

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 day is Monday and Friday. Children may come to school in their PE kit on this day 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 practice questions.

Curriculum

RE

This term in RE we will be completing Branch 3: Galilee to Jerusalem and Branch 4: Desert to Garden.

Branch 3:

Expected outcomes	
	Understand By the end of this unit of study, pupils will be able to:
U6.3.1.	Show understanding of the scripture passages studied identifying authorial intention, recognising that the scripture speaks to people literally and carries a deeper spiritual meaning. (RVE)
U6.3.2.	Use specialist theological vocabulary to make links between each of the miraculous signs and Christian beliefs about Jesus, including some of the sacraments, and how these reveal he is truly God and truly human.
U6.3.3.	Use specialist religious vocabulary to make links between one of the 'I am' statements and Christian beliefs about Jesus.
U6.4.4.	Know the seven sacraments of the Catholic faith and explain the purpose of each sacrament in the life of the Catholic Church.
U6.3.5.	Explain the role of the deacon, priest, or bishop in administering the sacraments and why they are a part of sacramental celebrations.
U6.3.6.	Describe some ways their local parish community celebrates the sacraments, noticing which are celebrated occasionally, and which are celebrated frequently, giving reasons for this.
	Discern By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:
D6.3.1.	Giving reasons why the Church teaches sacraments are 'meeting points where God himself is present' (YCFK 64). Discuss why others might disagree.
D6.3.2.	Looking at different artistic representations of at least one of the signs in St John's gospel and discussing the artists' use of symbolic representation, expressing and sharing a personal preference, giving reasons for their choice and listen to contrary points of view. (RVE)
	Respond During this unit of study, pupils will be invited to respond to their learning, for example by:
R6.3.1.	Reflecting on how the seven signs in John's gospel speak to them literally and spiritually.
R6.3.2.	Considering how stories from scripture speak to people in different ways. (RVE)

Branch 4:

Expected outcomes	
	Understand By the end of this unit of study, pupils will be able to:
U6.4.1.	Show an understanding of the account of Holy Week in the gospel of John.
U6.4.2.	Show knowledge and understanding of how one of the texts reveal deeper meanings about Jesus as Messiah and describe the beliefs revealed.
U6.4.3.	Make links between the account of Jesus' washing his disciples' feet, what happens at Mass on Holy Thursday, and Christian beliefs about Jesus' actions.
U6.4.4.	Describe ways Jesus shows his love for all people by his actions on Holy Thursday and Good Friday.
U6.4.6.	Make links between the Christian belief in the Crucifixion and the Stations of the Cross as a prayerful reflection on Christ's journey to the cross.
	Discern By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:
D6.4.1.	Considering the statement 'Jesus had a fair trial', comparing and contrasting different points of view about this statement drawing on John's gospel as a source of evidence.
D6.4.2.	Exploring how they and others interpret their own and the maker's meaning, in response to a variety of creative and artistic expressions and linking these with a scriptural passage studied.
	Respond During this unit of study, pupils will be invited to respond to their learning, for example by:
R6.4.1.	Prayerfully reflect on what Jesus teaches about true discipleship.
R6.4.2.	Considering how love of neighbour could transform their life and the lives of the communities they are part of, describing the actions they could take to begin this transformation. (RVE)
R6.4.3.	Reflecting on Lent as a time to begin this transformation.

Maths

Our areas for study for this term are completing our unit on fractions, 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 practice 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 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 cm³, m³

and extending to other units (mm³, km³)

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: All Aboard the Empire Windrush, The Island and Skellig.

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

Reading Learning focuses	Writing Learning focuses
<p>Understand what they read by:</p> <ul style="list-style-type: none">- 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.	<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>

<ul style="list-style-type: none"> - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. <p>Provide reasoned justifications for their views.</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:</p> <ul style="list-style-type: none"> -assessing the effectiveness of their own and others' writing. -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. <p>Distinguish between the language of speech and writing and choosing the appropriate register.</p> <p>Proof-read for spelling and punctuation errors.</p>
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SPAG

- 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]
- Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas.
- 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.
- Direct and reported speech.
- Higher level punctuation use: colon, semi-colons, dashes and hyphens.
- 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)].

