

# Year 6 Curriculum Newsletter



## Term 1

Dear families,

We hope you have all had a lovely summer. We have greatly enjoyed welcoming the children back and seeing them begin the year so well – we are very proud of how brilliantly all of the children have begun their Year 6 learning journey, and we are very much looking forward to sharing all of the wonderful learning experiences and activities that we have planned during the course of the year.

The Year 6 Team

What is happening this term?

For whole school events please see the whole school dojo.


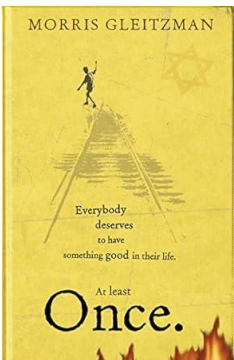
- Hotshots Tasters session = Tuesday 16<sup>th</sup> September
- Local Library visit = Thursday 18<sup>th</sup> September
- Flu vaccinations = Monday 29<sup>th</sup> September
- Family Reading = Tuesday 7<sup>th</sup> October
- Halloween Disco = Wednesday 22<sup>nd</sup> October
- Dojo challenge project due = Monday 20<sup>th</sup> October

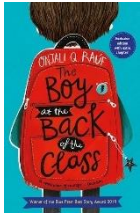
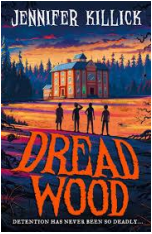
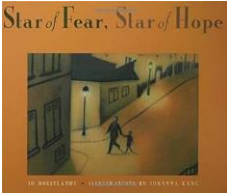

- Date TBC: Residential Information Evening



The Value that we are focusing on this term is:

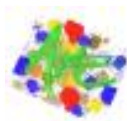




## Kindness



## Key Learning

Subject and Topic	Overview	Key knowledge
English 	Reading 	<p>During our reading lessons this half term we will be reading <b>Once</b> by <b>Moritz Gleitzman</b>. This powerful novel is the story of a young Jewish boy who is determined to escape the orphanage that he lives in, to save his Jewish parents from the Nazis in the occupied Poland of the Second World War.</p> <p>Throughout our reading lessons we will be exploring the range of VIPERS skills:</p> <ul style="list-style-type: none"><li>● Vocabulary – explain the meaning of words in context</li><li>● Inference – make inferences about the text/explain and justify inferences with reference to the text</li><li>● Predict – to predict what might happen based on the events so far, and details that are implied in the text.</li><li>● Explain – explain how meaning is enhanced through choice of words and phrases</li><li>● Retrieve – retrieve and record information and identify key details from the text</li><li>● Summarise - to recap the events of a narrative and put them in order (sequence) or sum them up (summarise)</li></ul>

	 	<p><u>Leopards Class Story:</u> During our class reading sessions we will be reading <b>The Boy at the Back of the Class</b> by <b>Onjali Q. Rauf</b>. 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.</p> <p><u>Elephants Class Story:</u> During our class reading sessions we will be reading <b>Dread Wood</b> by <b>Jennifer Killick</b> – a funny, scary, sci-fi thriller from the author of Crater Lake. As the fear and dread build up in this tense thriller, a group of misfits is forced to work as a team to defeat the most terrifying of hidden attackers. Creepy things lurk in the shadows, indescribable nasties leap out when least expected and death, or worse, awaits anyone who dares to put a foot to the ground.</p>
	<p style="text-align: center;"><b>Writing</b></p> 	<p style="text-align: center;"><b>Star of fear, star of hope' by Jo Hoestlandt</b> <b>Narrative Writing</b></p> <p><u>Writing outcome: To write a narrative with a flashback from the point of view of another character.</u></p> <ul style="list-style-type: none"> <li>- To use expanded noun phrases to convey complicated information concisely</li> <li>- To use passive verbs</li> <li>- To link ideas across paragraphs using a wider range of cohesive devices</li> <li>- To integrate dialogue to convey character and advance the action</li> <li>- To use small details for characters to amuse, entertain or create drama</li> <li>- To engage the reader through selecting effective grammar and vocabulary e.g. manipulating sentence length, figurative language</li> <li>- To manipulate tense and verb forms</li> <li>- To manipulate structure using a flashback</li> <li>- To use paragraphs to vary pace and emphasis</li> </ul>
	<p style="text-align: center;"><b>Spelling Phonics</b></p>	<p>We are following the Spelling Shed scheme of learning and will be focusing on the 'challenge words' – these are the Year 5/6 statutory spellings</p>
	<p style="text-align: center;"><b>Grammar</b></p>	<ul style="list-style-type: none"> <li>- Using expanded noun phrases to convey complicated information concisely.</li> <li>- Use passive verbs.</li> <li>- Link ideas across paragraphs using a wider range of cohesive devices.</li> <li>- Integrate dialogue to convey characters and advance the action.</li> </ul>
<p style="text-align: center;"><b>Mathematics</b></p> 	<p style="text-align: center;"><b>Place value</b></p>	<p style="text-align: center;"><u><b>Key knowledge</b></u></p> <p>Numbers to 1,000,000, Numbers to 10,000,000, Read and write numbers to 10,000,000, Powers of 10, Number line to 10,000,000, Compare and order any integers, Round any integer, Negative numbers</p>

