

## Year 6 Summer Curriculum Newsletter

Dear all,

Welcome back to Summer Term 2024.

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

Please ensure that your child reads every day and that this is noted in your child's home-school diary.

Children's reading should be noted in the home-school diary at least 4 times a week. If there are any important notes, especially regarding a change in pick-up arrangements, please ensure that these notes are clearly written in the home-school diary.

Please ensure your child has the correct uniform every day and that all of your child's belongings are clearly name-labelled.

Our PE day is Friday. Children may come to school in their PE kit on these days and if they have an after- (or before) school club.

Homework will be set on a Thursday and be due back the following Wednesday. This will be a weekly piece of Maths, English and Spelling.

### Key events

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

Key Stage 2 Assessment Week (SATs): Week commencing 13th May

Crucial Crew: 5th June

Class Mass with Year 5: 13th June

Parish Mass: 11th July

Year 6 Leavers Assembly: 16th July (tbc)

Year 6 End of Year Gathering (evening event): 18th July (tbc)

In addition to the above we will be working on the Key Stage 2 play and creating memory boxes.

# Curriculum

## Maths

Please note: Post Key Stage 2 Assessments we will be undertaking a wide variety of investigations and puzzles as well as consolidating and revising key areas ready for secondary school.
<b>Algebra</b>
Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables.
<b>Ratio</b>
Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
<b>Statistics</b>
Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Interpret and construct pie charts and line graphs and use these to solve problems. Calculate the mean as an average.
<b>Shape</b>
Measure and calculate angles. Describe and calculate angles in triangles, quadrilaterals and polygons. Draw shapes accurately. Nets of 3D shapes.
<b>Position and Direction</b>
Read and plot co-ordinates in 4 quadrants. Translate shapes across the y and x axis. Reflect shapes along the y and x axis.

## R.E. Summer 1

Our area of learning for this half-term is: The Work of the Apostles,

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.
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## R.E Summer 2

Our area of learning for this half-term is: Vocations and Anointing of the Sick.

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
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# 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.

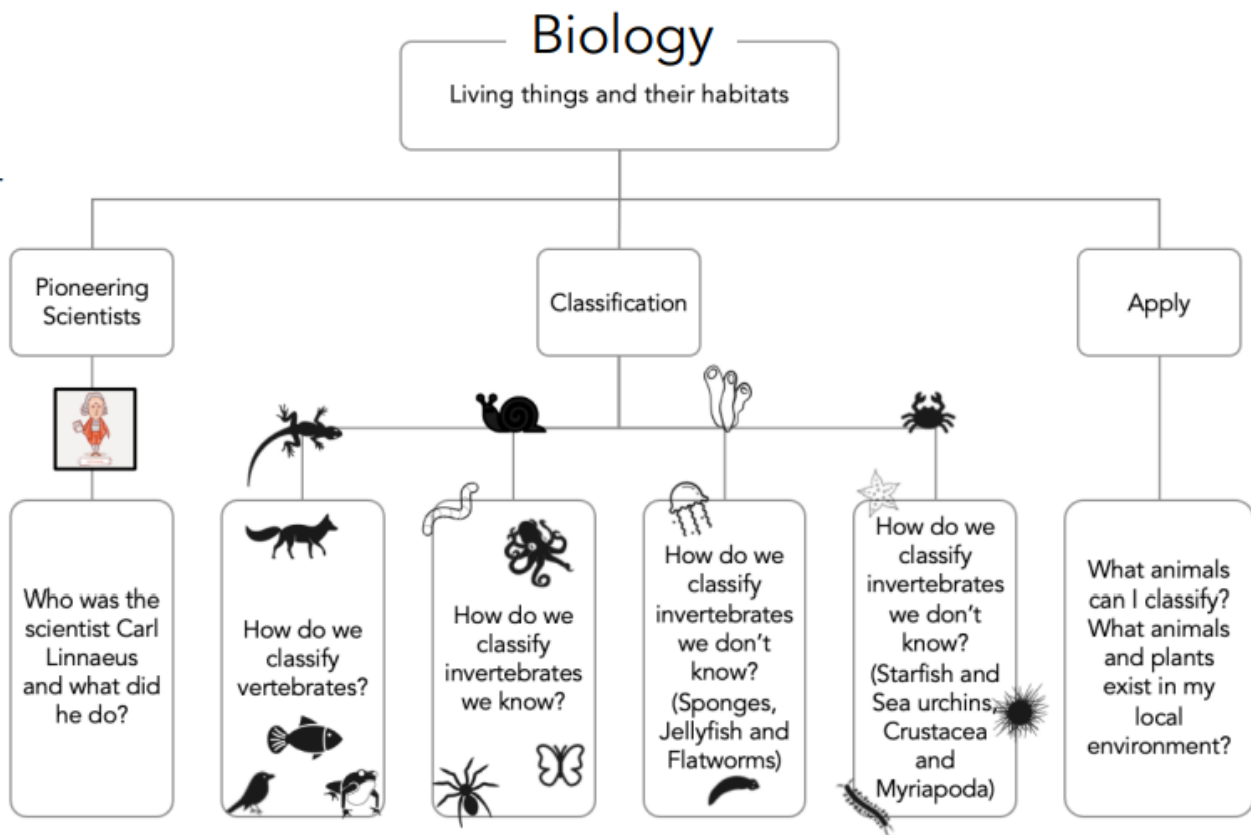
Children will have the opportunity for free reading time in class & they will further develop their reading skills in guided reading sessions. However, we do recommend that children read at home with an adult daily.

