

Year 6- Autumn One Curriculum Newsletter

Dear all,

Welcome back to Autumn 2021.

I hope you all had a wonderful, restful summer. I'm sure you and your children are ready and hopefully looking forward to getting back to school. I know I am excited to welcome your children back for their last Year at St Mary's.

This newsletter will inform you of all the exciting things your child will be learning about during this half term. I will be publishing another newsletter ready for Autumn two after October half term.

General Reminders:

Equipment:

- **Pencil cases:** Inside the pencil case there should be: writing pencils, coloured pencils, a sharpener, ruler, rubber and a glue stick.
- **A reading book:** Please ensure that your child is reading at home every day and that this is noted in your child's home school diary. Children's reading should be noted in the diary **at least** 4 times a week.
- **Home school diary:** The home school diary is also the place for any important notes, especially regarding a change in pick-up arrangements. The home school diaries are checked regularly in school.
- **Bottle of water**
- **P.E kit and uniform items clearly labelled.**

Key days

Our P.E. days (for the first half term) are Thursday and Friday.

Spellings and times tables are given out on a Thursday and tested on the following Friday. Children should practise these at home regularly.

Homework: This will be set weekly. It will be given out on a Thursday and due back by the following Wednesday. there will be 2 pieces weekly a maths and an English piece. this will be set as a mixture of Google Classroom and paper copies.

Curriculum:

Our over-arching topic up until Christmas is War and Conflict. this half term we will be focusing on World War One. Our reading to go alongside this topic includes The Silver Donkey by Sonya Hartnett. We will also be looking a range of world war one themed non-fiction books.

R.E.

Our topic for R.E. this half term is 'The Kingdom of God'

The Kingdom of God. Learning Focuses					
I am learning to reflect on what the Kingdom of God is like	I am learning to reflect on the values of God's kingdom.	I am learning to reflect on the importance of responding to the invitation to the Kingdom.	I am learning about the fact that everyone is called to enter the Kingdom.	I am learning to show how I can commit to the Kingdom of God.	I am learning about Jesus' miracles and how they reflected the beginning of the Kingdom.

Science:

Our topic for this half term is 'Classification.' Children will continue to develop their 'Working Scientifically' skills by planning, designing, undertaking and evaluating their own investigations.

Sound Learning Focuses			
Recognise that vibrations from sounds travel through a medium to the ear.	Find patterns between the pitch of a sound and features of an object that produced it. Plan enquiry and present findings.	Find patterns between the volume of a sound and the strength of vibrations that produced it.	Recognise that sounds get fainter as the distance from the sound source increases. Plan enquiry and present findings.

Maths:

Our areas of focus up until half term are: Place Value, Addition, Subtraction, Multiplication and Division. Children will develop their fluency, reasoning and problem-solving skills in these areas.

Please note: The below areas of learning are subject to determining where the children are now with their learning. There may be days that we will be recapping areas of these content domains from the Year 5 curriculum.

Children will continue to be tested on their times tables weekly. Regular practise of these is very important and can have a great, positive impact on their Maths attainment.

Place Value	Addition & Subtraction Multiplication & Division (subject to time this could be a after half-term)
<p>Ma6/2.1a read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</p> <p>Ma6/2.1b round any whole number to a required degree of accuracy</p> <p>Ma6/2.1c use negative numbers in context, and calculate intervals across 0</p> <p>Ma6/2.1d solve number and practical problems that involve all of the above.</p>	<p>Ma6/2.2a multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>Ma6/2.2b divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p> <p>Ma6/2.2c divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</p> <p>Ma6/2.2d perform mental calculations, including with mixed operations and large numbers.</p> <p>Ma6/2.2e identify common factors, common multiples and prime numbers</p> <p>Ma6/2.2f use their knowledge of the order of operations to carry out calculations involving the 4 operations</p> <p>Ma6/2.2g solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>Ma6/2.2h solve problems involving addition, subtraction, multiplication and division</p> <p>Ma6/2.2i use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p>

English

Children will continue to develop their comprehension and writing skills through the study of our class texts. Children will also develop a greater understanding of Year 6 grammar and punctuation and build on learning from Year 5.

Children will have the opportunity for free reading time in class & they will further develop their reading skills in guided reading sessions. However, we do recommend that children read at home with an adult daily.

Reading	Writing	SPAG
<p>Understand what they read by: - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <ul style="list-style-type: none"> - asking questions to improve their understanding - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - identifying how language, structure and presentation contribute to meaning <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Provide reasoned justifications for their views.</p> <p>learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>	<p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative, using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p> <p>To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including</p>	<ul style="list-style-type: none"> - The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter] - Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] - Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas. - Varying sentence structures. A complex sentence consists of a main clause and one or more subordinate clauses, eg. Although it was late, I wasn't tired. - Direct and reported speech. - Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].

	<p>literary language, characterisation, structure, etc.)</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as, on the other hand, in contrast, or as a consequence), and ellipsis (omission of word or phrase)</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>Evaluate and edit by: - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Distinguish between the language of speech and writing and choosing the appropriate register</p> <p>Proof-read for spelling and punctuation errors.</p>	
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Extended Writing Outcomes include: informal and formal letters, first person narrative and a newspaper report.

Spellings: will be tested weekly. Each week we will be focusing on a different rule. For the first half term rules we be taken from a gap analysis undertaken in the first week.

Geography:

Our area of learning this half term will focus on Europe.

Learning Focuses		
<p>I am learning to locate key countries involved in the outbreak of WWI.</p>	<p>I am learning to investigate key human and physical features of a chosen European country. Including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Describe and understand key aspects of physical and human geography. Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p>	<p>I am learning to look at statistics and show how the war changed the layout of Europe.</p>

Computing:

This half term, we will be focusing on developing and building on our current coding skills.

Learning Focuses

I am learning about variables in games.	I am learning about the variables in programming.	I am learning about the importance of improving games.
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History

This half term we will be learning about World War One.

Learning Focuses

I am learning about the importance of cause and effect in triggering events.	I am learning to place events into a chronological order.	I am learning about the reality of war from the frontline.	I am learning about the impact war had on woman and children on the home front.	I am learning about the advancements of warfare that occurred during WWI.
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Art and Design

This half term we will be developing our drawing skills and applying this to war themed art.

Learning Focuses

I am learning to know how to draw enlarged images and scale to create abstract forms	I am learning to understand proportion of facial features	I am learning to draw a self-portrait to include a surreal background.
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P.S.H.E

This half term we will start our learning about Health and Wellbeing – Healthy Lifestyles and keeping safe

Learning Focuses

I am learning to show why aspirations are important.	I am learning to explore a range of emotions.	I am learning about how to deal with negative emotions.
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P.E, Music & French:

P. E, Music and French will be taught by Mrs Dyer on Thurs day afternoons.

I look forward to working with you over the term. Should you ever have any questions or problems, please don't hesitate to make an appointment to see me or pop a note in the home-school diary/ email the school. I am really looking forward to getting to know you and your children and making their final year here enjoyable.

Kind regards,
Mrs D-N