

Year 6- Autumn 1 Curriculum Newsletter

Dear all,

Welcome back to Autumn 2020.

I hope you all had a wonderful, restful summer. I'm sure you and your children are ready and hopefully looking forward to getting back to school and some form of normality this term. I know I am excited to welcome your children back for their last Year at St Mary's.

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 Autumn 2 after October 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.
- **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**
- **P.E kit**- with items clearly labelled.

Key days

Our P.E. days (for the first half term) are Thursday and Friday. However, as things can change throughout the week, please ensure that your child has their P.E. kit in school at all times.

Spellings and times tables are given out on a Thursday and tested on the following Friday. Children should practise these at home regularly.

Homework: Once we get back into the swing of things, homework will be set weekly. It will be given out on a Thursday and due back by the following Wednesday. I will send out further information regarding this when we are a little more settled.

Curriculum:

Our over-arching topic up until October half term is 'Our World.' Our reading to go alongside this topic includes Varmints and a collection of poetry from the book called 'Dark Sky Park.' These books look at the themes of change, animals and the environment.

R.E.

Our topic for R.E. this half term is 'The Kingdom of God'

The Kingdom of God. Learning Focuses					
I am learning to reflect on what the Kingdom of God is like	I am learning to reflect on the values of God's kingdom.	I am learning to reflect on the importance of responding to the invitation to the Kingdom.	I am learning about the fact that everyone is called to enter the Kingdom.	I am learning to show how I can commit to the Kingdom of God.	I am learning about Jesus' miracles and how they reflected the beginning of the Kingdom.

Science:

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

Classification Learning Focuses (COVERED in more than 1 lesson)	
Describe how living things are classified into broad groups according to common observable characteristics.	Give reasons for classifying plants and animals based on specific characteristics.

Maths:

Our areas of focus up until half term are: Place Value, Addition, Subtraction, Multiplication and Division. 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.

Place Value	Addition & Subtraction Multiplication & Division (subject to time this could be a fter half-term)
<p>Ma6/2.1a read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</p> <p>Ma6/2.1b round any whole number to a required degree of accuracy</p> <p>Ma6/2.1c use negative numbers in context, and calculate intervals across 0</p> <p>Ma6/2.1d solve number and practical problems that involve all of the above.</p>	<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>

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, identifying key details that support the main ideas - identifying how language, structure and presentation contribute to meaning <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>Learning a wider range of poetry by heart</p> <p>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</p>	<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"> - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - Using modal verbs or adverbs to indicate degrees of possibility - Punctuating questions consistently using the question mark whether this is within speech or not. - Develop the use of varying the way sentences are started. Using ideas such as: verbs (ING ANDED), simile, prepositions, conjunctions and dialogue.

Extended Writing Outcomes include: poetry, informal and formal letters, a self help guide, an argument and a public health guide.

Spellings: Spellings will be tested weekly. Each week we will be focusing on a different rule. For the first half term rules we be taken from a gap analysis undertaken in the first week.

Geography:

Our area of learning this half term will focus on The Americas.

Learning Focuses			
I am learning to identify and describe a range of places across the Americas.	I am learning to compare how weather and climate across America is affected by geographical location.	I am learning to undertake fieldwork to identify human and physical features of the local area.	I am learning to compare human and physical features of the local area with a region of North America.

Computing:

For the first half term, we will be focusing on developing and building on our current coding skills.

Learning Focuses		
I am learning about the importance of the order of functions.	I am learning to make predictions within code.	I am learning to programme key elements. (A few sessions on this)

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 to see me or pop a note in the home-school diary/ email the school. I am really looking forward to getting to know you and your children and making their final year here enjoyable.

Kind regards,
Mrs D-N ☺