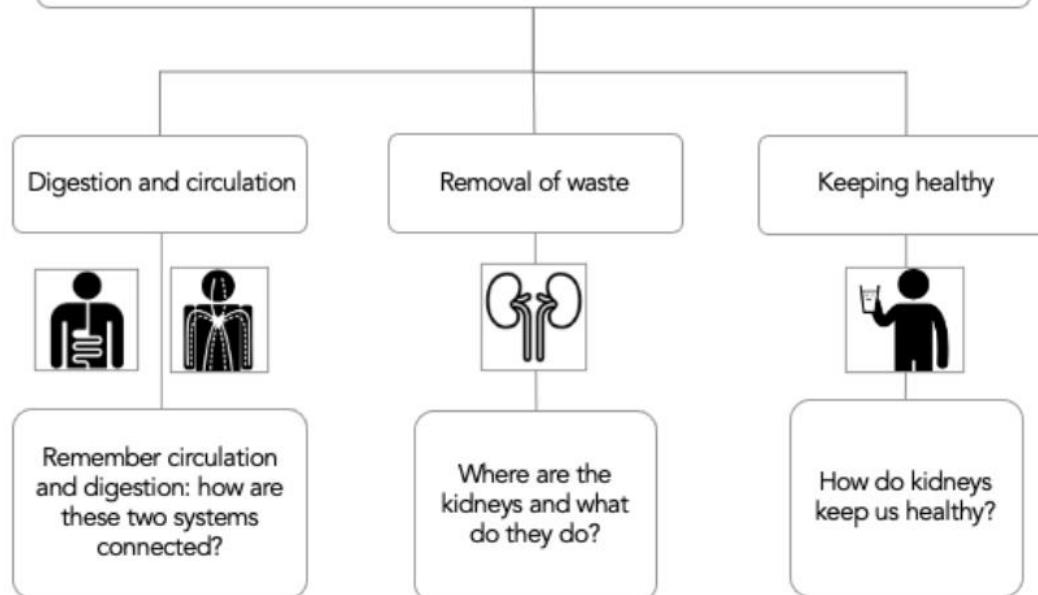
Science

Our topics for this term are 'Water Transportation' and 'Light'.

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

BIOLOGY

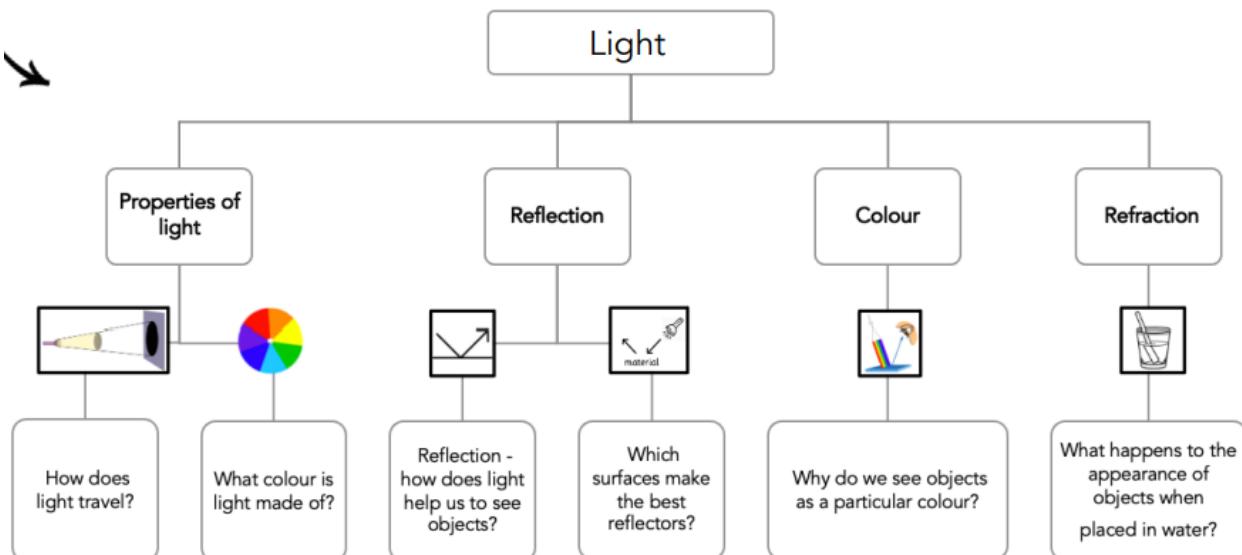
Y6 Animals, including humans: water transportation



