

# Year 6 – Spring Curriculum Letter

Welcome back to St. Mary's for the Spring Term. I hope you had an enjoyable and restful Christmas break. This letter will inform you of the exciting things that your child will be learning about over the next 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 days are Thursday and 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 due back the following Wednesday this will be a weekly piece of Maths, English and Spelling. As we get ever closer to May, this homework may consist of practise questions.

## Curriculum

RE Our topics for R.E. this term are 'Jesus Bread of Life' and 'Jesus Son of God'.

Jesus Bread of Life Learning Objectives				
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.
Jesus Son of God Learning Objectives				
I am learning to reflect on Jesus' miracles.	I am learning to understand why Jesus washed his disciples' feet and the meaning this has for us.	I am learning about the passion and death of Jesus and reflect on its importance to us.	I am learning to reflect on what Jesus' resurrection means for us.	Stations of the Cross-making their own.

## Maths

Our areas for study for this term are converting units of measure, ratio, algebra, decimals, FDPS, area, perimeter and volume and statistics.

Children will develop their fluency, reasoning and problem-solving skills in these areas.

Children will continue to be tested on their multiplication tables weekly for this term. Regular practise is important and has a positive impact on Maths attainment.

Converting Measures
Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp. Convert between miles and kilometres.
Algebra
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.
Ratio
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.
Decimals
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. Multiply one-digit numbers with up to 2 decimal places by whole numbers. Use written division methods in cases where the answer has up to 2 decimal places. Solve problems which require answers to be rounded to specified degrees of accuracy. Associate a fraction with division and calculate decimal fraction equivalents [ for example, 0.375] for a simple fraction [for example $\frac{3}{8}$ ]
Percentages
Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison. Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.
Perimeter, Area and Volume
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 $\text{cm}^3$ , $\text{m}^3$ and extending to other units ( $\text{mm}^3$ , $\text{km}^3$ )
Statistics
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.

## English

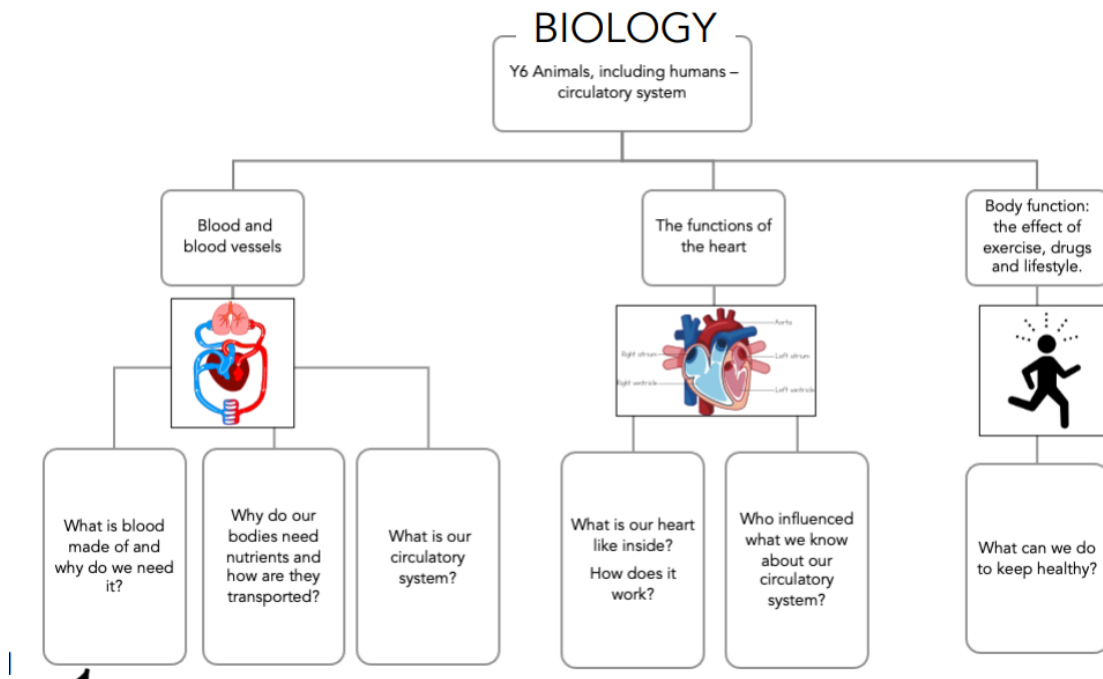
Children will continue to develop their reading and writing skills through study of our class texts. Children will develop a greater understanding and mastery of spelling, grammar and punctuation. Our class texts for this term are: Pig Heart Boy, How to live forever, All Aboard the Empire Windrush and The Island.

