

# 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 6<sup>th</sup> February (see separate dojo post for details). We can't wait to see what the children create.

### 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.



Atomic Tom will be visiting on Monday 6<sup>th</sup> February.





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 VIPERS and how to apply our knowledge to answer questions. Our main focus will be inference questions and to use the stem sentence "I think... because..."
	<b>Writing</b> 	We will be looking at the book "The Selfish Giant" Writing outcome: to write a version of the selfish giant narrative – choosing either 1 <sup>st</sup> or 3 <sup>rd</sup> person or from a characters point of view.  Planning, drafting and writing explanation texts – a guide for humans in a giants world.
	<b>Spelling Phonics</b>	Suffixes ... doubling letters and adding: ing, ance, able, ed, est, en, y  e.g. beginning, admittance, stoppable, preferred, wettest, forgotten, funny
	<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>Fractions</b>	<u>Key knowledge</u> Equivalent fractions and simplifying, Equivalent fractions on a number line, Compare and order, Add and subtract simple fractions, Add and subtract any two fractions, Add mixed

		<p>numbers, Subtract mixed numbers, Multi-step problems, Multiply fractions by integers, Multiply fractions by fractions, Divide a fraction by an integer, Divide any fraction by an integer, Mixed questions with fractions, Fraction of an amount, Fraction of an amount – find the whole.</p> <p><b><u>Key vocabulary</u></b></p> <p>Fraction, Proper fraction, Improper fraction, Halves, Hundreds, Two fifths, Compare, Less than, Backwards, Written method, Half, Sixths, Rounding, Numerator, Denominator, Four fifths, Solve problems, Common factors, Denomination, Mixed number, Quarters, Sevenths, Round, Equivalent, Common multiples, Estimate, Percentages, Thirds, Eights, Simplify, Equivalence, Multiple, Simple fractions, Multiply, Estimation, Decimal, Tenths, Fifths, Degree of accuracy, Order, Greater than, Forwards, Divide.</p>
<p>Science</p> 	<p>Electricity</p> <p>build and explain simple circuits and recognise and use standard symbols when constructing and representing circuits.</p>	<p><b><u>Key Knowledge</u></b></p> <p>Can they identify and name the basic parts of a simple electric series circuit? Can they 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? Can they use recognised symbols when representing a simple circuit in a diagram? Can they explain how to make changes in a circuit? Can they explain the impact of changes in a circuit? Can they explain the effect of changing the voltage of a battery? Can they explain the danger of a short circuit?</p> <p><b><u>Key Vocabulary</u></b></p> <p>Buzzers, series, arteries, battery, cells, veins, capillaries, volts, switches, bulbs, conductors, amps, deoxygenated, wires, oxygenated, circuit, insulators</p>
<p>History</p> <p>The Tudors</p>	<p>This unit will teach the children about who the Tudors were and what life was like for them. They will learn about Henry VIII and his wives and how his decision to break away from the Catholic church impacted our lives today.</p>	<p><b><u>Key Knowledge</u></b></p> <p>Can children place historical events and people from The Tudors in a chronological framework? Can children correctly use dates associated with the time period? Can they summarise who King Henry VIII was and why he had so many wives? Can children explain how Henry VIII's decision to break away from the Catholic Church impacted on Tudor life and our life today? Can children recognise how Tudor life was similar/different from life today? Can they describe a key event from Tudor Britain's past using a range of evidence from different sources?</p> <p><b><u>Key Vocabulary</u></b></p> <p>Henry VII, Parliament, Monarch, Century</p>

<b>Personal Social Health and Relationship Education</b> 	Emotions and mental health	<p><u><b>Key Knowledge</b></u></p> <p>Understand what wellbeing means and how they have personal responsibility for their own well being</p> <p>To understand what can support positive wellbeing and what harms positive wellbeing by: -considering the importance of sleep, physical exercise, healthy social connections and friendships, varied hobbies and interests and a healthy diet.</p> <p>Understanding the benefits of practising mindfulness. Reflecting on the mindfulness techniques that they have learned in school or they will be introduced as children will not have completed the long term programme of study for several years. Understand the circle of control and how this supports wellbeing</p> <p><u><b>Key Vocabulary</b></u></p> <p>Well-being, personal responsibility, mindfulness, self-care, mental health</p>
<b>Physical Education</b> 	Golf	<p><u><b>Key Knowledge</b></u></p> <p>We will be continuing to work on target practice and improving our personal bests.</p> <p>Children will learn to challenge themselves and work on making improvements about their own development.</p> <p><u><b>Key Vocabulary</b></u></p> <p>Target, personal best, resilience, challenge,</p>
<b>Religious Education</b> 	What is important to Christians and Humanists?	<p><u><b>Key Knowledge</b></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?</li> <li>• What codes for living do Christians try and follow?</li> <li>• Do Christians and Humanists share any values?</li> <li>• Can I make a code for living?</li> </ul> <p><u><b>Key Vocabulary</b></u></p> <p>Code, Commandments, Duty, Humanism, Logic, Morality, Reason, Rules, Support, Values.</p>
<b>Spanish</b> 	Sports	<p><u><b>Key Knowledge</b></u></p> <p>To know different sports in Spanish.</p> <p>To understand the language needed to discuss different sports and events.</p> <p>To be able to ask questions that relate to sport.</p>