

Year 6- Autumn 2 Curriculum Newsletter

Dear all,

Welcome back for the second half of our Autumn term.

I hope you all had a wonderful half term.

This newsletter will inform you of all the exciting things your child will be learning about during this half 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. We will be recording in a reading log at the start and end of the week. This so we can share what we have been reading and I can see what it is all of the children are reading.

- **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**

Key days

Our P.E. days are still 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 is set on the Thursday and due back in on the following Wednesday. The children know that 2 late days on their homework does result in missing some time of their break times.

Curriculum:

Our over-arching topic up until February half term is 'War and Conflict.' Up until Christmas we will be linking our learning to World War One. Our main curriculum text will be: The Silver Donkey by _____. we will also be looking at other WWI texts, poems, and sources over the next few weeks.

R.E.

Our topic for R.E. this half term is 'Justice'

Justice Learning Focuses					
I am learning to understand what justice is.	I am learning that God calls all of us to speak out against in justice.	I am learning to know about individuals who have been persecuted for speaking out against in justice.	I am learning to be aware that Christians across the world speak up for justice.	I am learning about how during Advent we prepare for Jesus' birth.	

Science:

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

Light Learning Focuses (COVERED in more than 1 lesson)				
Revise key light scientific vocabulary. (building on learning from previous years)	Understand that light appears to travel in straight lines.	Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes.	Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.	Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.

Maths:

Our areas of focus up until Christmas are: Multiplication, Division and Fractions. 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.

Multiplication & Division	Fractions, Decimals and Percentages
<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>	<p>Ma6/2.3a use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>Ma6/2.3b compare and order fractions, including fractions >1</p> <p>Ma6/2.3c add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p> <p>Ma6/2.3d multiply simple pairs of proper fractions, writing the answer in its simplest form</p> <p>Ma6/2.3e divide proper fractions by whole numbers</p> <p>Ma6/2.3f associate a fraction with division and calculate decimal fraction equivalents for a simple fraction.</p> <p>Ma6/2.3k recall and use equivalences between simple fractions, decimals, and percentages, including in different contexts.</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, To explore key themes raised within a text. To explore complex characterisation. To explore and analyse the language and structure of the novel. 	<p>Plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</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>	<ul style="list-style-type: none"> - Using modal verbs or adverbs to indicate degrees of possibility - Develop the use of varying the way sentences are started. Using ideas such as: verbs (ING ANDED), simile, prepositions, conjunctions and dialogue. - Active and Passive verb form. - Colons to introduce a list. - Semi colons within a list. - Use of the semi-colon, colon and dash to mark the boundary between independent clauses. - Revision of clauses, prepositions, sentence

Extended Writing Outcomes include: narrative chapter extension, narrative in the style of the author, diary entry, letter writing and play script.

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

History:

Our area of learning this half term will focus on World War One, with the BIG question of: What was the impact of WWI on the life in Britain?

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 women and children.	To explore the advancements of warfare that occurred during WWI.

Geography:

Our area of learning this half term will focus on Europe, with the BIG question of: What was the impact of WWI on European countries?

Learning Focuses		
I am learning to locate key countries involved in the outbreak of WWI.	I am learning to investigate key features of a chosen European country.	I am learning to look at statistics and show how the war changed the layout of Europe.

Art:

Our area of learning this half term will link in with our topic on World War One.

Learning Focuses				
I am learning to build up layers for effect	I am learning to develop my observational drawing skills. I am learning to vary my pencil strokes and shading for effect.	I am learning to find out about a key war artist.	I am learning to mimic the style of a key artist of the time.	I am learning to use a range of shades for a colour to recreate a famous scene.

Computing:

For this half term, we will be continuing to develop and build on our current coding skills.

Learning Focuses			
Developing an understanding of instructions, logic and sequences.	Set events to control other events by 'broadcasting' information as a trigger.	Combine the use of pens with movement to create interesting effects.	Use IF THEN ELSE conditions to control events or objects.

P.E, Music & French:

P. E, Music and French will be taught by Mrs Dyer on Thursday 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 for a phone conversation or pop a note in the home-school diary/ email the school.

Kind regards,
Mrs D-N ☺