

# Year 6 Curriculum Newsletter



## Term 4

Dear parents and carers,

We hope you have all had a lovely half-term break. Our dojo challenge project this half term has a Science focus and will be due in on Monday 25<sup>th</sup> March (see separate dojo post for details). We can't wait to see what the children create! A reminder that children will continue to bring home weekly Maths and English homework every Friday, during this half term.

As our forest school sessions have now ended, our normal PE days will resume – therefore the children will need to wear their PE kit every Tuesday and Wednesday please.

The Year 6 Team

### What is happening this term?

For whole school events please see the whole school dojo.

Leap Day – 29<sup>th</sup> February 2024

World book day – 7<sup>th</sup> March 2024

NHS Year 6 Height and Weight Checks – 12<sup>th</sup> March 2024




Comic Relief – 15<sup>th</sup> March 2024

TLC's – Tuesday 26<sup>th</sup> and Wednesday 27<sup>th</sup> March 2024

The Value that we are focusing on this term is:

Kindness

## Key Learning

Subject and Topic	Overview	Key knowledge
<b>English</b> 	<b>Reading</b> 	This term we will be looking at a range of VIPERS skills and how to apply our knowledge to answer a range of questions.
	<b>Writing</b> 	We are working towards writing a journalistic report. We will be looking at the book 'Island: A story of the Galapagos' by Jason Chin.
	<b>Spelling Phonics</b>	We are following the Spelling Shed scheme of learning and will be continuing to focus on a range of spelling patterns, including: <ul style="list-style-type: none"> <li>- Words with the prefix 'over-'</li> <li>- Words with the suffix '-ful'</li> <li>- Words that can be nouns and verbs</li> <li>- Words with an /oa/ sound spelled 'ou' or 'ow'</li> </ul>
	<b>Grammar</b>	The children will be: <ul style="list-style-type: none"> <li>- Developing their grammatical concepts to build cohesion within their writing.</li> <li>- Using semi-colons to mark boundaries between independent clauses</li> <li>- Using passive verbs</li> <li>- Using organisational and presentational devices to structure text</li> </ul>

**Mathematics**



**Fractions, percentages and Decimals**

**Key knowledge**

- Place value: integers and decimals
- Round decimals
- Add and subtract decimals
- Multiply by 10, 100 and 1000
- Divide by 10, 100 and 1000
- Multiply decimals by integers
- Divide decimals by integers
- Multiply and divide decimals in context
- Decimal and fractions equivalents
- Fractions as division
- Understand percentages
- Fractions to percentages
- Equivalent fractions, decimals and percentages
- Order fractions, decimals and percentages
- Percentage of an amount
- Percentages – missing values

**Key Vocabulary**

Order, calculation, divide, multiply, digit, place value, estimation, simplify, compare, equivalent, convert, denominator, numerator, improper fraction, proper fraction, common fraction, fraction, Percentage, decimal.

**Statistics**

**Key knowledge**

- Line graphs
- Dual bar charts
- Read and interpret pie charts
- The mean

**Key Vocabulary**

bar chart, pictogram, frequency, table, tally chart, pie chart, discrete data, continuous data, line graph, sum, difference, comparison, interpret, mean, average.

**Science**








**Evolution and inheritance**


**Key Knowledge**

- To describe ways that offspring are of the same species but not identical to their parents
- To identify characteristics that offspring inherit from their parents
- To explain how fossils provide information about living things that inhabited the earth millions of years ago
- To identify how animals and plants are adapted to suit their environment in different ways
- To recognise that living things have changed over time and this is evolution?

**Key vocabulary**

Fossils, adaptation, (theory of) evolution, characteristics, genetics, inheritance, reproduction, offspring.

<p><b>Computing</b></p> 	<p>Scratch Animated Stories (intro Flowol)</p>	<p><b><u>Key Knowledge</u></b></p> <p>Design, write and debug programs that accomplish specific goals including controlling or simulating physical systems. Solving problems by decomposing into smaller parts. Using sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p><b><u>Key vocabulary</u></b></p> <p>Decomposing, variables, logical reasoning, algorithms</p>
<p><b>Music</b></p> 	<p>You've Got A Friend</p>	<p><b><u>Key Knowledge</u></b></p> <p>All the learning in this unit is focused around one song: You've Got A Friend by Carole King</p> <p><b><u>Key Vocabulary</u></b></p> <p>Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony</p>
<p><b>Physical Education</b></p> 	<p>Invasion games</p>	<p><b><u>Key Knowledge</u></b></p> <p>To know ways of how to judge my own performance and identify things I need to work on, To use my awareness of space to make good decisions, To know simple tactics of attacking and defending,</p> <p><b><u>Key Vocabulary</u></b></p> <p>Tactics, movements, coordination, attacking, defending</p>
<p><b>Religious Education</b></p> 	<p>How do different religions believe that the world was created?</p>	<p><b><u>Key Knowledge</u></b></p> <p>What do Christians and Jewish people believe about the creation of the world? What do Sikhs believe about the creation of the world? What do Hindus believe about the creation of the world? What do Muslims believe about the creation of the world? What do Humanists believe about the creation of the world? What are the similarities and differences about? What do I think about the creation of the world?</p> <p><b><u>Key Vocabulary</u></b></p> <p>Allah, Big Bang, Brahma, Creation, Creation Stories, Earth, Environment, God, Respect, Responsibility, Science, Stewardship, Universe, Vishnu.</p>
<p><b>Geography</b></p> 	<p>Trading and Economics</p>	<p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- To explain the UKs trade links with other countries (with a main focus on Spain)</li> <li>- To name some countries that the UK exports goods to and imports goods from (with a main focus on Spain)</li> <li>- To locate Spain on a world map</li> <li>- To name some goods exported from Spain to the UK</li> <li>- To explain what trading is</li> <li>- To explain the difference between imports and exports</li> <li>- To can list some good imported and exported from the UK</li> <li>- To explain the importance of fair trade</li> </ul>

		<ul style="list-style-type: none"> <li>- To explain the global supply chain</li> <li>- To describe how trade takes place today</li> <li>- To explain how trading has changed through history– making links to trade in Tudor and Victorian times</li> </ul> <p><b><u>Key Vocabulary</u></b> Trade, import, export, goods, global, Fairtrade, globalisation, supply chain, multinational, economy, Spain, coffee, bananas, medicines, cars, oil and gas, scrap iron, aircraft parts</p>
<p>Spanish</p> 	<p>At the funfair My favourite things</p>	<p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- To understand funfair ride nouns and say whether I like/dislike them.</li> <li>- To remember funfair vocabulary</li> <li>- To describe funfair rides using adjectives</li> <li>- To plan and describe a new theme park</li> <li>- To talk about my favourite things</li> </ul>