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CUT

Physics

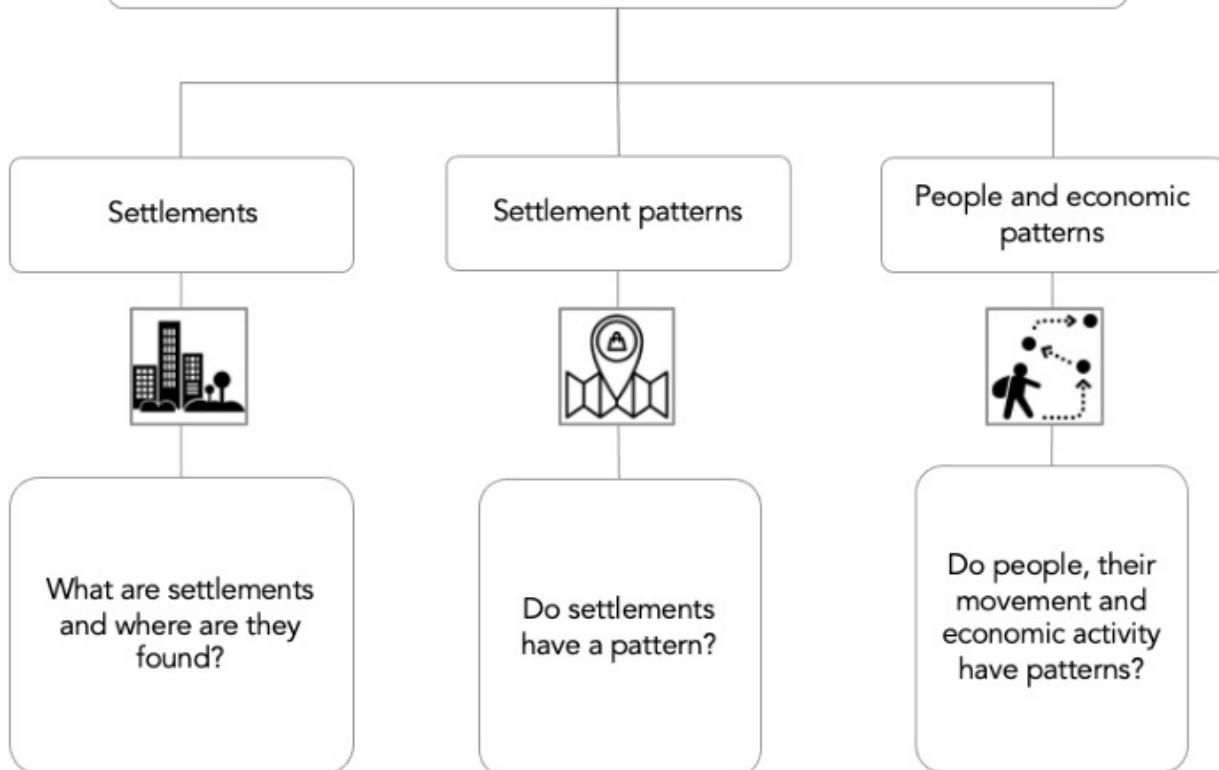
Sound, light and waves



Geography

Our topic this term is Settlements, land use and economic activity.

