

# Year 6 Summer Curriculum Newsletter

Dear all,

Welcome back to Summer Term 2022.

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 this 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

- 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 sunny.

### Key days

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

Homework: This will be set weekly. It will be given out on a Thursday and due back by the following Wednesday.

### Key events

This term is a busy one. Please see below for some key events coming up.

Weekly, Friday dance sessions with an expert from Dance East. (Part of a whole-school arts project)

SATs week: Week commencing 9th May.

Parish Mass: 24/5/22 and 28/6/22

Crucial Crew: 10/6/22

PGL: 4/7/22

In addition to the above we will be working on the ks2 play, creating memory boxes and finally making our bags for DT.

## Curriculum

Our over-arching topic for this term is Changes (in ourselves and the world)

## Maths

Please note: format is different to usual as we have covered all of the national curriculum for Year 6.

3 weeks on revision	Addition, subtraction, multiplication, division, converting measures, reading scales, FDP equivalence, statistics, mean, number properties, scale factors and drawing, translating and reflecting shapes.
2 weeks on investigations and problem solving.	Visualisation problems Number Problems Real-life scenarios
<b>HALF TERM</b>	
3 weeks on key number skills for high school.	Fractions, decimals and percentages Algebra Ratio 4 operations
<b>PGL</b>	
<b>FINAL WEEK</b>	

## 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 using a range of texts and resources to influence our writing. Key texts we will be using are: Varmints, Darwin, Skellig and a range of poetry.

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"> <li>• Understand what they read by:               <ul style="list-style-type: none"> <li>-checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>- asking questions to improve their understanding</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- predicting what might happen from details stated and implied</li> <li>- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>-identifying how language, structure and presentation contribute to meaning</li> </ul> </li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Plan their writing by:               <ul style="list-style-type: none"> <li>-identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> </ul> </li> <li>• Draft and write by:               <ul style="list-style-type: none"> <li>- 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</li> </ul> </li> <li>• Evaluate and edit by:               <ul style="list-style-type: none"> <li>-assessing the effectiveness of their own and others' writing</li> <li>-proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use of the semi-colon, colon and dash to mark the boundary between independent clauses</li> <li>• Use of the colon to introduce a list and use of semi-colons within lists</li> <li>• Punctuation of bullet points to list information</li> <li>• How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</li> <li>• Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical</li> </ul>

<ul style="list-style-type: none"> <li>• Provide reasoned justifications for their views.</li> <li>• Learning a wider range of poetry by heart</li> <li>• 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</li> </ul>	<p>-Distinguish between the language of speech and writing and choosing the appropriate register</p> <ul style="list-style-type: none"> <li>• Proof-read for spelling and punctuation errors.</li> </ul>	<p>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> <ul style="list-style-type: none"> <li>• Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</li> <li>• Use of the passive to affect the presentation of information in a sentence</li> </ul>
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**Extended Writing Outcomes include:** newspaper report, diary entry, narrative x2, explanation text, leaflet, fable, letter/argument and poetry.

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

## R.E. Summer 1

Our area of learning for this half-term is: 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.

## R.E Summer 2

Our area of learning for this half-term is: 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.

## Science Summer 1 and 2

Our area of learning for the whole term is: Evolution and Inheritance including plants.

Scientist study: Watson and Crick, Rosalind Franklin, Darwin and Gregor Mendel

Learning Focuses				
I am learning to recognise that characteristics are passed on from parents to offspring.	I am learning to apply my understanding of inherited characteristics.	I am learning to recognise and describe that living things have changed over time.	I am learning about the role of fossils in providing information about the past.	
I am learning to describe the life process of reproduction in some plants	I am learning to give reasons for classifying plants based on specific characteristics.	I am learning to relate knowledge of plants to studies of evolution and inheritance.		

## Computing Summer 1

Our area of learning for this half term is: Computing systems and Networks (communication).

Learning Focuses					
I am learning to review an existing website and consider its structure.	I am learning to plan the features of a web page.	I am learning to consider the ownership and use of images (copyright).	I am learning to recognise the need to preview pages.	I am learning to outline the need for a navigation path.	I am learning to recognise the implications of linking to content owned by other people.

## Art Summer 1

Our area of learning for this half-term is: Painting

Learning Focuses					
Sketch (lightly) before painting to combine line and colour.	Use the qualities of watercolour and acrylic paints to create visually interesting pieces.	Combine colours, tones and tints to enhance the mood of a piece.	Use brush techniques and the qualities of paint to create texture.	Develop a personal style of painting, drawing upon ideas from other artists.	Develop and imaginatively extend ideas from starting points throughout the curriculum.

## Art Summer 2

Our area of learning for this half-term is: 3D forms.

Learning Focuses				
Collect information, sketches and resources and present ideas imaginatively in a sketch book.	Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.	Use tools to carve and add shapes, texture and pattern.	Combine visual and tactile qualities.	Use frameworks (such as wire or moulds) to provide stability and form.

## PSHE Summer 1 and 2

Our area of learning for this term is: Relationships and Living in the Wider World.

Learning Focuses				
Changes at puberty	Being part of a community	How resources are allocated	The effect of resources on individuals; communities and the environment (fair trade)	Being critical of what is in the media

(Please note: these statements form more than one session)

## Design Technology Summer 2

Our area of learning for this half-term is: Electrical systems and Materials

Learning Focuses				
Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).	Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).	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, make, evaluate and improve	Take inspiration from design throughout history.

## Geography Summer 2

Our area of learning for this half-term is: Italy

(Please note: these statements will form more than one session.)

Learning Focuses		
Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.	Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.	Describe and understand key aspects of Volcanoes.

## 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, 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