We will be writing for a range of purposes and genres including: extended third person narrative, explanatory text, newspaper report, autobiography and first person narratives.

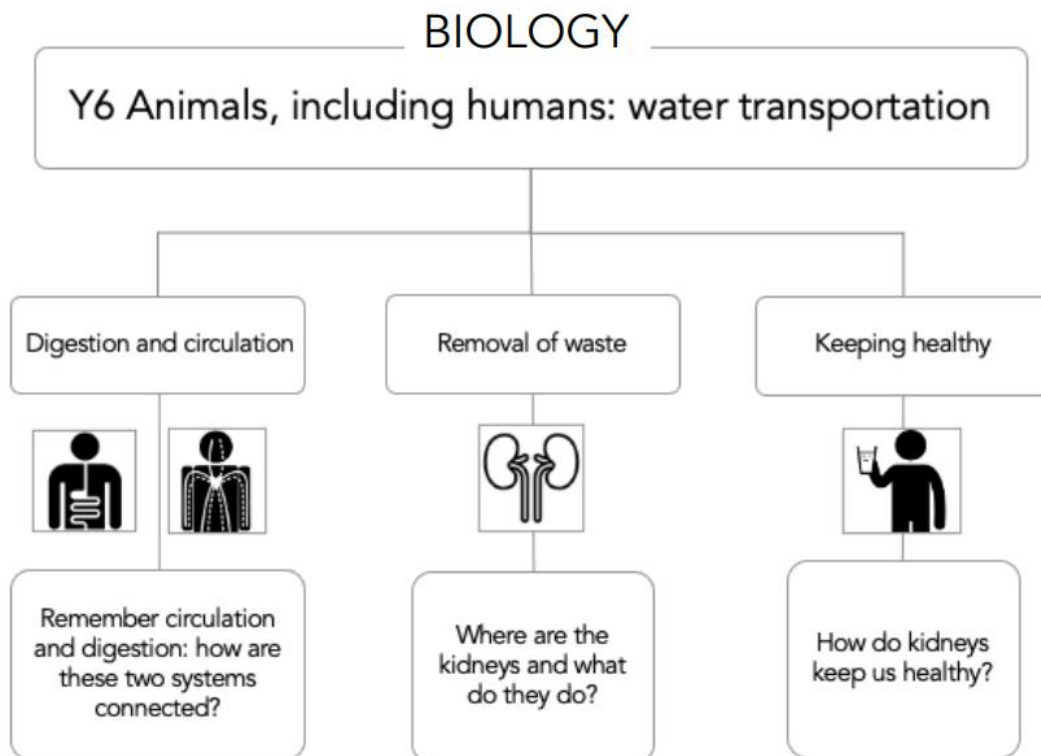
<b>Reading</b> <b>Learning focuses</b>	<b>Writing</b> <b>Learning focuses</b>
<p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>- asking questions to improve their understanding - 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> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Provide reasoned justifications for their views.</p>	<p>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).</p> <p>To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.)</p> <p>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)</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</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>
<p><b>SPAG</b></p> <ul style="list-style-type: none"> <li>- 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]</li> <li>- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> <li>- Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas.</li> <li>- Varying sentence structures. A complex sentence consists of a main clause and one or more subordinate clauses, eg. Although it was late, I wasn't tired.</li> <li>- Direct and reported speech. <ul style="list-style-type: none"> <li>- Higher level punctuation use: colon, semi-colons, dashes and hyphens.</li> </ul> </li> <li>- Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</li> </ul>	

## Science

Our topics for this term are 'The Circulatory System' and 'Water Transportation'

