

Year 6 Curriculum Newsletter



Term 6

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

What is happening this term?


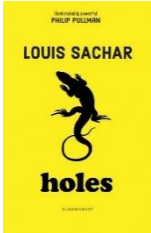
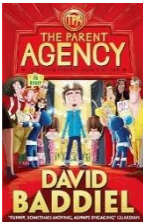
For whole school events please see the whole school dojo.



- 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
<p>English</p> 	<p>Reading</p>  	<p>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.'</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>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'.</p>

	<p style="text-align: center;">Writing</p> 	<p style="text-align: center;">Manfish: A Story of Jacques Cousteau by Jennifer Berne</p> <p style="text-align: center;">Writing to inform</p> <p><u>Writing outcome: To write a multi-modal biography of Jacques Cousteau</u></p> <ul style="list-style-type: none"> - To use fronted adverbials - 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 verb tenses consistently and correctly - To use real life facts, including dates and place names - To use thematic language specific to the subject - To use formal language appropriately
	<p style="text-align: center;">Spelling Phonics</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"> - 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
	<p style="text-align: center;">Grammar</p>	<p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>Use brackets, dashes, or commas to indicate parenthesis</p>
<p style="text-align: center;">Mathematics</p> 	<p style="text-align: center;">Themed Projects</p>	<p style="text-align: center;"><u>Key knowledge</u></p> <p>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.</p> <p>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.</p> <p>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.</p>

<p style="text-align: center;">Music</p> 	<p style="text-align: center;">Reflect, rewind and replay</p>	<p style="text-align: center;"><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - To sing a selection of songs learned during the academic year - To learn and use some of the language of music - To compose a simple tune to music using notes on a tuned instrument - To listen to and appraise classical music <p style="text-align: center;"><u>Key Vocabulary</u></p> <p style="text-align: center;">listen, appraise, rhythm, tempo, dynamics, pulse, compose, classical music</p>
<p style="text-align: center;">Physical Education</p> 	<p style="text-align: center;">Athletics</p>	<p style="text-align: center;"><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - To begin to build a variety of running techniques and use with confidence. - 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. <p style="text-align: center;"><u>Key Vocabulary</u></p> <p style="text-align: center;">throw, catch, jump, run, tactics, balance, agility, technique, evaluate, co-ordination, control, competition, personal best, competitive, triple jump, long jump, standing jump, sprint, distance, target, record, measure</p>
<p style="text-align: center;">Religious Education</p> 	<p style="text-align: center;">Bringing it all together: what is important to me?</p>	<p style="text-align: center;"><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Who am I? - What does it mean to be human? - 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? <p style="text-align: center;"><u>Key Vocabulary</u></p> <p style="text-align: center;">agnostic, atheist, belief, belonging, faith, important, opinion, relationships, theist, value, worldview.</p>
<p style="text-align: center;">History</p> 	<p style="text-align: center;">The Ancient Maya Civilisation</p>	<p style="text-align: center;"><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - To summarise the main events from the Maya Civilisation, 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? <p style="text-align: center;"><u>Key Vocabulary</u></p> <p style="text-align: center;">Civilisation, AD, present day, interpretations, century</p>

<p style="text-align: center;">Spanish</p>	<p style="text-align: center;">Performance</p>	<p style="text-align: center;"><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - I can read and understand a humorous sketch - 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 - 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
<p style="text-align: center;">PSHE</p>	<p style="text-align: center;">Real Love Rocks: Being Safe</p> <p style="text-align: center;">Online Safety</p>	<p style="text-align: center;"><u>Key knowledge</u></p> <ul style="list-style-type: none"> - To identify needs and vulnerabilities - To develop critical thinking <p style="text-align: center;"><u>Key Vocabulary</u></p> <p style="text-align: center;">protective behaviours, contact, trust, safety, risk, relationships</p> <p style="text-align: center;"><u>Key knowledge</u></p> <ul style="list-style-type: none"> - 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. <p style="text-align: center;"><u>Key Vocabulary</u></p> <p style="text-align: center;">cyberbullying, consent, personal information, age restrictions</p>
<p style="text-align: center;">Design Technology</p>	<p style="text-align: center;">Fairground Rides</p>	<p style="text-align: center;"><u>Key knowledge</u></p> <ul style="list-style-type: none"> - To look at a range of familiar products that use rotating parts. - 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. <p style="text-align: center;"><u>Key Vocabulary</u></p> <p style="text-align: center;">rotating, framework, motor, circuit,</p>