	<b>The Four Operations</b>	<p><b><u>Key vocabulary</u></b></p> <p>Ten million, Millions, Thousands, Hundreds, Tens, Ones, Zero, Place value, Greater than, Less than, Order, Round, Rounded, Negative number, Partition, Digit, Interval, Sequence, Linear sequence</p> <p><b><u>Key knowledge</u></b></p> <p>Add and subtract integers, Common factors, Common multiples, Rules of divisibility, Primes to 100, Square and cube numbers, Multiply up to a 4-digit number by a 2-digit number, Solve problems using multiplication, Short division, Division using factors, Long division (including with remainders), Solving problems with division, Multi-step problems, The order of operations, Mental calculations and estimation.</p> <p><b><u>Key vocabulary</u></b></p> <p>Add, Total, Make, Plus, Sum, More, Altogether, Difference, Leave, Subtract, Complex, Less, Minus, Take away, Mentally, Orally, BODMAS, Integer, Estimate, Inverse operation, Solve problems, Number facts, Place value, Column addition, Difference between, Column subtraction</p>
<p><b>Science</b></p> 	<b>Light</b>	<p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- To identify light sources</li> <li>- To explain how light travels in straight lines</li> <li>- To understand that light travels fast</li> <li>- To explain that objects are seen because they give out (sources) light or reflect light into the eye</li> <li>- To use scientific diagrams to explain how humans see objects</li> <li>- To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them?</li> </ul> <p><b><u>Key vocabulary</u></b></p> <p>Refraction, reflection, light, spectrum, rainbow, colour, eye, iris, pupil, optic nerve, lens, cornea, shadow</p>
<p><b>Computing</b></p> 	<b>Communication and Collaboration</b>	<p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- To recognise that data is transferred using agreed methods</li> <li>- To explain that internet devices have addresses</li> <li>- To describe how computers use addresses to access websites</li> <li>- To recognise how data is transferred across the internet</li> <li>- To explain how sharing information online can help people to work together</li> <li>- To evaluate different ways of working together online</li> <li>- To recognise how we communicate using technology</li> <li>- To evaluate different methods of online communication</li> </ul> <p><b><u>Key vocabulary</u></b></p> <p>communication, slide deck, protocol, reuse, data, remix, address, collaboration, Internet Protocol (IP), internet, Domain Name Server (DNS), public, packet, private, header, one-way, data, payload, two-way, chat, one-to-one, explore, one-to-many</p>

<p><b>Art</b></p> 	<p><b>Street spirit – urban art</b></p>	<p><u><b>Key Knowledge</b></u></p> <p>To understand how location can affect the scale of a piece of artwork. Be able to explain how artists convey messages through their artwork.</p> <p><u><b>Key Vocabulary</b></u></p> <p>Line, shape, form, colour mixing, scale.</p>
<p><b>Geography</b></p> 	<p><b>Raw materials: Water</b></p>	<p><u><b>Key Knowledge</b></u></p> <p>To be able to explain the three states of matter– solid, liquid and gaseous state. To begin to explain how to change a solid into a liquid and describe how you turn a liquid into a gas. To explain the key aspects of the water cycle. To understand how clouds and rain are formed. To explain and discuss the causes and effects of flooding. To list and talk about different types of flooding. To discuss how flooding affects communities. To explain why water is major necessity in any village, town or city?</p> <p><u><b>Key Vocabulary</b></u></p> <p>water cycle, evaporation, transpiration, condensation, precipitation, solid, liquid, gas, runoff, droplet, vapor, sleet, snow, cloud, rain, rivers, ocean, sea, continents, hydrologic cycle, Earth, atmosphere</p>
<p><b>Music</b></p> 	<p><b>Recorders</b></p>	<p><u><b>Key Knowledge</b></u></p> <p>Playing a tuned instrument: the recorder. Playing musical notes: BAGED The language of music: treble clef, stave,</p> <p><u><b>Key Vocabulary</b></u></p> <p>Mouth-piece, notes – BAGED, Treble clef, Beats in a bar, Stave</p>
<p><b>Personal Social Health and Relationship Education</b></p> 	<p><b>Protective behaviours</b></p>	<p><u><b>Key Knowledge</b></u></p> <p>To know about the rights and responsibilities we have. Safe feelings and what it means by fun to be scared. Early warning signs. Safety networks and information sharing.</p> <p><u><b>Key Vocabulary</b></u></p> <p>Rights, responsibilities, safety, safety network, protective, early warning signs.</p>
<p><b>Physical Education</b></p> 	<p><b>Co-ordination: Ball Skills</b></p> <p><b>Agility</b></p>	<p><u><b>Key Knowledge</b></u></p> <p>To continue to use the terminology taught in previous years. To explain how individuals need different types &amp; levels of fitness to be more effective in their activity / role / event. To know how to warm up and cool down to avoid injury. To lead a small group through a physical task. To know that I will need different types of equipment to play different activities and to keep myself safe.</p>

		<p>To know how to dress for different types of physical activities.</p> <p>To identify my own strengths and weaknesses and set myself appropriate targets for progression.</p> <p>To accept critical feedback and make changes.</p> <p>To know how to motivate myself and others to perform better.</p>
<p>Religion and Worldviews</p> 	<p>Who was Buddha and what can we learn from him?</p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> <li>• To compare and explain how Christians interpret Genesis differently based on what type of source it is interpreted as.</li> <li>• To explain why many Christians find that science and religious beliefs are compatible.</li> <li>• To weigh up with reasons, how far the Genesis story is in conflict with scientific explanations on the origins of the universe.</li> <li>• To reflect on some of their own views on creation, and the origins of the universe.</li> </ul> <p><u>Key Vocabulary</u></p> <p>Genesis, ancient, universe, science, scientist, theories, evidence, conflict.</p>
<p>Spanish</p> 	<p>Revisiting me / Telling the time / Everyday life</p>	<p><u>Key Knowledge</u></p> <p>To recall phrases to talk about myself and my feelings.</p> <p>To give a simple description about myself.</p> <p>To remember and use numbers to 60.</p> <p>To understand 'o'clock' time phrases.</p> <p>To be able to talk about my daily routine in Spanish.</p> <p>To be able to answer questions about my daily routine in Spanish.</p>