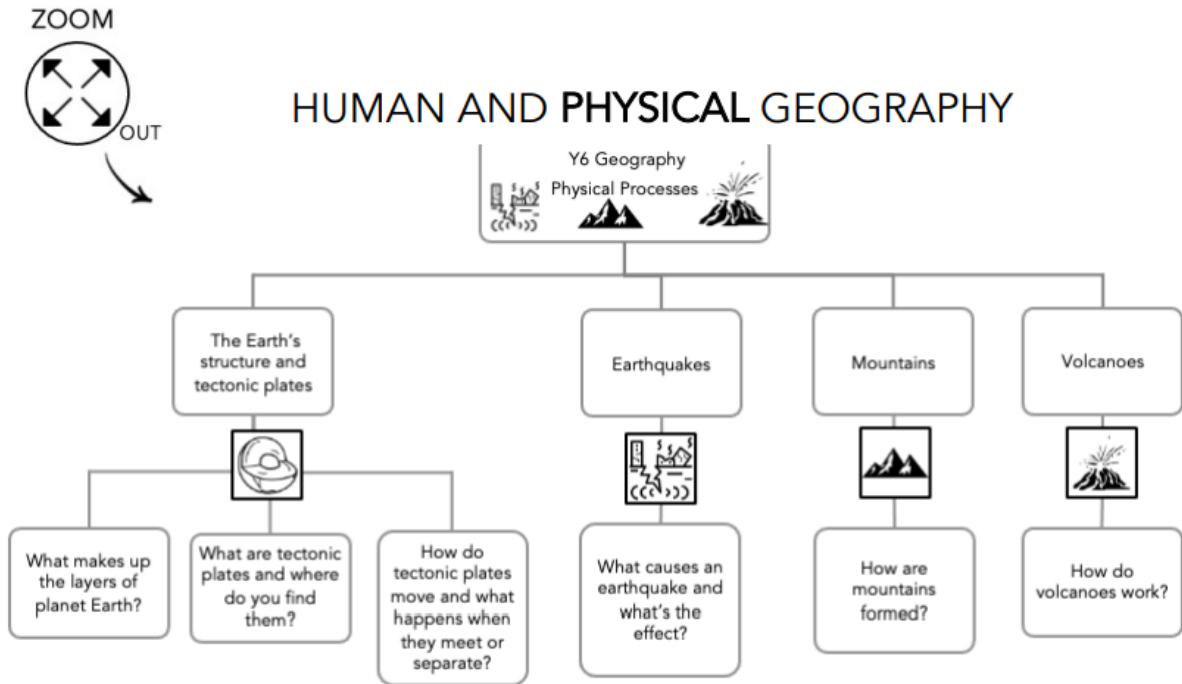


Children will continue to develop their 'Working Scientifically' skills by planning, designing, undertaking and evaluating their own investigations.

