

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?


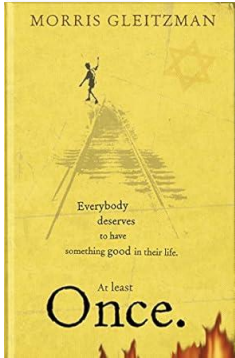
For whole school events please see the whole school dojo.

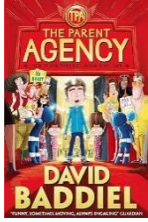
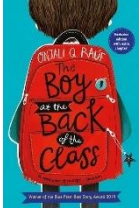
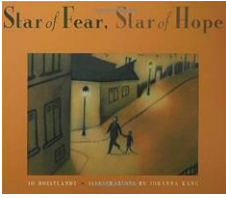

- Hotshots taster session = Monday 16th September
- Local Library visit = Monday 16th September
- Residential Information Meeting = Tuesday 24th September @5pm
- Year 6 Residential = Wednesday 16th – Friday 18th October



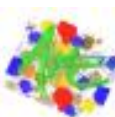

The Value that we are focusing on this term is:





Kindness


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 Once by Moritz Gleitzman. 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"> ● 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;">Star of fear, star of hope’ by Jo Hoestlandt Narrative Writing</p> <p><u>Writing outcome:</u> To write a narrative with a flashback from the <u>point of view of another character.</u></p> <ul style="list-style-type: none"> - To use expanded noun phrases to convey complicated information concisely - To use passive verbs - To link ideas across paragraphs using a wider range of cohesive devices - To integrate dialogue to convey character and advance the action - To use small details for characters to amuse, entertain or create drama - To engage the reader through selecting effective grammar and vocabulary e.g. manipulating sentence length, figurative language - To manipulate tense and verb forms - To manipulate structure using a flashback - To use paragraphs to vary pace and emphasis
	<p style="text-align: center;">Spelling Phonics</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;">Grammar</p>	<ul style="list-style-type: none"> - Using expanded noun phrases to convey complicated information concisely. - Use passive verbs. - Link ideas across paragraphs using a wider range of cohesive devices. - Integrate dialogue to convey characters and advance the action.
<p style="text-align: center;">Mathematics</p> 	<p style="text-align: center;">Place value</p>	<p style="text-align: center;"><u>Key knowledge</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> <p style="text-align: center;"><u>Key vocabulary</u></p> <p>Ten million, Millions, Thousands, Hundreds, Tens, Ones, Zero, Place value, Greater than, Less than, Order, Round, Rounded,</p>

		Negative number, Partition, Digit, Interval, Sequence, Linear sequence
<p>Science</p> 	Light	<p>Key Knowledge</p> <ul style="list-style-type: none"> - To identify light sources - To explain how light travels in straight lines - To understand that light travels fast - To explain that objects are seen because they give out (sources) light or reflect light into the eye - To use scientific diagrams to explain how humans see objects - To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them? <p>Key vocabulary</p> <p>Refraction, reflection, light, spectrum, rainbow, colour, eye, iris, pupil, optic nerve, lens, cornea, shadow</p>
<p>Computing</p> 	Communication and Collaboration	<p>Key Knowledge</p> <ul style="list-style-type: none"> - To recognise that data is transferred using agreed methods - To explain that internet devices have addresses - To describe how computers use addresses to access websites - To recognise how data is transferred across the internet - To explain how sharing information online can help people to work together - To evaluate different ways of working together online - To recognise how we communicate using technology - To evaluate different methods of online communication <p>Key vocabulary</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>Art</p> 	Street spirit – urban art	<p>Key Knowledge</p> <p>To understand how location can affect the scale of a piece of artwork.</p> <p>Be able to explain how artists convey messages through their artwork.</p> <p>Key Vocabulary</p> <p>Line, shape, form, colour mixing, scale.</p>
<p>Geography</p> 	Raw materials: Water	<p>Key Knowledge</p> <p>To be able to explain the three states of matter– solid, liquid and gaseous state.</p> <p>To begin to explain how to change a solid into a liquid and describe how you turn a liquid into a gas.</p> <p>To explain the key aspects of the water cycle.</p> <p>To understand how clouds and rain are formed.</p> <p>To explain how and why drinking water is cleaned.</p> <p>To explain and discuss the causes and effects of flooding.</p> <p>To list and talk about different types of flooding.</p> <p>To discuss how flooding affects communities.</p> <p>To understand the causes and effects of water pollution.</p> <p>To explain why water is major necessity in any village, town or city?</p> <p>To consider how water is used to help provide energy to many</p>

		<p>places?</p> <p>Key Vocabulary</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>Music</p> 	<p>Happy</p>	<p>Key Knowledge</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>Key Vocabulary</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>Protective behaviours</p>	<p>Key Knowledge</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>Key Vocabulary</p> <p>Rights, responsibilities, safety, safety network, protective, early warning signs.</p>
<p>Physical Education</p> 	<p>Co-ordination: Ball Skills</p> <p>Agility</p>	<p>Key Knowledge</p> <p>To continue to use the terminology taught in previous years. To explain how individuals need different types & 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. To know how to dress for different types of physical activities. To identify my own strengths and weaknesses and set myself appropriate targets for progression. To accept critical feedback and make changes. To know how to motivate myself and others to perform better.</p>
<p>Religious Education</p> 	<p>Who was Buddha and what can we learn from him?</p>	<p>Key Knowledge</p> <p>Who is Buddha and what did he learn? What were the 'four sights of suffering?' What difficult decisions did Buddha face and how can I relate to these? Why is the bodhi tree important? How does meditation feel? What does the festival of Wesak celebrate and how is the lotus flower important to Buddhists? What are the four noble truths and how do they affect the life of a Buddhist? How can following the 'middle way' end suffering? Why is the 'noble eight-fold path' important to Buddhists? How would a Buddhist react?</p> <p>Key Vocabulary</p>

		Bodhi Tree, Buddha, Buddhist, Calm, Decisions, Dukka, Enlightenment, Impermanent, Lotus flower, Middle way, Meditate, Noble Eight-fold path, Suffering, Wesak.
<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. To give a simple description about myself. To remember and use numbers to 60. To understand 'o'clock' time phrases. To be able to talk about my daily routine in Spanish. To be able to answer questions about my daily routine in Spanish.</p>