health and Wellbeing



There are a variety of strategies you can use to limit the impact of technology on your health and wellbeing.



# Year Six: Rights Respecting Knowledge Organiser



## The Big Idea

It is important that children know that every person has rights and these are protected by law. Their rights cannot be taken away. They should understand why it is important to respect others, regardless of their differences, and this should be reflected in their interactions. They should understand that there are consequences for discriminating against others.

### Our Linked Text



### Human Rights

We can all share our human rights, no matter who you are or where you live.



### Protected Rights



Our human rights belong to us, they are protected by law and no one can take them away.

### Other Cultures



It is important that we respect other people's cultures, even if they are different from our own.

### Discrimination



It is against the law to discriminate against anyone because of their gender, religion, disability or certain other personal characteristics. There are consequences for discriminating.

## Vocabulary

rights    human rights activist    equality    universal  
discrimination    consequence    culture





## Year Six: Britten

### Knowledge Organiser



### The Big Idea

Britten was a leading composer in the mid 20th century. He composed War Requiem.

#### Edward Britten



- Edward Benjamin Britten was born in 1913 and died in 1976.
- He was a British composer, conductor and pianist.
- Britten was a leading British composer in the mid 20th century.
- He learned to compose as a child. Later he worked as a composer for the radio, theatre and cinema.

#### Britten's work

- Britten's operas were considered the finest English operas since those of Henry Purcell in the 17th Century.
- He was very sensitive to criticism and often disowned former friends who offended him.
- Britten lived with another musician called Peter Pears who inspired much of his music.

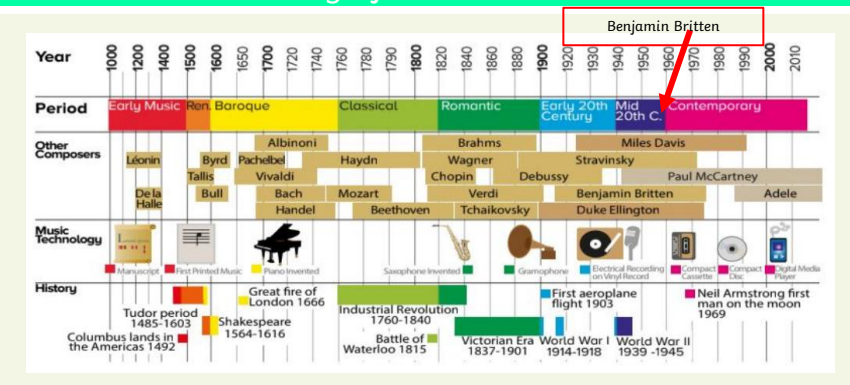
#### Notation

- Semibreve rest = no sound for 4 beats
- Minim rest = no sound for 2 beats
- Quaver rest = no sound for  $\frac{1}{8}$  beat

### Vocabulary

syncopation      octave  
pentatonic scale      rounds

### History of Music Timeline





en la costa	on the coast
en la ciudad	in the town
en un pueblo	in a village
en el campo	in the countryside