

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 31st 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.

Just a reminder that our forest school sessions have now ended and that there has been a change to our PE days for this half term – the children will need to wear their PE kit every Wednesday and Thursday please.

What is happening this term?


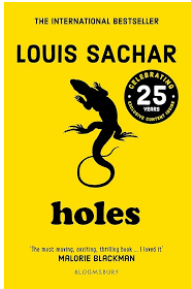
For whole school events please see the whole school dojo.

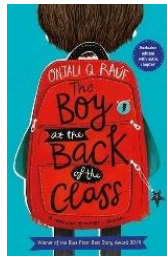
World Book Day – 6th March 2025
 Science Week – 17th-21st March 2025
 STEM Day – 18th March 2025
 Red Nose Day – 21st March 2025
 TLCs – Wednesday 26th and Thursday 27th March 2025
 Teacher Training Day – 4th April 2025

The Value that we are focusing on this term is:

Kindness

Key Learning

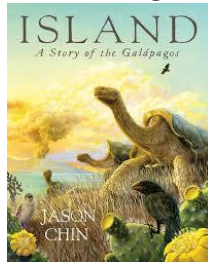
Subject and Topic	Overview	Key knowledge
<p>English</p> 	<p>Reading</p> 	<p>During our reading lessons this half term we will be reading Holes by Louis Sachar. Stanley Yelnats' family has a history of bad luck going back generations, so he is not too surprised when a miscarriage of justice sends him to Camp Green Lake Juvenile Detention Centre. Nor is he very surprised when he is told that his daily labour at the camp is to dig a hole, five foot wide by five foot deep, and report anything that he finds in that hole. The warden claims that it is character building, but this is a lie, and Stanley must dig up the truth.</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)



Our Class Story:

During our class reading sessions we will be reading **The Boy at the Back of the Class** by **Onjali Q. Rauf**. Told with heart and humour, *The Boy at the Back of the Class* is a child's perspective on the refugee crisis, highlighting the importance of friendship and kindness in a world that doesn't always make sense.

Writing



The Island: A Story of the Galapagos by Jason Chin

Writing outcome: To write a journalistic report (hybrid) about Charles Darwin's discoveries.

- To select appropriate grammar and vocabulary
- To distinguish between the language of speech and writing
- To use a wide range of devices to build cohesion
- To use Y5 standard punctuation correctly
- To use semi-colons to mark boundaries between independent clauses (Greater Depth)
- To use passive verbs
- To use a variety of verb forms used correctly and consistently including the progressive and the present perfect forms
- To use a wide range of devices to build cohesion
- To use organisational and presentational devices to structure text
- To use colons to mark boundaries between independent clauses
- To add details of the 5Ws throughout the piece of writing – who, what, where, when, why and how
- To provide direct address to the reader through questions as subheadings
- To use quotes from people to provide opinions and information
- To use passive voice for ambiguity
- To use appropriate formality for intended audience
- To use the layout features of a journalistic report, including headline, photographs and captions and ending with a summary, comment or question

Spelling



We are following the Spelling Shed scheme of learning and will be continuing to focus on a range of spelling patterns, including:

- Words with a 'soft c' spelled 'ce'
- 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 with 'cial'/shuhl/ after a vowel



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

	<p style="text-align: center;">Statistics</p>	<ul style="list-style-type: none"> - 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 <p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Order, calculation, divide, multiply, digit, place value, estimation, simplify, compare, equivalent, convert, denominator, numerator, improper fraction, proper fraction, common fraction, fraction, Percentage, decimal.</p> <p style="text-align: center;"><u>Key knowledge</u></p> <ul style="list-style-type: none"> - Line graphs - Dual bar charts - Read and interpret pie charts - The mean <p style="text-align: center;"><u>Key Vocabulary</u></p> <p>bar chart, pictogram, frequency, table, tally chart, pie chart, discrete data, continuous data, line graph, sum, difference, comparison, interpret, mean, average.</p>
<p style="text-align: center;">Science</p> 	<p style="text-align: center;">Evolution and inheritance</p>	<p style="text-align: center;"><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - 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? <p style="text-align: center;"><u>Key vocabulary</u></p> <p>Fossils, adaptation, (theory of) evolution, characteristics, genetics, inheritance, reproduction, offspring.</p>
<p style="text-align: center;">Computing</p> 	<p style="text-align: center;">Data and Information: Introduction to spreadsheets</p>	<p style="text-align: center;"><u>Key Knowledge</u></p> <ul style="list-style-type: none"> • To know how to calculate data using a formula for each operation • To use functions to create new data • To use existing cells within a formula <p style="text-align: center;"><u>Key vocabulary</u></p> <p>data, collecting, table, structure, spreadsheet, cell, cell reference, data item, format, formula, calculation, spreadsheet, input, output, operation, range, duplicate, sigma, propose, question, data set, organised, chart, evaluate, results, sum, comparison, software, tools</p>

<p style="text-align: center;">Music</p> 	<p style="text-align: center;">You've Got A Friend</p>	<p style="text-align: center;"><u>Key Knowledge</u></p> <p style="text-align: center;">All the learning in this unit is focused around one song: You've Got A Friend by Carole King</p> <p style="text-align: center;"><u>Key Vocabulary</u></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 style="text-align: center;">Physical Education</p> 	<p style="text-align: center;">Invasion games</p>	<p style="text-align: center;"><u>Key Knowledge</u></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 style="text-align: center;"><u>Key Vocabulary</u></p> <p>Tactics, movements, coordination, attacking, defending</p>
<p style="text-align: center;">Religious Education</p> 	<p style="text-align: center;">How do different religions believe that the world was created?</p>	<p style="text-align: center;"><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 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 style="text-align: center;"><u>Key Vocabulary</u></p> <p>Allah, Big Bang, Brahma, Creation, Creation Stories, Earth, Environment, God, Respect, Responsibility, Science, Stewardship, Universe, Vishnu.</p>
<p style="text-align: center;">Geography</p> 	<p style="text-align: center;">Trading and Economics</p>	<p style="text-align: center;"><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - To explain the UK's trade links with other countries (with a main focus on Spain) - To name some countries that the UK exports goods to and imports goods from (with a main focus on Spain) - To locate Spain on a world map - To name some goods exported from Spain to the UK - To explain what trading is - To explain the difference between imports and exports - To can list some good imported and exported from the UK - To explain the importance of fair trade - To explain the global supply chain - To describe how trade takes place today - To explain how trading has changed through history– making links to trade in Tudor and Victorian times <p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Trade, import, export, goods, global, Fairtrade, globalisation, supply chain, multinational, economy, Spain, coffee, bananas, medicines, cars, oil and gas, scrap iron, aircraft parts</p>

Spanish



At the funfair
My favourite things

Key Knowledge

- To understand funfair ride nouns and say whether I like/dislike them.
- To remember funfair vocabulary
- To describe funfair rides using adjectives
- To plan and describe a new theme park
- To talk about my favourite things