

Year 6- Summer Curriculum Newsletter

Dear all,

Welcome back to Summer Term 2021.

For some of you this will be your final term with us at St Mary's and I would like to take this moment to thank all of you for your continued support. It truly has been a pleasure to teach your children in this strange year.

I hope you all had a lovely Easter holiday and that everybody is looking forward to the new term.

This newsletter will inform you of all the exciting things your child will be learning about during the upcoming term.

General Reminders

Equipment

- Pencil cases: These will need to be brought in and left in school. Each child will be sharing a tray in which they can store this safely. Inside the pencil case there should be: writing pencils, coloured pencils, a sharpener, ruler, rubber and a glue stick. A whiteboard pen is also handy, but we do have some in school that the children can use.

- 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. Feel free to also send queries via email to the school admin account with "for the attention of Mrs D-N" in the subject line.

- Bottle of water

- A hat for those sunny days we are hoping to have!

- For your child to apply sunscreen before the day if it is a hot day.

Key days

Our P.E. days continue to be Thursday and Friday.

Spellings and times tables will recommence and will be 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. This will be set via Google Classroom.

Curriculum

Our over-arching topic for this term is Exploration.

Key purpose of intent: For the children understand the impact of exploration on the advancement of our lives. This is a small area of history where the children can learn about the lives of explorers and why it was important at the time and now looking back. To look at the changing world and the effect of global warming on the earth.

Rationale: It is important for the children to know that it is important (not only for historical purposes but in their own lives) to explore and follow a dream and ambition. Shackleton risked not only his life, but the lives of his men for something he was truly passionate and interested in. This is the case for many explorations.

Maths:

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 other year groups.

Algebra	Properties of Shape	Measure
<ul style="list-style-type: none">• Generate and describe linear number sequences• Express missing number problems algebraically• Find pairs of numbers that satisfy an equation with 2 unknowns• Enumerate possibilities of combinations of 2 variables• Use simple formulae	<ul style="list-style-type: none">• Draw 2-D shapes using given dimensions and angles• Recognise, describe and build simple 3-D shapes, including making nets• Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons• Illustrate and name parts of circles, including radius, diameter and circumference, and know that the diameter is twice the radius• Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles	<ul style="list-style-type: none">• Recognise that shapes with the same areas can have different perimeters and vice versa• Recognise when it is possible to use formulae for area and volume of shapes• Calculate the area of parallelograms and triangles• Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]

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.

This term we are studying the book *Shackleton's Journey*, by William Crill. Writing outcomes for this term are below.

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
<ul style="list-style-type: none"> • Understand what they read by: <ul style="list-style-type: none"> -checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - 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 • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Provide reasoned justifications for their views. • 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 	<ul style="list-style-type: none"> • Plan their writing by: <ul style="list-style-type: none"> -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Draft and write by: <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning, using a wide range of devices to build cohesion within and across paragraphs • Evaluate and edit by: <ul style="list-style-type: none"> -assessing the effectiveness of their own and others' writing -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -Distinguish between the language of speech and writing and choosing the appropriate register • Proof-read for spelling and punctuation errors. 	<ul style="list-style-type: none"> • Use of the semi-colon, colon and dash to mark the boundary between independent clauses • Use of the colon to introduce a list and use of semi-colons within lists • Punctuation of bullet points to list information • How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] • 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) • Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text • Use of the passive to affect the presentation of information in a sentence

Extended Writing Outcomes include: recount, fact-file, holiday guide, motivational speech, narrative and newspaper report.

Spellings: Spellings will be tested weekly. Each week we will be focusing on a different rule.

R.E.

Summer 1: The Work of the Apostles,

Learning Focuses					
I am learning to reflect on our calling to be disciples of Jesus.	I am learning about how disciples were ordinary people.	I am learning that the Apostles were people with strengths and weaknesses just like us	I am learning to know how the Apostles changed when they received the Holy Spirit.	I am learning about the early Christian community and our relationship to it.	I am learning to reflect on the persecution of the Apostles.

Summer 2: Vocations and Anointing of the Sick.

Learning Focuses					
I am learning about the meaning of commitment. I am learning to understand the term 'true calling'	I am learning about a priest's vocation.	I am learning about the importance of the Sacrament of Ordination I am learning about the life of an inspirational figure.	I am learning about the importance of vows when serving others.	I am learning about Jesus' care for the sick. I am learning about the importance of caring for those in need and that it is a Christian responsibility.	I am learning about the Sacrament of the Anointing of the Sick. I am learning about Lourdes as a place of healing.

Geography

Our area of learning this half term will focus on learning about key geographical skills whilst studying the area of Antarctica.

Learning Focuses				
Identify and describe the geographical significance of latitude and longitude.	Identify and describe the geographical significance of time zones, including day and night.	Create maps of locations identifying patterns (such as: height of land).	Identify and describe how the physical features affect the human activity within a location.	Collect and analyse statistics and other information in order to draw clear conclusions about locations.

Computing

For this term, we will be focusing on computing systems and networks (communication).

Learning Focuses					
I am learning to identify how to use a search engine.	I am learning to describe how search engines, select results.	To explain how search results are ranked.	To recognise why the order of results is important, and to whom.	To recognise how we communicate using technology	To evaluate different methods of online communication

Art

Our area of learning this half term will focus on the key art skills, whilst studying the area of impressionism.

Learning Focuses			
Drawing upon ideas from other artists. Commenting on artworks with a fluent grasp of visual language.	Combining colours, tones and tints to enhance the mood of a piece. Sketching (lightly) before painting to combine line and colour.	Using brush techniques and the qualities of paint to create texture. Creating a colour palette based upon colours observed in the natural or built world.	Creating an accurate pattern, showing fine detail. Building up layers of colours. Collecting information, sketches and resources and presenting ideas imaginatively in a sketch book.

Summer 2: Our area of learning this half term will focus on learning about key art skills whilst building on our knowledge of Georgia O'Keeffe.

Digital Media	Design	Sculpture
Enhancing digital media by editing (including sound, video, animation, still images and installations).	Collecting information, sketches and resources and presenting ideas imaginatively in a sketch book.	Showing life-like qualities and real-life proportions or, if more abstract, provoking different interpretations. Using tools to carve and add shapes, texture and pattern.

Design Technology

Our area of learning this half term will focus on learning about key design skills with the focus on boats.

Learning Focuses			
I am learning about how to start the design process.	Show an understanding of the qualities of materials to choose appropriate tools to cut and shape.	Cut materials with precision and refine the finish with appropriate tools.	Create innovative designs that improve upon existing products.

Summer 2: Textile focus linking to our history work covered during remote learning.

Learning Focuses			
Textiles: join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration) Make products through stages of prototypes, making continual refinements.	Textiles: use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion)	Materials: show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper)	Design with a use in mind motivated by the service the product will offer rather than simply for profit

Science:

Summer 2: Our learning focus this term is Electricity.

Learning Focuses		
Use recognised symbols when representing a simple circuit in a diagram.	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.	Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on off switch positions. Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.

Cross Curricular Design Technology: Board game creation and design

Learning Focuses				
Evaluate the design of products to suggest improvements to the user experience.	Create innovative designs that improve upon existing products.	Create circuits using electronics kits that employ several components	Make products through stages of prototypes, making continual refinements.	Evaluate the design of products to suggest improvements to the user experience.

P.E, Music & French

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

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, pop a note in the home-school diary or email the school. I am really looking forward to this final term and celebrating your children's time here at St Mary's.

Kind regards,
Mrs D-N