

# Year 6 Class Newsletter

**Year 6 Teachers:** Miss Major, Mrs Livesey and Mrs Orr

**Year 6 Teaching Assistants:** Mr Graham, Mrs Little and Miss Mount

**HLTAs:** Miss Milner and Mrs Walmsley

## Curriculum information

### Welcome to Year 6 Term 3

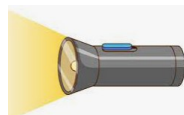
This is an overview of what your child will be learning this term.

#### Topic

Our topic this term will investigate which factors led to the outbreak of World War II (WWII) and what life was like in Britain in the early twentieth century. Additionally, the children will understand the importance of women's roles during the war and rationing. This will support them in understanding the key question for the term: How did WWII impact the role of family lives?

#### Science

Our science topic for Term 3, will be exploring the many properties of light, how it travels in straight lines, shadows and how the eye is designed to enable us to see. This will involve practical investigation work where children will explore scientific ideas and use information to help them form predictions and hypotheses.



#### Computing



real-world examples of values that can be set and changed. Finally, **Safer Internet Day** will take place **6th February** and we would appreciate your support with this at home. Please remind your children around the importance of keeping themselves safe online.

This term, Year 6 will be studying the concept of variables in programming through games in 'Scratch'. They will find out what variables are and relate them to

**PE lessons** are on **Tuesday PM**. PE will include one outdoor session and one indoor session on Hockey and World War II themed Dance lessons. We appreciate your continued support in ensuring that the children come into school in their PE kit on PE days to enable full participation. Please provide a warm black/grey track-suit / jogging bottoms for the cold weather. No earrings to be worn in PE.



#### PSHE

PSHE will focus on our next two topics 'Mind to be Kind' and 'Wellbeing'. Children will be discussing scenarios and recognising what makes a good friend. We will also be looking at scenarios that test our emotions and strategies to deal with these. Finally, we will be looking at food habits and what makes a healthy, balanced diet.

#### Design Technology

Through studying the impact of Rationing in WWII, we will be comparing cookie recipes from the past to present day. This will allow us to identify the sugar content due to sugar being an ingredient that was a luxury during WWII. As well as studying food rationing, we will highlight the importance of 'make do and mend'. Children will become creative in making adaptations to their own clothes!

*As you are aware, Year 6 is a very important year for your child, both in terms of the forthcoming SATs (May) and in preparation for the transition to secondary school. Thank you for your continued support in helping us to ensure that your child achieves the very best that they can this year. Thank you for your continued support.*

## English

We will continue to focus on inference skills in reading comprehension as well as developing confidence using strategies to retrieve information and develop personal responses to texts. In writing lessons, we will be focusing on the text 'Letters from the Lighthouse' and encouraging creativity and empathy through our writing tasks as well as continuing to focus on grammar and punctuation.

**There is an expectation that children will read for at least 15 minutes each evening.**

**Spellings** will be taught weekly in class and the children will be sent home a weekly spelling list to consolidate learning. As well as this, they will be completing daily activities to reinforce the spelling rules being taught.

**Homework** will be given out once a week and collected the following week. English will be alternated each week on ATOM. However, Maths sheets will continue to be provided weekly to support and extend their learning from the week. Homework not completed will need to be done during their own time at school.

#### Water Bottles

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



#### Maths

*In maths this term, we shall begin by looking at percentages including working out equivalent values between fractions, decimals and percentages. Within our arithmetic work we will also work out how to find unit percentages of numbers e.g. 37% of 450. Towards the end of the term we shall then work on key units of measurement for mass, capacity and length. As always children will have a good selection of arithmetic work alongside problem solving and reasoning.*



## What should I already know?

- Refer to the fact that they need light in order to see things and that dark is the absence of light.
  - Notice that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- Recognise that shadows are formed when the light from a light source is blocked by an opaque object.
- Find patterns in the way that the size of shadows change..



## What will I know by the end of this term?

- Recognise 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 eye.
- Create a model of light travelling/investigate how we see colour.
- 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.
  - To create a periscope.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

## refraction

This is when light bends as it passes from one medium to another. E.g. Light bends when it moves from air into water.



### Key Knowledge

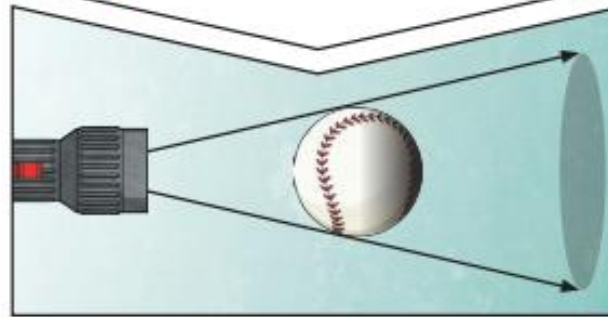


The spoon in this water looks as if it is bent. This is because **light** bends when it moves from air to water. When **light** bends in this way, it is called **refraction**.

Isaac Newton shone a **light** through a transparent **prism**, separating out **light** into the colours of the rainbow (red, orange, yellow, green, blue, indigo and violet) - the colours of the **spectrum**. All the colours together merge and make visible **light**.



A **shadow** is always the same shape as the object that casts it. This is because when an **opaque** object is in the path of **light** travelling from a **light source**, it will block the **light** rays that hit it, while the rest of the **light** can continue travelling.