Settlements, land use and economic activity

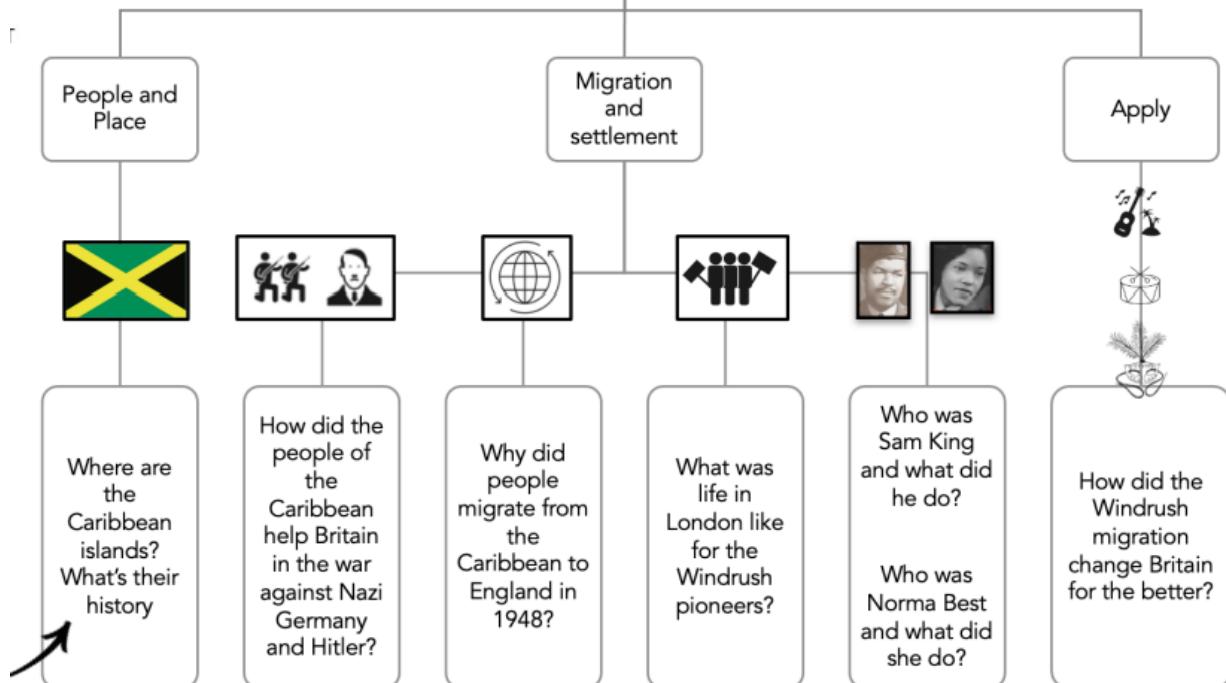


History

Our topic for the term is The Windrush Generation

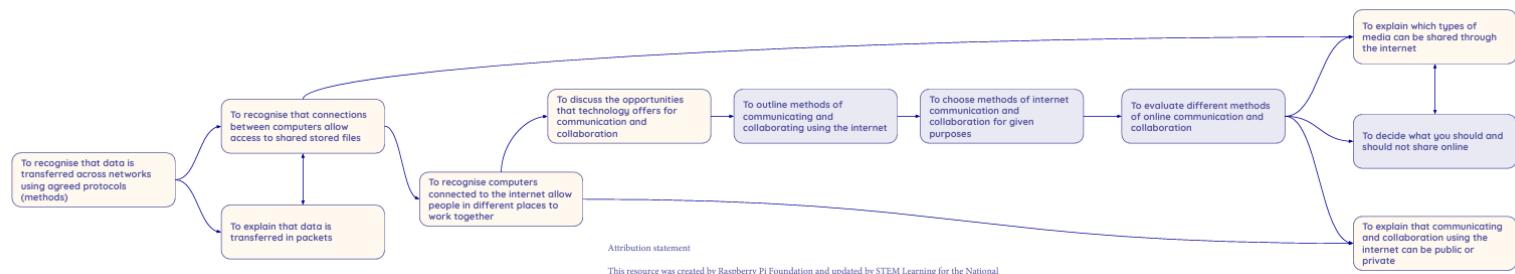
COMMUNITY DEMOCRACY POWER

Migration: The Windrush Generation



Computing

This term, we will be focusing on computing systems, networks and communication.



Art and DT

Our topic for the term is: Drawing in Art and

Painting		Textiles	
At the end of this block, pupils will ...		At the end of this block, pupils will ...	
Know:	Be able to:	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	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 combine techniques learnt in previous lessons to create the illusion of depth and represent the translucent qualities of water.		In this block, pupils will learn how they can reduce waste by recycling and repurposing snack packets and plastic bags into useful items.	

PSHE

Our weekly lessons will focus on a range of themes.

- L1- Body Image
- L2- Peculiar Feelings
- L3- Emotional Changes
- L4- Seeing Stuff Online
- L5- Online Safety (Online Reputation)
- L6- online safety day lesson

Children's Mental Health Week

PE

PE lessons will be on a Monday and Friday.

Music and French

Music and French will be taught by Mrs Dyer on Friday afternoon.

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