

Year 6 Curriculum Newsletter



Term 5

Dear parents and carers,

Welcome back to another term! We hope you had a lovely break! Hopefully, this term we will start to see some nicer, warmer weather! We have lots of hard work coming up but also lots of fun and excitement. Thank you for your continuous support with homework, reading and timestables.

What is happening this term?

For whole school events please see the whole school dojo.




Micheal Rosen Poetry event – May 2nd






SATs week – 9th May – 12th May

The Value that we are focusing on this term is:

Teamwork

Key Learning

Subject and Topic	Overview	Key knowledge
	Reading 	We will be looking at: <ul style="list-style-type: none">- Understanding vocabulary by looking at the word within context.- Making inferences and use evidence to support our answers.- Summarising our ideas and texts.
	Writing 	This term we will be looking at different genres of writing. The children will have more independence in planning, writing and editing their work. We will cover: Writing a letter to persuade, an autobiography, a narrative.
	Spelling Phonics	This term we will continue looking at the previously learnt spelling patterns and high frequency words.
	Grammar	Children will be working on applying their grammatical knowledge into their writing. This should include things such as: adverbial phrases, parenthesis, semi-colons, colons, subordinate clauses, relative clauses, expanded noun phrases and direct speech. Along with this we will be focusing on vocabulary choices to suit the intended audience and working on building cohesion.

Mathematics 		<p><u>Key Knowledge</u></p> <p>This term children will be learning translation of shapes, coordinates, angles and measuring and drawing shapes. They will also complete some independent maths projects based on all their learning.</p> <p><u>Key Vocabulary</u></p> <p>Origin, protractor, translate, reflect, rotate, coordinates.</p>
Science 	Evolution and inheritance	<p><u>Key Knowledge</u></p> <p>Can they describe ways that offspring are of the same species but not identical to their parents? Can they identify characteristics that offspring inherit from their parents? Can they explain how fossils provide information about living things that inhabited the earth millions of years ago? Can they identify how animals and plants are adapted to suit their environment in different ways? Can they recognise that living things have changed over time and this is evolution?</p> <p><u>Key vocabulary</u></p> <p>Fossils, adaptation, (theory of) evolution, characteristics, genetics, inheritance, reproduction, offspring.</p>
Computing 	What's Cyberbullying?	<p><u>Key Knowledge</u></p> <p>Pupils and students explore how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises</p>
Music 	Music and Me	<p><u>Key Knowledge</u></p> <p>Children will look at creating their own music inspired by their identity and look at women in the music industry.</p> <p><u>Key Vocabulary</u></p> <p>Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure, Notation</p>
Physical Education 	Swimming Athletics	<p><u>Key Knowledge</u></p> <p>Performing a running jump with more than one component, Demonstrate accuracy and confidence in throwing and catching, Use equipment safely and with good control.</p> <p><u>Key Vocabulary</u></p> <p>Balance, agility, competitive, distance, record, technique, measure, personal best.</p>
Religious Education	How do different religions believe	<p><u>Key Knowledge</u></p> <p>What do Christians and Jewish people believe about the creation of the world? What do Sikhs believe about the</p>

	<p>that the world was created?</p>	<p>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><u>Key Vocabulary</u></p> <p>Allah, Big Bang, Brahma, Creation, Creation Stories, Earth, Environment, God, Respect, Responsibility, Science, Stewardship, Universe, Vishnu.</p>
<p>Geography</p> 	<p>Mapping and fielding</p>	<p><u>Key Knowledge</u></p> <p>Can they confidently explain scale and use maps with a range of scales? Can they choose the best way to collect information needed and decide the most appropriate units of measure? Can they make careful measurements and use the data? Can they use ordnance survey maps to answer questions? (Can you use an OS map, including compass point directions to help someone plan a route between two local points. Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?</p> <p><u>Key Vocabulary</u></p> <p>School grounds, Orienteering, Grid reference, Ordnance survey, Scales, Measurements, Sketch, Map, Time zones, symbols</p>