

Year 6 Curriculum Newsletter



Dear parents and carers,

We hope you have all had a lovely Easter break.

As this is such a busy term, and the children are working hard towards completing their upcoming SATs – we will not be sending home a Dojo Challenge Project during this term. However, the children will continue to bring home weekly Maths and English homework every Friday.

A reminder that during the TLCs information booklets were available which included all of the details regarding the upcoming SATs and some useful tips and information on how to support your child/children during this time – these will also be shared on our class dojo pages for your reference.

The Year 6 Team

Term 5

What is happening this term?

For whole school events please see the whole school dojo.

Carry a Basketball Not A Blade – 22nd April 2024

Earth Day – 22nd April 2024

Bank Holiday – 6th May 2024

SATs week – 13th May 2024 – 16th May 20220244

Year 6 Magistrates Workshop – 22nd May 2024 & 23rd


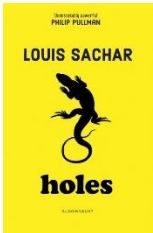
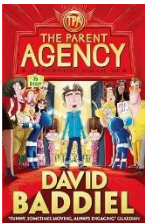
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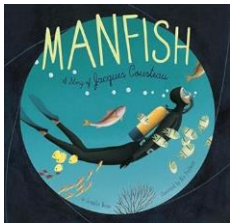

Teacher Training Day – 24th May 2024



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 reading Holes by Louis Sachar. This novel is an unmissable modern classic which is a 'hilarious and powerful story about crime, punishment and redemption. And holes. Lots and lots of holes.'</p> <p>Throughout our reading lessons we will be exploring the range of VIPERS skills:</p> <ul style="list-style-type: none"> ● Vocabulary – explain the meaning of words in context ● Inference – make inferences about the text/explain and justify inferences with reference to the text ● Predict – to predict what might happen based on the events so far, and details that are implied in the text. ● Explain – explain how meaning is enhanced through choice of words and phrases ● Retrieve – retrieve and record information and identify key details from the text ● Summarise - to recap the events of a narrative and put them in order (sequence) or sum them up (summarise) <p>During our class story reading sessions we will be continuing to enjoy reading The Parent Agency by David Baddiel. This book is a 'brilliantly funny, gripping novel from a born storyteller [and] is an epic wish-fulfilment adventure for every child – and for the child in everyone'.</p>

	<p>Writing</p> 	<p>Manfish: A Story of Jacques Cousteau by Jennifer Berne Writing to inform</p> <p><u>Writing outcome: To write a multi-modal biography of Jacques Cousteau</u></p> <ul style="list-style-type: none"> - To use fronted adverbials - To choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition - To use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun - To use a colon to introduce a list and use semi-colons within lists - To use hyphens to avoid ambiguity - To select the appropriate style to engage the audience - To use direct and reported speech to express a range of viewpoints - To use verb tenses consistently and correctly - To use real life facts, including dates and place names - To use thematic language specific to the subject - To use formal language appropriately
	<p>Spelling Phonics</p>	<p>We are following the Spelling Shed scheme of learning and will be continuing to focus on a range of spelling patterns, including:</p> <ul style="list-style-type: none"> - words with the prefixes 'dis-', 'un-', 'over-' and 'im-' - words with the /f/ sound spelled 'ph' - words with origins in other countries and languages - words with unstressed vowel sounds - words ending in '-ly' where the base word ends in '-ic' - words with '-tia'/shul/
	<p>Grammar</p>	<p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>Use brackets, dashes, or commas to indicate parenthesis</p>
<p>Mathematics</p> 	<p>Shape</p>	<p>Key knowledge</p> <ul style="list-style-type: none"> - To know how to draw shapes accurately. - To know how to identify the nets of 3-D shapes. - To know how to read co-ordinates in the first quadrant. - To know how to read and plot points in four quadrants. - To know how to solve problems with coordinates. - To know how to translate points and shapes. - To know how to shapes reflected across a mirror line. - To know how to measure and be able to classify angles. - To know how to calculate angles. - To know how to calculate vertically opposite angles. - To know how to calculate the angles in a triangle. - To know how to find missing angles in a triangle. - To know the angles in a quadrilateral. - To know the angles in polygons. <p>Key Vocabulary</p> <p>horizontal, vertical, diagonal, parallel, perpendicular, two dimensional (2D), polygon, flat face, curved surface, edge, curved edge, vertex, apex, elevation, net</p>

