

# 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 homework every Friday.

A reminder that our PE days have changed – PE will now be on a Monday and a Thursday during the summer terms.

The Year 6 Team

## Term 5

### What is happening this term?

For whole school events please see the whole school dojo.

Term 5 starts – 22<sup>nd</sup> April 2025

Bank Holiday – 5<sup>th</sup> May 2025

SATs week – 12<sup>th</sup> May 2024 – 15<sup>th</sup> May 2025


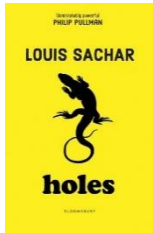
Family Reading – 22<sup>nd</sup> May 2025

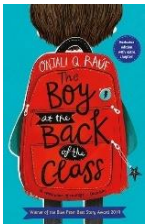
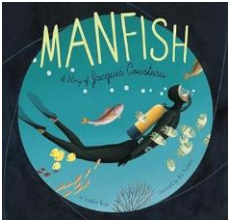


Teacher Training Day – 23<sup>rd</sup> May 2025



The Value that we are focusing on this term is:





**Ambition**


## Key Learning

Subject and Topic	Overview	Key knowledge
English 	Reading 	<p>During our reading lessons this half term we will be continuing to read <b>Holes by Louis Sachar</b>. 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"><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>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><b>Writing</b></p> 	<p><b>Manfish: A Story of Jacques Cousteau</b> by <b>Jennifer Berne</b>  <b>Writing to inform</b>  <u>Writing outcome: To write a multi-modal biography of Jacques Cousteau</u></p> <ul style="list-style-type: none"> <li>- To use fronted adverbials</li> <li>- To choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition</li> <li>- To use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>- To use a colon to introduce a list and use semi-colons within lists</li> <li>- To use hyphens to avoid ambiguity</li> <li>- To select the appropriate style to engage the audience</li> <li>- To use direct and reported speech to express a range of viewpoints</li> <li>- To use verb tenses consistently and correctly</li> <li>- To use real life facts, including dates and place names</li> <li>- To use thematic language specific to the subject</li> <li>- To use formal language appropriately</li> </ul> <p><b>Spelling Phonics</b></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"> <li>- Words with the suffix '-ably'</li> <li>- Words with the suffix '-ible'</li> <li>- Words with the suffix '-ibly'</li> <li>- Words ending in '-ent' and '-ence'</li> <li>- Words ending in '-er', '-or' and '-ar'</li> </ul>
<p><b>Mathematics</b></p> 	<p><b>Shape</b></p>	<p><b>Key knowledge</b></p> <ul style="list-style-type: none"> <li>- To know how to draw shapes accurately.</li> <li>- To know how to identify the nets of 3-D shapes.</li> <li>- To know how to read co-ordinates in the first quadrant.</li> <li>- To know how to read and plot points in four quadrants.</li> <li>- To know how to solve problems with coordinates.</li> <li>- To know how to translate points and shapes.</li> <li>- To know how to shapes reflected across a mirror line.</li> <li>- To know how to measure and be able to classify angles.</li> <li>- To know how to calculate angles.</li> <li>- To know how to calculate vertically opposite angles.</li> <li>- To know how to calculate the angles in a triangle.</li> <li>- To know how to find missing angles in a triangle.</li> <li>- To know the angles in a quadrilateral.</li> <li>- To know the angles in polygons.</li> </ul> <p><b>Key Vocabulary</b></p> <p>horizontal, vertical, diagonal, parallel, perpendicular, two dimensional (2D), polygon, flat face, curved surface, edge, curved edge, vertex, apex, elevation, net</p> <p>coordinates, plot, quadrant, point, x-axis, y-axis, intervals, translate, translation, reflect, reflection, up, down, left, right, horizontal, vertical</p>

