

# Year 6 Curriculum Newsletter

## Term 6



Dear Parents and Carers,

Welcome back to the final term of this school year. This term will be very busy for our Year Six children, but we are certain it will be a time of enjoyment, reflection and excitement. Over this term, we have many additional experiences planned for the children as well as swimming and preparing for our end of year performance. Transitions to secondary schools will also be taking place.

As we have a busy term ahead, please keep looking at dojo for information.

The Year 6 Team

### What is happening this term?


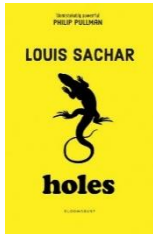
For whole school events please see the whole school dojo.

Tuesday 10<sup>th</sup> June = Magistrates Workshop (6HW)  
 Wednesday 11<sup>th</sup> June = Magistrates Workshop (6HP)  
 Monday 16<sup>th</sup> June = Duston Library Visits  
 Wednesday 25<sup>h</sup> June = KS2 Sports Day (AM)  
 Monday 7<sup>th</sup> July and Tuesday 8<sup>th</sup> July = Transition Day (See information sent to you from the Secondary Schools for details)  
 Wednesday 9<sup>h</sup> July = Cotswold Wildlife Park Trip  
 Wednesday 16<sup>th</sup> July = Performance 1 (PM)  
 Thursday 17<sup>th</sup> July = Performance 2 (PM)  
 Friday 18<sup>th</sup> July = Year 6 Sleepover  
 Monday 21<sup>st</sup> July = Prom  
 Tuesday 22<sup>nd</sup> July = Year 6 Leavers Event (PM)

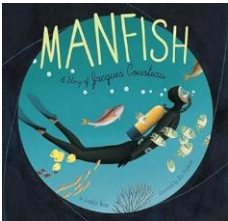



The Value that we are focusing on this term is:





Teamwork

## Key Learning

Subject and Topic	Overview	Key knowledge
<p>English</p> 	<p>Reading</p> 	<p>During our reading lessons this half term we will be continuing to read <b>Holes by Louis Sachar</b>. Stanley Yelnats' family has a history of bad luck going back generations, so he is not too surprised when a miscarriage of justice sends him to Camp Green Lake Juvenile Detention Centre. Nor is he very surprised when he is told that his daily labour at the camp is to dig a hole, five foot wide by five foot deep, and report anything that he finds in that hole. The warden claims that it is character building, but this is a lie, and Stanley must dig up the truth.</p> <p>Throughout our reading lessons we will be exploring the range of VIPERS skills:</p> <ul style="list-style-type: none"> <li>● Vocabulary – explain the meaning of words in context</li> <li>● Inference – make inferences about the text/explain and justify inferences with reference to the text</li> <li>● Predict – to predict what might happen based on the events so far, and details that are implied in the text.</li> <li>● Explain – explain how meaning is enhanced through choice of words and phrases</li> <li>● Retrieve – retrieve and record information and identify key details from the text</li> <li>● Summarise – to recap the events of a narrative and put them in order (sequence) or sum them up (summarise)</li> </ul>



