

Year 6 Curriculum Newsletter



Term 2

Dear Parents and Carers,

We hope you have all had a lovely half term break. We are so proud of how well the children have settled into Year 6 and how hard they have all been working.

Our dojo challenge project this half term has a History focus and will be due in on Monday 16th December (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.

November 6th and 7th – TLCs

November 11th – Anti-bullying week

November 15th – Children in Need

November 18th – School photographs

November 18th – Parliament Week

November 22nd – Cinema Trip

December 11th – Christmas Panto at the Deco


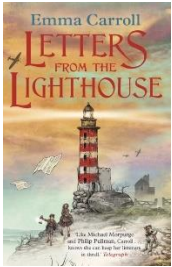
December 18th – KS2 Christmas Dinner

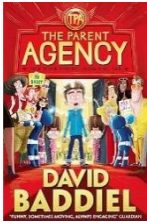
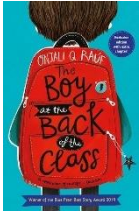
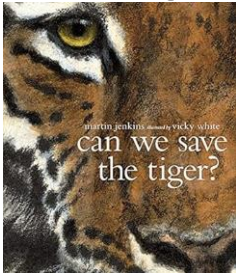


December 20th – Break up for Christmas at 3.15pm



The Value that we are focusing on this term is:





Integrity



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 Letters from the Lighthouse by Emma Carroll. This wonderful novel is set during World War II and is a story that is wrapped in mystery, secrecy and suspense. Twists, turns, coded messages and conflicts prevail in this beautifully pitched story that provides a fine balance between sensitivity and adventure.</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><u>Leopards Class Story:</u> During our class story reading sessions we will be 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><u>Elephants Class Story:</u> 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.</p>
	<p style="text-align: center;">Writing</p> 	<p style="text-align: center;">Can we save the tiger? by Martin Jenkins Report Writing</p> <p><u>Writing outcome: To write an independent version of a booklet based on an amazing animal (hybrid text type including information, explanation and persuasion)</u></p> <ul style="list-style-type: none"> - To use expanded noun phrases to convey complicated information concisely - To apply persuasive language - To use passive verbs - To link ideas across paragraphs using a wider range of cohesive devices - To use clear organisational features - To enhance meaning through selecting appropriate grammar and vocabulary - To use modal verbs and adverbs to indicate degrees of possibility - To use brackets, dashes or commas to indicate parenthesis - To use concise word choices - To select language to appeal to the reader - To clarify technical vocabulary - To adapt formality to suit purpose and audience - To provide well-developed factual information for the reader - To manipulate style for specific purpose and audience (hybrid text) - To include a summarising statement
	<p style="text-align: center;">Spelling</p> 	<p>We are following the Spelling Shed scheme of learning and will be continuing to focus on the ‘challenge words’ (the Year 5/6 statutory spellings). Additionally, we will also be covering the following:</p> <ul style="list-style-type: none"> - Words with the short vowel sound/i/ spelled ‘y’ - Words with the long vowel sound/igh/ spelled ‘y’ - Adding the prefix ‘-over’
<p style="text-align: center;">Mathematics</p> 	<p style="text-align: center;">The Four Operations</p>	<p style="text-align: center;"><u>Key knowledge</u></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 style="text-align: center;">Fractions</p>	<p style="text-align: center;"><u>Key vocabulary</u> 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 style="text-align: center;"><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 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 style="text-align: center;"><u>Key vocabulary</u> 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 style="text-align: center;">Science</p> 	<p style="text-align: center;">Living Things and their Habitat</p>	<p style="text-align: center;"><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - To explain what a micro-organism is and how we know that they exist, even though we can't see them with the human eye. - To describe key characteristics of different types of micro-organisms, explaining how some are harmful, and some are beneficial to humans. - To explain how to protect themselves from the harmful effects of some micro-organisms. - To be able to talk about the work of a scientist in this area – such as Alexander Flemming or Carl Linnaeus. <p style="text-align: center;"><u>Key vocabulary</u> nutrition, respiration, movement, excretion, growth, reproduction, sensitivity, plants, animals, micro-organisms, vertebrae, invertebrate, reptiles, amphibians, fish, mammals, insects, birds, virus, bacteria, fungi, microbe, antibiotic.</p>
<p style="text-align: center;">Computing</p> 	<p style="text-align: center;">Creating media: Web page creation</p>	<p style="text-align: center;"><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - To know that websites are written in HTML - To consider the ownership and use of images (copyright) - To recognise the need for a navigation path <p style="text-align: center;"><u>Key Vocabulary</u> website, web page, browser, media, Hypertext Markup Language (HTML), logo, layout, header, media, purpose, copyright, fair use, home page, preview, evaluate, device, Google Sites, breadcrumb trail, navigation, hyperlink, subpage, evaluate, implication, external link, embed</p>