	<p><b>Area, Perimeter and Volume</b></p>	<p>angle, right angle, acute, obtuse, reflex, degrees, protractor</p> <p><u><b>Key knowledge</b></u></p> <ul style="list-style-type: none"> <li>- To know how to find the volume of a shape by counting cubes.</li> <li>- To know how to calculate the volume of a cuboid.</li> <li>- To know how to identify shapes with the same area.</li> <li>- To know how to find the area of a triangle by counting squares.</li> <li>- To know how to calculate the area of any triangle.</li> <li>- To know how to find the area of a parallelogram.</li> </ul> <p><u><b>Key Vocabulary</b></u></p> <p>capacity, volume, millilitre, centilitre, litre, millilitre, pint, gallon</p> <p>squares, distance, rectilinear, right angle, Length, width, rectilinear, cubic units (cm<sup>3</sup>), perpendicular height, base</p>
<p><b>Science</b></p> 	<p><b>Animals Including Humans:</b></p> <p><b>Circulatory System</b></p> <p><b>Health and Nutrition</b></p>	<p><u><b>Key Knowledge</b></u></p> <ul style="list-style-type: none"> <li>- To locate and name the major organs of the human body (Liver, stomach, heart, lungs, kidneys, brain, skin)</li> <li>- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>- To describe the ways in which nutrients water and oxygen are transported within animals, including humans</li> <li>- 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</li> <li>- To explain the impact of exercise on the human body and mental health</li> <li>- To explain the impact of drugs on the human body and mental health</li> <li>- To describe a lifestyle that promotes physical and mental health</li> </ul> <p><u><b>Key vocabulary</b></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><b>Computing</b></p> 	<p><b>Creating media – 3D modelling</b></p>	<p><u><b>Key Knowledge</b></u></p> <ul style="list-style-type: none"> <li>- To know that a 3D environment can be viewed from different perspectives</li> <li>- To know that digital tools can be used to manipulate 3D objects</li> <li>- To know that artefacts can be broken down into a collection of 3D objects</li> </ul> <p><u><b>Key Vocabulary</b></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><b>Music</b></p> 	<p><b>Music and Me</b></p>	<p><u><b>Key Knowledge</b></u></p> <ul style="list-style-type: none"> <li>- To identify inspirational women in music.</li> <li>- Children will create their own music inspired by their identity and women in the music industry</li> </ul> <p><u><b>Key Vocabulary</b></u></p> <p>Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure, Notation</p>
<p><b>Physical Education</b></p> 	<p><b>Athletics</b></p>	<p><u><b>Key Knowledge</b></u></p> <ul style="list-style-type: none"> <li>- To perform a running jump with more than one component</li> <li>- To demonstrate accuracy and confidence in throwing and catching</li> <li>- To use equipment safely and with good control</li> </ul> <p><u><b>Key Vocabulary</b></u></p> <p>Balance, agility, competitive, distance, record, technique, measure, personal best.</p>
<p><b>Religious Education</b></p> 	<p><b>Bringing it all together: what is important to me?</b></p>	<p><u><b>Key Knowledge</b></u></p> <ul style="list-style-type: none"> <li>- Who am I?</li> <li>- What does it mean to be human?</li> <li>- Where do I belong?</li> <li>- What am I worth?</li> <li>- What do I believe/what is my worldview?</li> <li>- How might key stories, hymns, prayers, acts of worship etc. help people to understand more about themselves and their relationships?</li> </ul> <p><u><b>Key Vocabulary</b></u></p> <p>agnostic, atheist, belief, belonging, faith, important, opinion, relationships, theist, value, worldview.</p>
<p><b>Geography</b></p> 	<p><b>Marvelous Maps</b></p>	<p><u><b>Key Knowledge</b></u></p> <ul style="list-style-type: none"> <li>- To find information in an atlas using the index and simple co-ordinates.</li> <li>- To use a key to describe features on an Ordnance Survey map.</li> <li>- To use the eight compass points to describe routes on a map.</li> <li>- To use four or six-figure grid references to locate places on a map.</li> <li>- To plan a journey using the eight compass points and four or six-figure grid references</li> <li>- To use an index of an atlas to find a place name</li> <li>- To explain why maps have symbols on them and recognise some symbols on an OS map</li> <li>- To follow a short route on a map</li> </ul> <p><u><b>Key Vocabulary</b></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"> <li>- To learn some facts about the tapas culture in Spain</li> <li>- To say and write what tapas I like/dislike and ask someone else about their likes and dislikes</li> <li>- To ask for some tapas and drinks politely</li> <li>- To identify and name traditional Spanish breakfast foods and drinks</li> <li>- To create and describe a hotel breakfast menu</li> <li>- To take part in a cafe conversation</li> </ul>
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