Year 6 Curriculum Newsletter



Dear Parents and Carers,

Welcome back to the final term of this school year. This term will be very busy for our Year Six children, but we are certain it will be a time of enjoyment, reflection and excitement. Over this term, we have many additional experiences planned for the children as well as swimming and preparing for our end of year performance. Transitions to secondary schools will also be taking place.

As we have a busy term ahead, please keep looking at dojo for information.

The Year 6 Team

Term 6

What is happening this term?

For whole school events please see the whole school dojo.

Tuesday 18th June = KS2 Sports Day (AM)
Monday 24th June = Careers Week
Monday 8th July and Tuesday 9th July = Transition Day
Friday 12th July = Cotswold Wildlife Park Trip
Wednesday 17th July = Performance 1 (PM)
Thursday 18th July = Performance 2 (PM)
Friday 19th July = Year 6 Sleepover
Monday 22nd July = Prom
Tuesday 23rd July = Year 6 Leavers Event (PM)

The Value that we are focusing on this term is:

Teamwork

Key Learning

Subject and Topic	Overview	Key knowledge
English	Reading LOUIS SACHAR holes	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.' Throughout our reading lessons we will be exploring the range of VIPERS skills: • 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
	AGENCY DAVID BADDIEL	 Summarise - to recap the events of a narrative and put them in order (sequence) or sum them up (summarise) 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'.

	Writing	Manfish: A Story of Jacques Cousteau by Jennifer Berne
		Writing to inform
	MANFICH	Writing outcome: To write a multi-modal biography of Jacques
	MINITAL Courteau	Cousteau
		- To use fronted adverbials
	100	- 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 york tanges consistently and correctly
		- 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
	0 111	- To use formal language appropriately
	Spelling	We are following the Spelling Shed scheme of learning and will be
	Phonics	continuing to focus on a range of spelling patterns, including:
		- Words beginning with 'acc'
		- Words with the suffix '- ably
		- Words with the suffix '-ible'
		- Words with the suffix '-ibly'
		- Words ending in '-ent' and '-ence'
		- Words ending in '-er', '-or' and '-ar'
		- Adverbs synonymous with determination
	Grammar	Use the perfect form of verbs to mark relationships of time and
		cause
		Use relative clauses beginning with who, which, where, when,
		whose, that or with an implied (i.e. omitted) relative pronoun
		Use brackets, dashes, or commas to indicate parenthesis
Mathematics	Themed Projects	<u>Key knowledge</u>
		As we have now completed our core learning in preparation for
		SATs, we will be focussing on a range of projects for this half
-+		term.
Maths		
		These will provide an opportunity for the children to revisit many
		of the skills and curriculum content covered in Year 6 and Key
		Stage 2.
		The projects will explore maths in real life contexts, allowing the
		children to see how important maths is in all aspects of life. The
		projects will also provide great opportunities to explore and
		develop enterprise.

Science	Living Things and	Key Knowledge
	their Habitat	- To explain what a micro-organism is and how we know that they
Science		exist, even though we can't see them with the human eye.
		- To describe key characteristics of different types of micro-
2:11 = /		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.
		such as Alexander Flemming of Carl Linnaeus.
		<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.
	Electricity	Key Knowledge
	Electricity	- To compare and give reasons for variations in how components
		function, including; the brightness of bulbs, the loudness of
		buzzers, the on/off position of switches.
		- To use recognised symbols when representing a simple circuit in
		a diagram.
		- To explain the effect of changing the voltage in a battery.
		<u>Key vocabulary</u>
		Cells, wires, bulbs, switches, buzzers, battery, circuit, series,
		conductors, insulators, amps, volts, cell, component, variation
Computing	Spreadsheets	Key Knowledge
		To know how to enter data and formulae into a spreadsheet.To know how to order and present data based on calculations.
Computing		- 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.
		Mars Marsalistan
		<u>Key Vocabulary</u> spreadsheet, cell, row, column, formula, formulas/formulae,
		calculate, format, average, percent, edit, insert, ascending,
		descending
	en	
	Film Making	Key Knowledge
		- To plan and write a script using appropriate software.
		To search for relevant information using appropriate websites.To use a digital video camera (or similar device) to record.
		- To plan suitable questions to ask an interviewee.
		- To import video files into video editing software.
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		Key Vocabulary
		documentary, film-making, film, production, pre-production,
		interview, location, prop
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Music	Reflect, rewind and	Key Knowledge
1714515	replay	- To sing a selection of songs learned during the academic year
1 (1, 1		- To learn and use some of the language of music
		- To compose a simple tune to music using notes on a tuned
		instrument
Muslig		- To listen to and appraise classical music
		To lister to and appraise classical masic
Mary Control of the C		Key Vocabulary
		listen, appraise, rhythm, tempo, dynamics, pulse, compose,
		classical music
Physical Education	Athletics	Key Knowledge
,		- To begin to build a variety of running techniques and use with
in the		confidence.
A THE		- To perform a running jump with more than one component -
		e.g., hop skip jump (triple jump)
		- To begin to record peers performances and evaluate these. To
		demonstrate accuracy and confidence in throwing and catching
		activities.
		- To describe good athletic performance using correct vocabulary.
		- To use equipment safely and with good control.
		<u>Key Vocabulary</u>
		throw, catch, jump, run, tactics, balance, agility, technique,
		evaluate, co-ordination, control, competition, personal best,
		competitive, triple jump, long jump, standing jump, sprint,
Dalisiana Education	Dringing it all	distance, target, record, measure
Religious Education	Bringing it all together: what is	<u>Key Knowledge</u> - Who am I?
\$ \Phi \ \phi \phi	important to me?	- What does it mean to be human?
	important to me:	- 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?
		<u>Key Vocabulary</u>
		agnostic, atheist, belief, belonging, faith, important, opinion,
		relationships, theist, value, worldview.
History	The Ancient Maya	Key Knowledge To average rise the president specification
	Civilisation	- To summarise the main events from the Maya Civilisation,
histor		explaining the order in which key events happened?
		- To recognise and describe differences and similarities/ changes and continuity between the Maya Civilisation and present-day
		Britain?
		- To suggest why there may be different interpretations of
		events?
		Key Vocabulary
		Civilisation, AD, present day, interpretations, century
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Spanish	Performance	Key Knowledge
Alexander		- I can read and understand a humorous sketch
Hola!		- I can adapt a model and write my own café sketch
		- I can take part in a performance of a café sketch
		- I can remember fruit and vegetable nouns
and the second		- I can understand nouns to do with nature or the classroom and
		take part in a scavenger hunt
		- I can apply my language detective skills to learn another
		language
PSHE	Real Love Rocks:	Key knowledge
	Being Safe	- To identify needs and vulnerabilities
	_	- To develop critical thinking
, 蓝二蓝子,		<u>Key Vocabulary</u>
		protective behaviours, contact, trust, safety, risk, relationships
	Online Safety	Key knowledge
		- To identify ways of being safe online
		- To further develop critical thinking
		- To understand the impact of online behaviours
		- To know how to get support and report abuse online.
		Key Vocabulary
		cyberbullying, consent, personal information, age restrictions
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Design Technology	Fairground Rides	Key knowledge
	_	- To look at a range of familiar products that use rotating parts.
DESIGN OF		- To investigate ways of using electrical motors to create rotating
		parts.
		- To investigate ways of making a framework for a fairground
		ride.
		- To be able to design a fairground ride with a rotating part.
		- To be able to evaluate a finished product.
		Key Vocabulary
		rotating, framework, motor, circuit,