Reading	Writing	SPAG
<p>Key texts this term: <i>Completing the Island</i>, <i>Oliver Twist</i> and <i>Dare to be You</i></p> <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> <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>	<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> <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> <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> <li>-Distinguish between the language of speech and writing and choosing the appropriate register</li> </ul> </li> </ul> </li> <li>Proof-read for spelling and punctuation errors.</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 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)</li> <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>

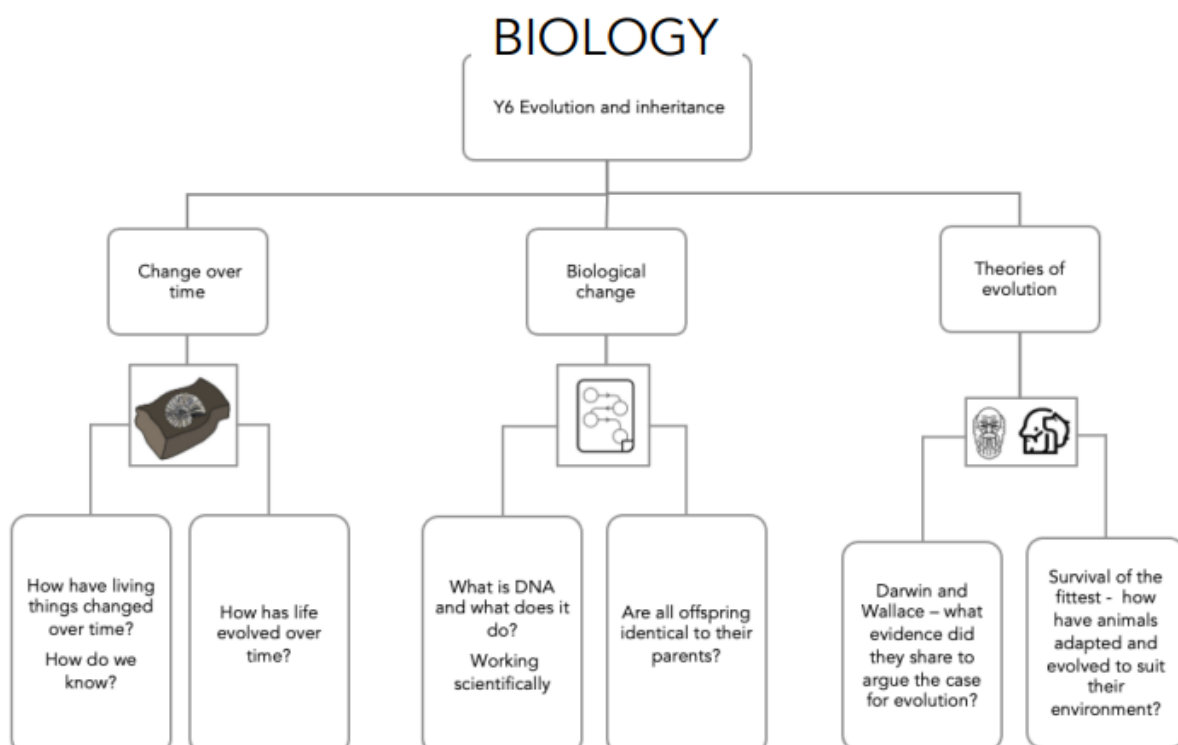
**Extended Writing Outcomes include:** Autobiographies, First Person Narratives, extended third person narratives, speech writing and a news paper report.

