

Year 6 Class Newsletter

6M Class Teacher: Miss Major
6L Class Teacher: Mrs Livesey
HLTAs: Miss Milner and Mrs Walmsley
Year 6 Teaching Assistants: Mr Graham and Mrs Little

Key dates:

W/C Monday 13th November 2023 – Anti-Bullying week.
Friday 17th November 2023 – Children in Need dress up day.

Curriculum information

Year 6 Term 2

This is an overview of what your child will be learning this term.

Topic

This term we are continuing with our topic 'Natural Disasters'. We will continue to look at a variety of natural disasters and explore the effects they have on the environment and human race. We will begin by looking at blizzards through our English work and creating some art work for display. From here, we will be looking at hurricanes and tsunamis.



Science

Our science topic for Term 2 is Living Things and their Habitats. We will be looking at the different ways living things are classified. In particular, we will be looking in to the Linnaeus system which scientists use world wide and the way characteristics support classification.



Computing

In computing, we will be studying what makes a good website? The children will explore how to vary new layouts (using hyperlinks) and understand the meaning of copyright.

P.E

PE lessons are on **Monday for 6M and 6L**. PE will include an outdoor football session as well as indoor gymnastics. We appreciate your continued support in ensuring that the children always arrive in the appropriate PE kit to enable full participation. Please provide a warm track-suit / jogging bottoms in grey or black for the cold weather. No earrings to be worn.



PSHE



During PSHE this term, we will be making reference to Remembrance Day, Anti-Bullying week and Children in Need.



Additionally, the children will be focusing on three key areas; support networks, online safety and leadership. Within this, children will identify who they can talk to when they need help and recognise their own support network. They will identify some of the positive and negative impacts of screen time and discuss how to stay safe online using a variety of dilemmas. Finally, they will look at the role of a leader and the qualities they possess.

French

Pupils will begin to understand vocabulary used for their school environment and be able to start to form sentences verbally and written.

RE

This term for RE pupils will be looking at how Christians answer the big question, 'What would Jesus do?'

Water Bottles

Please could you ensure that your child brings a named drink bottle to school each day. **This should only contain water.**



English

This term, English will link to our topic of natural disasters. We will be exploring survival stories and a dystopian novel called 'Floodlands' to create poetry, speeches and narratives. We will also be looking at our impact on the environment using Greta Thunberg's speech to inspire our own persuasive speeches about the environment.

English homework will be set either online or on paper. This will be set on alternate weeks and children will be given a week to complete it. We will give more information about homework in the next couple of weeks. There is also an expectation that children will read for at least 15 minutes each evening.

Spellings—are given out each week and are consolidated through a weekly dictation on Fridays. Children are encouraged to review these spellings at home.

PLEASE ENSURE THAT YOUR CHILD BRINGS THEIR READING BOOK TO SCHOOL EVERY DAY.

Maths

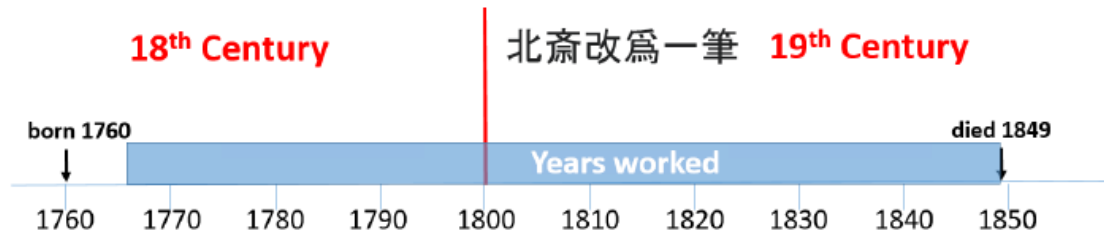
This term, in maths we will focus on calculating with fractions using all four operations. We will also look at the equivalence between fractions, decimals and percentages in an investigative way. Homework will continue to be sent out every other Wednesday and should be handed in the following week. This is to support and consolidate class learning, further investigative activities or the learning of times table



Art Hokusai-The Great Wave Year 6



Hokusai was a **Japanese artist**, painter and printmaker of the Edo period. He is best known as author of the woodblock print series *Thirty-six Views of Mount Fuji*.