		<p>During our class reading sessions we will be reading <b>The Boy at the Back of the Class by Onjali Q. Rauf</b>. Told with heart and humour, The Boy at the Back of the Class is a child's perspective on the refugee crisis, highlighting the importance of friendship and kindness in a world that doesn't always make sense.</p>
	<p><b>Writing</b></p> 	<p><b>Manfish: A Story of Jacques Cousteau by Jennifer Berne</b> <b>Writing to inform</b></p> <p><u>Writing outcome: To write a multi-modal biography of Jacques Cousteau</u></p> <ul style="list-style-type: none"> <li>- To use fronted adverbials</li> <li>- To choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition</li> <li>- To use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>- To use a colon to introduce a list and use semi-colons within lists</li> <li>- To use hyphens to avoid ambiguity</li> <li>- To select the appropriate style to engage the audience</li> <li>- To use direct and reported speech to express a range of viewpoints</li> <li>- To use verb tenses consistently and correctly</li> <li>- To use real life facts, including dates and place names</li> <li>- To use thematic language specific to the subject</li> <li>- To use formal language appropriately</li> </ul>
<p><b>Mathematics</b></p> 	<p><b>Themed Projects</b></p>	<p><u><b>Key knowledge</b></u></p> <p>As we have now completed our core learning in preparation for SATs, we will be focussing on a range of projects for this half term.</p> <p>These will provide an opportunity for the children to revisit many of the skills and curriculum content covered in Year 6 and Key Stage 2.</p> <p>The projects will explore maths in real life contexts, allowing the children to see how important maths is in all aspects of life. The projects will also provide great opportunities to explore and develop enterprise.</p>
<p><b>Science</b></p> 	<p><b>Electricity</b></p>	<p><u><b>Key Knowledge</b></u></p> <ul style="list-style-type: none"> <li>- To compare and give reasons for variations in how components function, including: the brightness of bulbs, the loudness of buzzers, the on/off position of switches.</li> <li>- To use recognised symbols when representing a simple circuit in a diagram.</li> <li>- To explain the effect of changing the voltage in a battery.</li> </ul> <p><u><b>Key vocabulary</b></u></p> <p>Cells, wires, bulbs, switches, buzzers, battery, circuit, series, conductors, insulators, amps, volts, cell, component, variation</p>
<p><b>Computing</b></p> 	<p><b>Using the microbit for primary to secondary transition</b></p>	<p><u><b>Key Knowledge</b></u></p> <ul style="list-style-type: none"> <li>- To create an algorithm for a sport counter, and code, run and evaluate the use of the microbit to count activities</li> <li>- To evaluate the effectiveness of the LED display on the microbit when used as a timer</li> <li>- To modify a program using true and false statements and an if...else command</li> </ul>

		<p><b>Key Vocabulary</b></p> <p>Microbit, MakeCode, input, process, output, flashing, USB, trace, selection, condition, if then else, variable, random, sensing, accelerometer, value, compass, direction, navigation, design, task, algorithm, step counter, plan, create, code, test, debug</p>
<p><b>Music</b></p> 	<p><b>Reflect, rewind and replay</b></p>	<p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>- To sing a selection of songs learned during the academic year</li> <li>- To learn and use some of the language of music</li> <li>- To compose a simple tune to music using notes on a tuned instrument</li> <li>- To listen to and appraise classical music</li> </ul> <p><b>Key Vocabulary</b></p> <p>listen, appraise, rhythm, tempo, dynamics, pulse, compose, classical music</p>
<p><b>Physical Education</b></p> 	<p><b>Athletics</b></p>	<p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>- To begin to build a variety of running techniques and use with confidence.</li> <li>- To perform a running jump with more than one component - e.g., hop skip jump (triple jump)</li> <li>- To begin to record peers performances and evaluate these. To demonstrate accuracy and confidence in throwing and catching activities.</li> <li>- To describe good athletic performance using correct vocabulary.</li> <li>- To use equipment safely and with good control.</li> </ul> <p><b>Key Vocabulary</b></p> <p>throw, catch, jump, run, tactics, balance, agility, technique, evaluate, co-ordination, control, competition, personal best, competitive, triple jump, long jump, standing jump, sprint, distance, target, record, measure</p>
<p><b>Religious Education</b></p> 	<p><b>Bringing it all together: what is important to me?</b></p>	<p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>- Who am I?</li> <li>- What does it mean to be human?</li> <li>- Where do I belong?</li> <li>- What am I worth?</li> <li>- What do I believe/what is my worldview?</li> <li>- How might key stories, hymns, prayers, acts of worship etc. help people to understand more about themselves and their relationships?</li> </ul> <p><b>Key Vocabulary</b></p> <p>agnostic, atheist, belief, belonging, faith, important, opinion, relationships, theist, value, worldview.</p>
<p><b>History</b></p> 	<p><b>The Ancient Maya Civilisation</b></p>	<p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>- To summarise the main events from the Maya Civilisation, explaining the order in which key events happened?</li> <li>- To recognise and describe differences and similarities/ changes and continuity between the Maya Civilisation and present-day Britain?</li> <li>- To suggest why there may be different interpretations of events?</li> </ul> <p><b>Key Vocabulary</b></p> <p>Civilisation, AD, present day, interpretations, century</p>