<p>Design Technology</p>	<p>Textiles</p>	<p><u>Key Knowledge</u></p> <p>To understand the processes that go into designing and making sewn decorations.</p> <p><u>Key Vocabulary</u></p> <p>Sewing, stitches, material, template, cotton, needle.</p>
<p>History</p> 	<p>The Battle of Britain</p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - To know when WWII started and who was involved - To order the events of the Battle of Britain on a timeline using key vocabulary - To identify key reasons for the Battle occurring - To understand the significance of the Spitfire - To recall the outcome of the Battle of Britain and explain the impact it had on the country's outcome in the War. <p><u>Key Vocabulary</u></p> <p>Air superiority, Invasion, Defence, Dog fight, Spitfire, Messerschmitt, Radar, Decade, Century, RAF, Parliament, Luftwaffe, World War II</p>
<p>Music</p> 	<p>Happy</p>	<p><u>Key Knowledge</u></p> <p>Listen & Appraise: Happy is a song written, produced and performed by Pharrell Williams</p> <p>Happy is a Pop song that has a soul music sound and groove from the 1960s; very much like a Motown song.</p> <p><u>Key Vocabulary</u></p> <p>style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo</p>
<p>Personal Social Health and Relationship Education</p> 	<p>SRE</p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - To understand the changes in the body during and after puberty - To understand the different stages of the human lifecycle - To explore safe relationships - To understand consent - To understand how to manage change <p>To explore new roles and responsibilities that we have as we grow up.</p>
<p>Physical Education</p> 	<p>Unit 4 Creative: Seated balance Static balance</p>	<p>In this unit, the children will develop and apply their seated balance and floor work balance through focused skill development sessions, modified/non-traditional games and sports and healthy competition.</p> <p><u>Key Knowledge</u></p> <p>To change tactics, rules or tasks to make activities more fun or more challenging, To respond imaginatively to different situations, To adapt and adjust my skills, movements or tactics so they are different to others.</p> <p><u>Key Vocabulary</u></p> <p>imaginatively, adapt, adjust, centre of gravity, reach, rotating, static balance, transfer.</p>

<p>Religious Education</p> 	<p>What does it mean to be Jewish?</p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> ● How do members of the Jewish faith celebrate and live out their beliefs in: <ul style="list-style-type: none"> - The journey of life? - Their main festivals and practices? - Their faith communities? - The wider world? ● Within the different groups of this faith, what are the most important similarities and key differences? Why do they differ? How do they seek to work together? ● What are my values, how are these similar or different to the values that Jewish people have/how Jewish live their lives? <p><u>Key Vocabulary</u></p> <p>Ark, Atonement, Bar/Bat Mitzvah, Covenant, Hebrew, Jewish, Kosher, Passover, Rabbi, Reflection, Shabbat, Rosh Hashanah, Star of David, Synagogue, Torah.</p>
<p>Spanish</p> 	<p>Homes and Houses</p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - To understand and say some nouns for rooms in the house - To pronounce some objects for the house - To use adjectives to describe rooms in the house - To say and write a sequence of sentences to make a story - To understand new nouns and use them to play a game - To use prepositions to say where things are