

## Year 6 Spring One Curriculum Newsletter

Dear all,

Happy New year and welcome back to Spring 2022.

I hope you all had a wonderful, restful Christmas holiday 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.

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 Spring two after February half term.

### General Reminders:

#### **Equipment:**

- **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 this term is Exploration. Our reading to go alongside this topic includes Shackleton's Journey by William Grill. We will also be looking a range of exploration themed non-fiction books.

## R.E.

Our topic for R.E. this half term is 'Jesus Bread of Life.'

Jesus Bread of Life Learning Focuses				
I am learning about the story of Passover.	I am learning about the importance of the Last Supper.	I am learning about the Penitential Act and the Liturgy of the Word in the Mass.	I am learning about the Offertory, Consecration and Holy Communion.	I am learning about how Jesus has chosen to stay with us in a special way in the Blessed Sacrament.

## Science:

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

Animals including humans Learning Focuses					
To describe the actions of the heart in keeping our body functioning.	To understand the harmful effects of living an unhealthy lifestyle.	To understand how exercise or lack of it affects our body.  To plan an investigation to test of the effect of exercise on the heart rate.	I am learning to compare and contrast the life cycles of a range of animals.	I am learning to describe the life process of reproduction in some plants and animals.	I am learning to describe the changes as humans develop to old age.

## Maths:

Our areas of focus up until half term are: Fractions, decimals, percentages and ratio. 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.

<b>Fractions</b>
<ul style="list-style-type: none"> <li>● Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</li> <li>● Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</li> <li>● Multiply simple pairs of proper fractions, writing the answer in its simplest form.</li> <li>● Solve problems which require knowing percentage and decimal equivalents of, <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25.</li> <li>● Divide proper fractions by whole numbers.</li> <li>● Solve problems with all the above.</li> <li>● Use practical equipment/drawings to make this as visual as possible to begin. Bar model and colouring may be needed.</li> </ul>
<b>Decimals</b>
<ul style="list-style-type: none"> <li>● Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.</li> <li>● Multiply one-digit numbers with up to 2 decimal places by whole numbers.</li> <li>● Use written division methods in cases where the answer has up to 2 decimal places.</li> <li>● Solve problems which require answers to be rounded to specified degrees of accuracy.</li> </ul>
<b>Percentages</b>
<ul style="list-style-type: none"> <li>● Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.</li> <li>● Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.</li> </ul>
<b>Ratio</b>
<ul style="list-style-type: none"> <li>● Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</li> <li>● Solve problems involving similar shapes where the scale factor is known or can be found.</li> <li>● Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</li> </ul>

## **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

- Understand what they read by: - 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.

## Writing

- 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).
- To distinguish between the language of speech and writing and to choose the appropriate level of formality.
- 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]
- 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)
- To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.
- To regularly use dialogue to convey a character and to advance the action.
- 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
- Distinguish between the language of speech and writing and choosing the appropriate register
- Proof-read for spelling and punctuation errors.

## SPAG

- Use of the semi-colon, colon and dash to mark the boundary between independent clauses.
- 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]
- Using expanded noun phrases to convey complicated information concisely
- Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas]
- A complex as a sentence consists of a main clause and one or more subordinate clauses, eg. Although it was late, I wasn't tired. VARYING SENTENCE STRUCTURES.
- How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]

**Extended Writing Outcomes include:** informal and formal letters, first person narrative and poetry.

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

## Art and Design

This half term we will be developing our printing and textiles skills.

Learning Focuses		
I am learning to demonstrate an understanding of the term proportion	I am learning to become familiar with the three colour reduction printing process	I am learning to understand the process of reduction printing

## Design Technology

Learning Focuses					
I am learning to evaluate existing products.	I am learning to investigate the properties of key materials.	I am learning to practise a range of sewing techniques.	I am learning to practise joining materials together.	I am learning to design a product with the user in mind.	I am learning to evaluate a product against its effectiveness.

## P.S.H.E

This half term we will start our learning about Relationships.

Learning Focuses				
I am learning about the impact the media has on body image.	I am learning about confidentiality and the rights to privacy.	I am exploring what makes a positive relationship.	I am learning about the importance of listening and asking for help when needed.	I am learning about the importance of valuing change.

### 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.

Kind regards,  
Mrs D-N