# Science

Our topics this term are: living things and their habitats and Evolution and inheritance



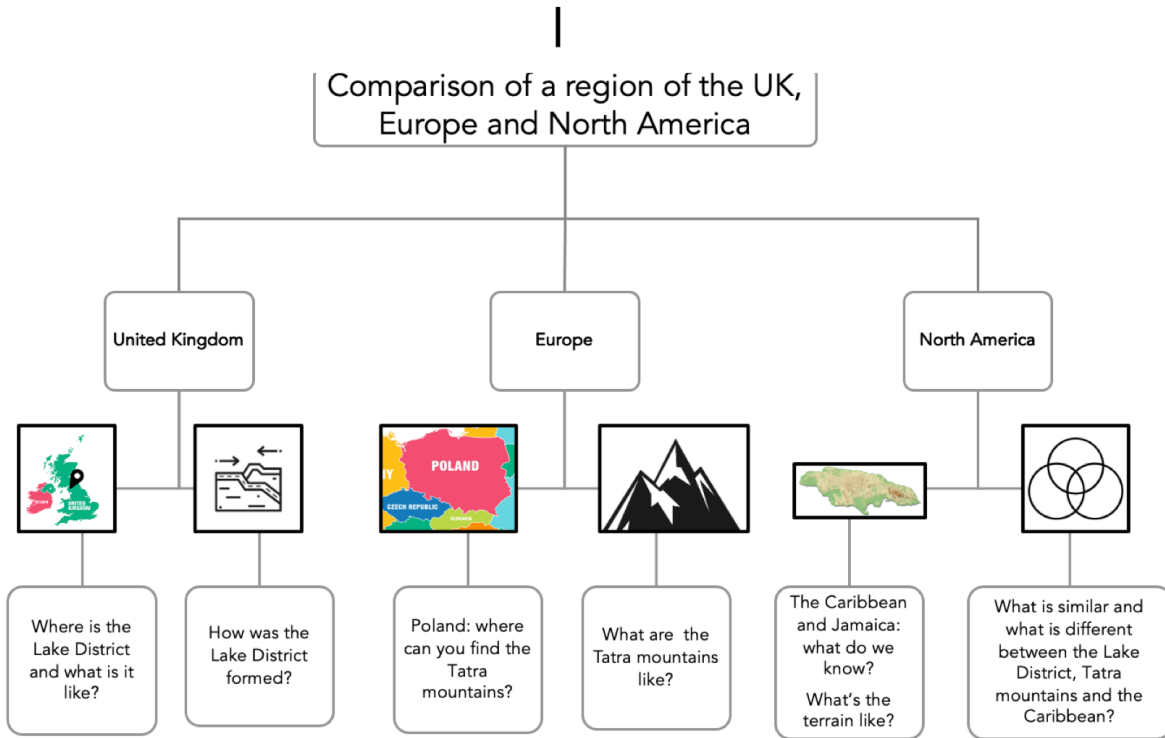
Children will continue to develop their Working Scientifically skills by planning, designing, undertaking and evaluating their own investigations.