Key facts:

Katsushika Hokusai was born in Edo, now known as Tokyo.

He is thought to have learned art from his father who was a prominent mirror-maker.

He began painting around the age of 6. At the age of 14, he was taken in as an apprentice to learn the art of wood carving and went on to become a highly influential ukiyo-e artist in his own right.

He used many different names over his long career. He produced his most influential work after the age of 60 and died at the age of 89.

What should I already know?

- To control paint and water, with the correct amount, to mix paint of different thicknesses.
- To create images in the style of an artist from history whilst developing the correct style.
- To develop the application and blends of pencil and charcoal creating a variety of tones to achieve different effects.

What will I know by the end of this term:

- Create a colour palette based upon colours observed in the natural or built world
- Use the qualities of watercolour and acrylic paints to create visually interesting pieces
 - Use brush techniques and the qualities of paint to create texture.
- Give details (including own sketches) about the style of some notable artists, artisans and designers.



Self-portrait (1839)



Term 2 – Gospel

What would Jesus do?



What should I already know and be able to do?

- Jesus challenges everyone about how to live.
 - Jesus challenges people who pretend to be good and shows love and forgiveness to unlikely people.
 - Jesus' life shows what it means to love God and love your neighbour.
 - That they need to try to be like Jesus – that they want to know him better.
 - They need to try and put this teaching and examples into practice in many ways from church worship to social justice.
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- Give at least three examples of ways in which Christians use Bible concepts in their own individual lives.
 - Raise questions and suggest answers about how fair the big ideas explored in the bible might make a difference to how pupils think and live.

What will I know and be able to do by the end of this topic?

- Christians see that Jesus' teachings and example cut across expectations
 - Jesus' good news transforms lives now, but also points towards a restored, transformed life in the future.
 - Christians believe that they should bring this good news to life in the world in different ways.
 - Identify features of Gospel texts
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- Taking account of the context, suggest meanings of Gospel texts studied, and compare my ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.
 - Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.
 - Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.

Key words:

Genesis-The origin or mode of formation of something.

Biblical- Relating to or contained in the Bible.

Church- A building used for public Christian worship.

Faith- Complete trust or confidence in someone or something.

Gospel- The teaching or revelation of Christ.

Sermon- A talk on a religious or moral subject, especially one given during a church service and based on a passage from the Bible.

Passages- A portion or section of a written work.



Geography Natural Disasters Year 6



Key Vocabulary:

Hurricane – strong rotating winds that form over warm water.

Tornado - strong rotating winds that form over land.

Earthquake - a violent shaking of the earth

Volcano – a mountain that erupts lava

Tsunami – a large, powerful wave

Tectonic Plates – layers of earth which move and make up the earth's surface

What will I know by the end of this term:

A natural disaster is an event caused by nature, such as: floods, volcanic eruptions, tropical storms, tornadoes, landslides, wildfires and many more. These events cause lots of damage to the communities and locations where they occur. This damage is often to people's homes, and therefore they cost countries lots of money to rebuild and repair after an event. Often, a natural disaster will result in the loss of lives.



What should I already know?

- *To locate the 7 continents and oceans of the world.
- *To explain why rivers flood.
- *To locate the significance of the equator, northern and southern hemisphere.
- *To explain the features of a water cycle.
- *To use my prior knowledge of physical geography through describing the key aspects of mountains, climate zones, volcanoes, rivers and earthquakes.

79 CE
Eruption of
Mount
Vesuvius.

526 CE
Antioch
Earthquake.

856 CE
Damghan
Earthquake.

1138 CE
Aleppo
Earthquake.

1780 CE
Great Atlantic
Hurricane.

1839 CE
Indian
Hurricane/
Cyclone

1928-30 CE
Chinese
drought.