	<p>Area, Perimeter and Volume</p>	<p>coordinates, plot, quadrant, point, x-axis, y-axis, intervals, translate, translation, reflect, reflection, up, down, left, right, horizontal, vertical angle, right angle, acute, obtuse, reflex, degrees, protractor</p> <p><u>Key knowledge</u></p> <ul style="list-style-type: none"> - To know how to find the volume of a shape by counting cubes. - To know how to calculate the volume of a cuboid. - To know how to identify shapes with the same area. - To know how to find the area of a triangle by counting squares. - To know how to calculate the area of any triangle. - To know how to find the area of a parallelogram. <p><u>Key Vocabulary</u></p> <p>capacity, volume, millilitre, centilitre, litre, millilitre, pint, gallon</p> <p>squares, distance, rectilinear, right angle, Length, width, rectilinear, cubic units (cm³), perpendicular height, base</p>
<p>Science</p> 	<p>Animals Including Humans:</p> <p>Circulatory System</p> <p>Health and Nutrition</p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - To locate and name the major organs of the human body (Liver, stomach, heart, lungs, kidneys, brain, skin) - To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - To describe the ways in which nutrients water and oxygen are transported within animals, including humans - To explain the impact diet on the human body and mental health and explain the importance of a nutritionally balanced diet using food groups names - To explain the impact of exercise on the human body and mental health - To explain the impact of drugs on the human body and mental health - To describe a lifestyle that promotes physical and mental health <p><u>Key vocabulary</u></p> <p>Liver, stomach, heart, lungs, kidneys, brain, skin, circulatory, heart, blood, blood vessels, veins, arteries, capillaries, oxygenated, deoxygenated, valve, respiration, mental health, physical health.</p>
<p>Computing</p> 	<p>Spreadsheets</p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - To know how to enter data and formulae into a spreadsheet. - To know how to order and present data based on calculations. - To know how to add, edit and calculate data - To know how to use a spreadsheet to solve problems - To know how to plan and calculate a spending budget. - To know how to design a spreadsheet for a specific purpose. <p><u>Key Vocabulary</u></p> <p>spreadsheet, cell, row, column, formula, formulas/formulae, calculate, format, average, percent, edit, insert, ascending, descending</p>

<p>Music</p> 	<p>Music and Me</p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - To identify inspirational women in music. - Children will create their own music inspired by their identity and women in the music industry <p><u>Key Vocabulary</u></p> <p>Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure, Notation</p>
<p>Physical Education</p> 	<p>Athletics</p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - To perform a running jump with more than one component To demonstrate accuracy and confidence in throwing and catching - To use equipment safely and with good control <p><u>Key Vocabulary</u></p> <p>Balance, agility, competitive, distance, record, technique, measure, personal best.</p>
<p>Religious Education</p> 	<p>Bringing it all together: what is important to me?</p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Who am I? - What does it mean to be human? - Where do I belong? - What am I worth? - What do I believe/what is my worldview? - How might key stories, hymns, prayers, acts of worship etc. help people to understand more about themselves and their relationships? <p><u>Key Vocabulary</u></p> <p>agnostic, atheist, belief, belonging, faith, important, opinion, relationships, theist, value, worldview.</p>
<p>Geography</p> 	<p>Marvelous Maps</p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - To find information in an atlas using the index and simple co-ordinates. - To use a key to describe features on an Ordnance Survey map. - To use the eight compass points to describe routes on a map. - To use four or six-figure grid references to locate places on a map. - To plan a journey using the eight compass points and four or six-figure grid references - To use an index of an atlas to find a place name - To explain why maps have symbols on them and recognise some symbols on an OS map - To follow a short route on a map <p><u>Key Vocabulary</u></p> <p>Atlas, compass, digital map, grid reference, Ordnance Survey maps, symbols, eight points of a compass, Northampton, town, county, Duston Village, Harleston Firs, rural/urban, index, co-ordinates, continents, cities</p>

<p>Spanish</p> 	<p>Café culture and restaurants</p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none">- To learn some facts about the tapas culture in Spain- To say and write what tapas I like/dislike and ask someone else about their likes and dislikes- To ask for some tapas and drinks politely- To identify and name traditional Spanish breakfast foods and drinks- To create and describe a hotel breakfast menu- To take part in a cafe conversation