# Geography

Our topic for this term is a comparison study – UK, Europe and the Americas and Orienteering: map and fieldwork skills.

## LOCATION & PLACE

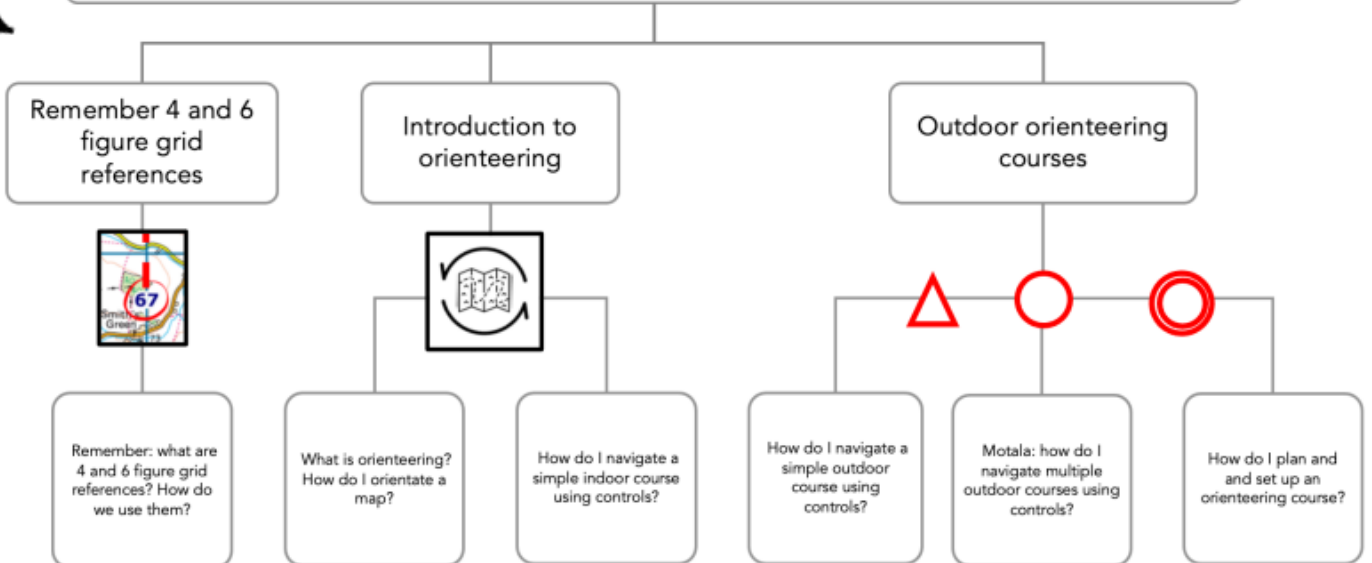


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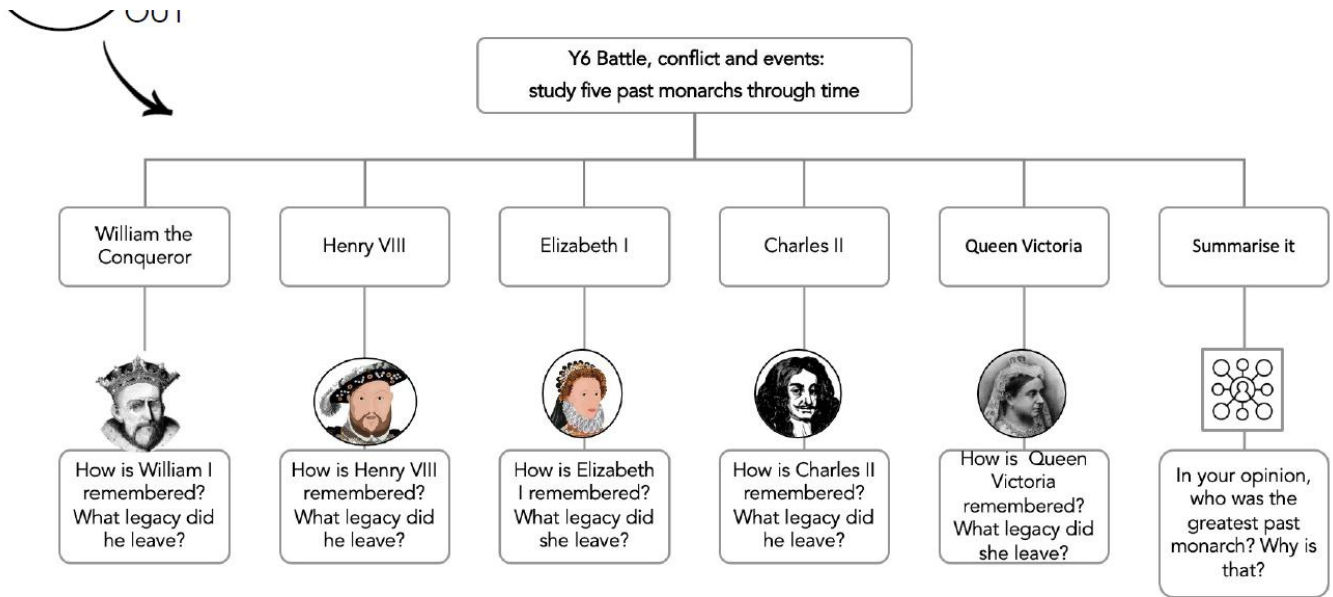
## GEOGRAPHY

Orienteering map skills and navigation



# History

Our topic for this term is: The Study of 5 Key Monarchs.



# Art

Our topics for this term are painting and printmaking/textiles

At the end of this block, pupils will ...	
Know:	Be able to:
Depth can be created by layering effects one on top of the other	Select and combine appropriate techniques to create the illusion of water and depth

In this block, pupils will combine techniques learnt in previous lessons to create the illusion of depth and represent the translucent qualities of water.

At the end of this block, pupils will ...	
Know:	Be able to:
There are a series of steps in the creative process	Refer to previous knowledge and skills to make creative choices
Mediums can be combined to create texture and detail	Apply and refine drawing and textile techniques

In this block, pupils will work through the steps of the creative process as they combine drawing and batik to add detail to a hand-shaped piece of fabric. This will be added to a collaborative piece of work.

# D.T

Our topics this term are *Electrical Circuits and Structures*

At the end of this block, pupils will ...	
Know:	Be able to:
More than one switch can be used to change the functionality of a product	Use switches to adapt a product in response to a design brief

In this block, pupils will learn how switches can be combined with electrical components in different ways to change the functionality of a product.

At the end of this block, pupils will ...	
Know:	Be able to:
Structures can be supported with guy lines and flying buttresses	Construct a flying buttress to support a tower
The shorter the piece of spaghetti, the stronger it will be	Use appropriate lengths of spaghetti to increase strength and stability

In this block, pupils will test the strength of spaghetti and then apply what they have learned to construct a tower that is at least one metre tall.

# Computing

Our area of learning for this half term is: *Creating Media: Web page creation*

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.

# PSHE

Our weekly lessons will focus on a range of themes. We will also be completing our RSE lessons – for which I will send out further information about nearer the time.

# P.E, Music & French

P. E, Music and French will be taught by Mrs Dyer on Friday 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