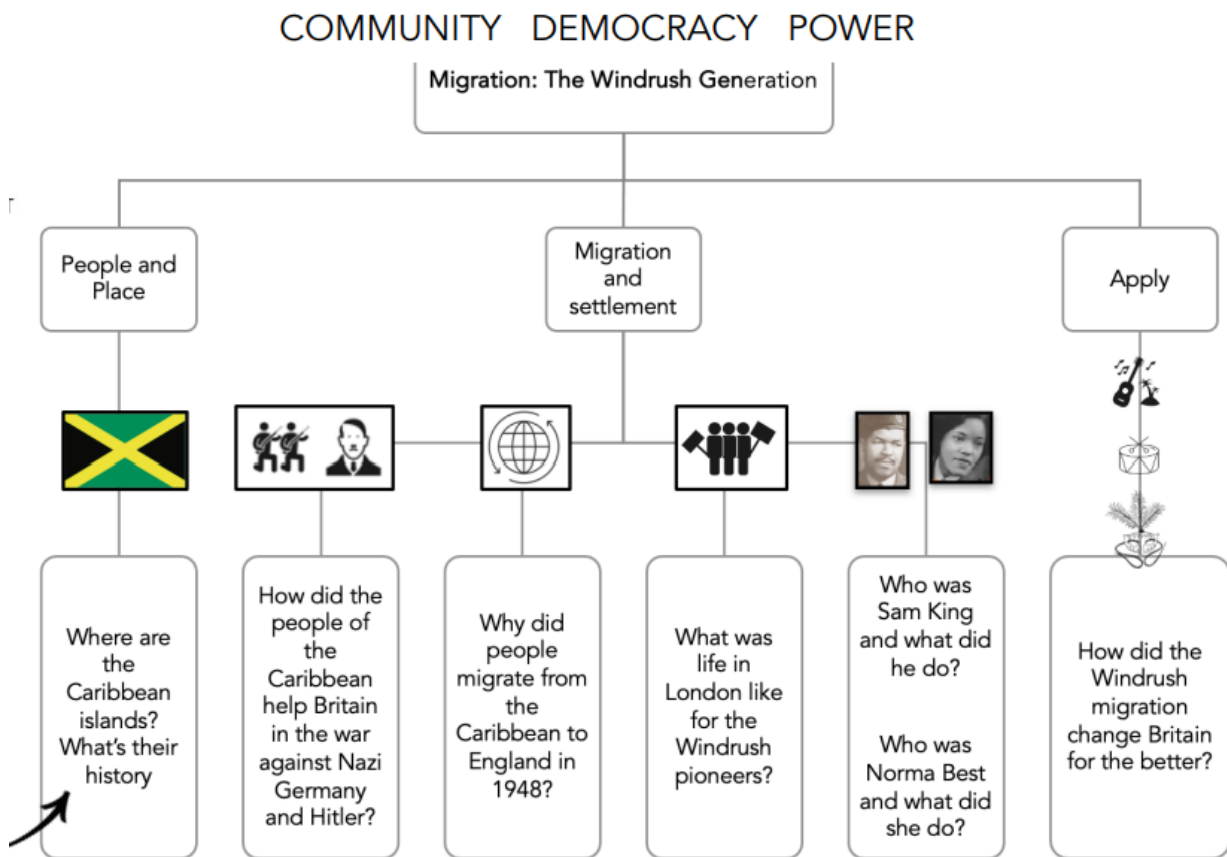


## Geography

Our topic this term is a comparison study – Physical Processes



History Our topic for the term is The Windrush Generation



## Computing

This term, we will be focusing on Computing systems and networks – communication

Learning objectives					
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 topics for the term are printmaking and textiles and 3D.

Printmaking and textiles		3D	
At the end of this block, pupils will ...		At the end of this block, pupils will ...	
Know:	Be able to:	Know:	Be able to:
<p>Batik is a method of making marks on cloth using hot wax</p> <p>Perspective is a technique that enables artists to create the illusion of depth to a painting or drawing</p>	<p>Apply wax to the surface of fabric and dye it to create coloured designs</p> <p>Create a simple one-point perspective sketch</p>	<p>A 2D object can change its form and shape to become 3D</p> <p>Asymmetrical means balance is created where there are elements of colour or shape on both sides that make each side equally important</p>	<p>Use different media to create shapes and forms</p> <p>Match visual and tactile elements to their intentions to create visual balance</p>
<p>In this block, pupils will create a simple one-point perspective drawing and use selected parts to create a printed image as well as replicate line through batik.</p>		<p>In this block, pupils will create 3D forms using a variety of techniques. They will need to consider use of colour, pattern and texture as they combine their pieces made throughout the unit in Lesson 3, to form 3D structures.</p>	

## DT

Our topics for this term are textiles and structures

Textiles	Structures														
<table><tr><th colspan="2">At the end of this block, pupils will ...</th></tr><tr><th>Know:</th><th>Be able to:</th></tr><tr><td>Plastic waste can be recycled and repurposed into practical, useful items</td><td>Make a crochet hook out of a chopstick  Use plastic bags and snack packets to create practical items</td></tr></table> <table><tr><td>In this block, pupils will learn how they can reduce waste by recycling and repurposing snack packets and plastic bags into useful items.</td></tr></table>	At the end of this block, pupils will ...		Know:	Be able to:	Plastic waste can be recycled and repurposed into practical, useful items	Make a crochet hook out of a chopstick  Use plastic bags and snack packets to create practical items	In this block, pupils will learn how they can reduce waste by recycling and repurposing snack packets and plastic bags into useful items.	<table><tr><th colspan="2">At the end of this block, pupils will ...</th></tr><tr><th>Know:</th><th>Be able to:</th></tr><tr><td>Structures can be supported with guy lines and flying buttresses  The shorter the piece of spaghetti, the stronger it will be</td><td>Construct a flying buttress to support a tower  Use appropriate lengths of spaghetti to increase strength and stability</td></tr></table> <table><tr><td>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.</td></tr></table>	At the end of this block, pupils will ...		Know:	Be able to:	Structures can be supported with guy lines and flying buttresses  The shorter the piece of spaghetti, the stronger it will be	Construct a flying buttress to support a tower  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.
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## PSHE

Our weekly lessons will focus on a range of themes linking to our overarching topic of Relationships. Key questions we will be looking at from an age appropriate level are: How do we feel? What makes happy, healthy relationships? And How are we the same/different?

**PE** Our focus for this term is on honing our skills in games and gymnastics. PE will be taught by Mrs Dyer on Thursdays and Mrs D-N on Fridays.

## Music and French

Music and French will be taught by Mrs Dyer on Thursday afternoons.

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I look forward to working closely with you over the term. Should there be any questions or problems, do not hesitate to make an appointment to see me.

With very best wishes,  
Mrs D-N