

# Year 6 Curriculum Newsletter



## Term 3

Dear parents and carers,

We hope you have all had a lovely Christmas break. Our dojo challenge project this half term has a History focus and will be due in on Monday 12<sup>th</sup> February (see separate dojo post for details). We can't wait to see what the children create!

This half term we will be having our Forest School sessions (on Wednesdays) which we are very much looking forward to (a separate letter with all of the details of these sessions was sent out before the Christmas break). Therefore, our PE day this half term will be a Tuesday.

The Year 6 Team

### What is happening this term?

For whole school events please see the whole school dojo. We will keep you up to date with Year 6 events on our class dojo pages.

Monday 9<sup>th</sup> January – Duston Library Visit





Monday 15<sup>th</sup> January – Atomic Tom



Wednesday 7<sup>th</sup> February – Young Citizens Event (The Deco)

The Value that we are focusing on this term is:




Respect

## 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 will be looking at the book " <i>The Selfish Giant</i> "  Writing outcome: we are working towards writing a version of the selfish giant narrative – choosing either 1 <sup>st</sup> or 3 <sup>rd</sup> person or from a character's point of view.
	<b>Spelling Phonics</b>	We are following the Spelling Shed scheme of learning and will be continuing to focus on the Year 5/6 statutory spellings during this half term.
	<b>Grammar</b>	Distinguish between the language of speech and writing. Use passive verbs.  Use semi-colons to mark boundaries between independent clauses.
<b>Mathematics</b> 	<b>Measurement: Conversions</b>	<u>Key knowledge</u> Metric measures Converting metric measures Calculating with metric measures Miles and kilometres

	<p style="text-align: center;"><b>Ratio</b></p>	<p style="text-align: center;">Imperial measures <b><u>Key vocabulary</u></b> Mass, gram (g), kilogram (kg), capacity, volume, millilitre (ml), litre (l), millimetre (mm), centimetre (cm), kilometre (km), foot, inch, ounce, pound, stone, pint, gallon.</p> <p style="text-align: center;"><b><u>Key knowledge</u></b> Use ratio language Introduction to the ratio symbol Ratio and fractions Scale drawing Using scale factors Similar shapes Ratio problems Proportion problems Recipes</p> <p style="text-align: center;"><b><u>Key vocabulary</u></b> ratio, proportion, “for every....there are ....” part, whole, scale factor, enlargement, similar shapes, length, width, perimeter.</p>
<p style="text-align: center;"><b>Science</b></p> 	<p style="text-align: center;"><b>I wonder why?</b> Linked with <b>Forrest School</b></p>	<p style="text-align: center;"><b><u>Key Knowledge</u></b> The knowledge in this unit will be dictated by the questions and interests of the children.</p> <p style="text-align: center;"><b><u>Key Vocabulary</u></b> science, nature, world, why? how? prediction Key vocabulary that relates to the questions posed by the children will be developed during this unit.</p> <p style="text-align: center;"><b><u>Additional Information:</u></b> Connecting to Nature and learning about living processes - during our time at Forest School, we will deepen our connection to nature and learn about living processes through exploration and discussion. We will develop our characteristics of effective learning such as motivation and engagement; independence and critical thinking; teamwork and resilience through open-ended activities where we can choose where and how we work.</p> <p style="text-align: center;">We will develop our emotional intelligence and self-regulation through playing games and the rhythm and routines of the session. We will learn new skills and how to use tools safely to make and create.</p>
<p style="text-align: center;"><b>History</b></p> 	<p style="text-align: center;"><b>The Tudors</b></p> <p style="text-align: center;">This unit will teach the children about who the Tudors were and what life was like for them.</p>	<p style="text-align: center;"><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>● To be able to place historical events and people from The Tudors in a chronological framework</li> <li>● To correctly use dates associated with the time period</li> <li>● To summarise who King Henry VIII was and why he had so many wives?</li> <li>● To explain how Henry VIII’s decision to break away from the</li> </ul>



<p>Physical Education</p> 	<p>Invasion Games</p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> <li>- To know ways of how to judge my own performance and identify things I need to work on,</li> <li>- To use my awareness of space to make good decisions,</li> <li>- To know simple tactics of attacking and defending,</li> </ul> <p><u>Key Vocabulary</u></p> <p>Tactics, movements, coordination, attacking, defending</p>
<p>Religious Education</p> 	<p>What is important to Christians and Humanists?</p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> <li>● Why do rules matter?</li> <li>● What is a Humanist?</li> <li>● What do we know about good and bad, right and wrong? <ul style="list-style-type: none"> <li>● What codes for living do Christians try and follow? <ul style="list-style-type: none"> <li>● Do Christians and Humanists share any values? <ul style="list-style-type: none"> <li>● Can I make a code for living?</li> </ul> </li> </ul> </li> </ul> </li> </ul> <p><u>Key Vocabulary</u></p> <p>Code, Commandments, Duty, Humanism, Logic, Morality, Reason, Rules, Support, Values.</p>
<p>Spanish</p> 	<p>Sports</p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> <li>● To know different sports in Spanish.</li> <li>● To understand the language needed to discuss different sports and events. <ul style="list-style-type: none"> <li>● To be able to ask questions that relate to sport.</li> </ul> </li> </ul>