1931 CE
Yellow River
Flood.

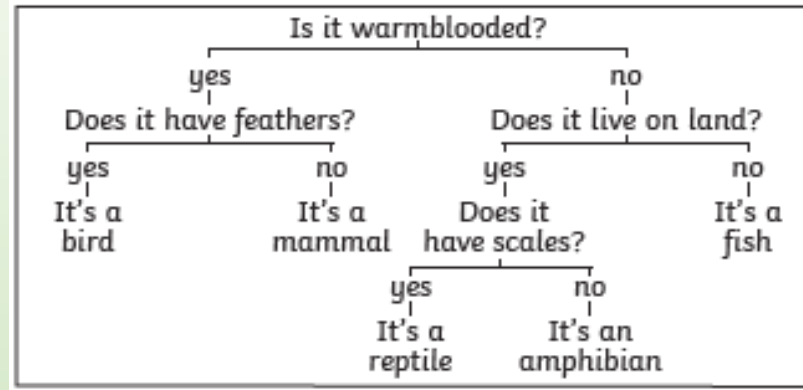
2004 CE
Indian Ocean
Earthquake/
Tsunami

Natural Disasters Timeline

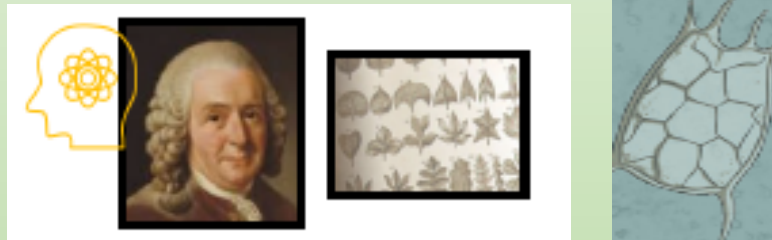
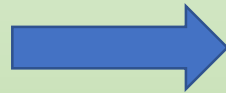


What should I already know?

- Animals can be grouped into **carnivores**, **herbivores** and **omnivores**. They can also be grouped into **vertebrates** and **invertebrates**.
- **Organisms** can be **classified** and we can use a **classification key** to identify them.
- Examples of **habitats** (including **microhabitats**) and the **organisms** that can be found there.
 - Living things depend on each other to survive.
 - How **environments** are changing.
 - The relationships between **predators** and **prey**.
- **Food chains** demonstrate the direction in which **energy** travels.
 - How **organisms** have **adapted** and **evolved** over time.



Carolus Linnaeus (1707-1778) 'Father of Classification'

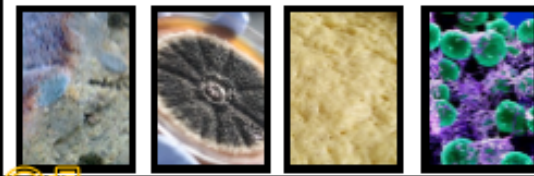


What will I know by the end of this term:

- Living things can be grouped according to different **criteria** (where they live, what type of **organism** they are, what features they have). For example, a camel can belong in a group of **vertebrates**, a group of animals that live in the desert, and a group of animals that have four legs.
- A **classification key** is a tool that is used to group living things to help us identify them using recognisable **characteristics**.
- The Linnaean system, named after Carl Linnaeus, has different levels where the number of living things in each group gets smaller and smaller, until there will just be one type of animal in the **species** group.

Micro-organisms

Microorganisms are very tiny living things. They are so small that they are not visible to the naked eye, so a microscope is needed to see them. Microorganisms can be found all around us. They can live on and in our bodies, in the air, in water and on the objects around us. They can be found in almost every habitat



algae	A single or multi-cellular organism that has no roots, stems or leaves and is often found in water.
bacteria	Tiny little organisms that are everywhere around us.
classification	The arrangement of organisms into orderly groups based on their similarities and presumed evolutionary relationships.
fungi	A classification or group of living organisms. This means they are not animals, plants, or bacteria.
invertebrate	An invertebrate animal does not have a backbone and 97% of creatures belong to this group.
micro-organism	An organism which is microscopic, making it too small to be seen by the human eye.
organism	An individual animal, plant or single-celled life form.
species	A group of closely related organisms that are very similar to each other and are usually capable of producing offspring.
taxonomy	The science of naming, identifying and classifying organisms.
vertebrate	A vertebrate animal is one that has a backbone.
virus	A small infectious agent that replicates only inside the living cells of an organism.