### Key Vocabulary

<b>light</b>	A form of energy that travels in a wave from a source.
<b>light source</b>	An object that makes its own <b>light</b> .
<b>reflection</b>	<b>Reflection</b> is when <b>light</b> bounces off a surface, changing the direction of a ray of <b>light</b> .
<b>incident ray</b>	A ray of <b>light</b> that hits a surface.
<b>reflected ray</b>	A ray of <b>light</b> that has bounced back after hitting a surface.
<b>the law of reflection</b>	The law states that the angle of the <b>incident ray</b> is equal to the angle of the <b>reflected ray</b> .



Key Events		
1939	1 <sup>st</sup> September	German troops invade Poland.
	3 <sup>rd</sup> September	Britain and France declare war on Germany.
1940	10 <sup>th</sup> May	The Battle of France begins.
	26 <sup>th</sup> May	<b>Allied</b> forces are evacuated from Dunkirk in France.
	10 <sup>th</sup> July	The Battle of Britain begins.
	7 <sup>th</sup> September	The Blitz begins.
1941	22 <sup>nd</sup> June	Germany invades the USSR (Soviet Union).
	7 <sup>th</sup> December	Japan bombs Pearl Harbor in the US.
1943	16 <sup>th</sup> and 17 <sup>th</sup> May	The Dambusters bombing raid is carried out.
1944	6 <sup>th</sup> June	The D-Day landings
1945	7 <sup>th</sup> May	Germany surrenders to the <b>Allies</b> .
	6 <sup>th</sup> and 9 <sup>th</sup> August	The US drops <b>atomic bombs</b> on two cities in Japan.

### How did World War II start?

The leader of Germany, Adolf Hitler, had plans to take over other countries. In March 1938, Germany invaded and annexed Austria, which made other countries worried. On 29th September 1938, British, French, German and Italian leaders signed a treaty called the Munich Agreement. This allowed Hitler to annex the Sudetenland (an area of **Czechoslovakia**) if he agreed not to invade anywhere else. However, in August 1939, Hitler broke the agreement and invaded the rest of **Czechoslovakia**, followed by Poland on 1st September. Britain, France and Poland had made a pact to support each other, so Britain and France declared war on Germany.

### The Role of Women

Before the war, most women stayed at home and didn't go out to work. Those who did work were paid less than men and were generally restricted to 'women's jobs', such as nursing or working as a shop assistant. However, when men were called up for **active service**, women were needed to do jobs such as making weapons, driving buses and trains or working in engineering or shipbuilding. Some joined the armed forces themselves. After the war, many women lost their jobs. However, their experiences led them to campaign for equal working rights and pay so that they could carry on leading more independent lives



### Rationing

Supply ships were targeted by German bombers and it was necessary to conserve as much food as possible. **Rationing** meant that each person was only allowed a fixed amount of foods. Ration books were issued, with coupons that showed people how much of each item they were allowed. Shopkeepers would remove or stamp the coupons when they were used. People were also encouraged to '**Dig for Victory**' and grow as much of their own food as possible. Petrol, soap, clothing and timber were also in short supply. Clothing ration books were issued and people were encouraged to '**make do and mend**'.



### What should I already know?

Children will be aware of the European capitals that are outlined at the beginning of the topic. This geographical knowledge will support them in understanding the outbreak of WWII.

### What will I know by the end of this term?

- I will be able to summarise the main events from a specific period in history.
- To be able to summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently.
- I will describe features of historical events and people from past societies and periods they have studied.
- I will be able to recognise and describe differences and similarities between different periods of history.

### Key Vocabulary

<b>Allies</b> - The United Kingdom, France and Poland, later joined by other countries, including the USSR (Soviet Union), the United States of America and China.	<b>Rationing</b> – rationing allowed each person to have only a fixed amount of something such as food or clothing.	<b>Annex</b> - To take another country's land and make it part of your country.	<b>Evacuated</b> – removing someone from a place of danger to a safer place.
<b>Axis</b> - The <b>Axis</b> Powers were originally Germany, Japan and Italy. Other countries joined them later.	<b>Atomic bomb</b> - A very high-energy bomb made of radioactive material.	<b>Czechoslovakia</b> - A European country. Now two countries: the Czech Republic and Slovakia.	<b>Active service</b> - Taking part in a military operation as part of the armed forces.





# Term 3 – Islam

## What does it mean to be Muslim in Britain today? Part 2



### What should I already know?

- What helps Muslims through the journey of life.
- That there are 5 pillars of Islam.
- What the key beliefs of Muslims are.
- How does being a Muslim affect people's lives.
- Know why prayer matters to Muslims.
- Give at least three examples of ways in which Muslim's use the Qur'an's concepts in their own individual lives.
- Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life.

### What will I find out at the end of this topic?

- Describe what the five pillars of Islam are.
- Give examples of how each pillar might affect the life of a Muslim.
- Identify three reasons why the Qur'an is important to Muslims.
- Give examples of how following the teaching of the Qur'an affects Muslims in their life.
- Make links between Muslim practice of the five pillars and Muslim beliefs about God.
- Describe and reflect on forms of guidance.
- Describe and reflect on how the Qur'an is significant to Muslims.
- Compare similarities and differences used to guide Muslims.
- Identify and explain connections between the main functions of the Mosque and Muslim beliefs.
- Make links between Muslims practice of each five pillars and Muslims beliefs about the Prophet Muhammed (PBUH)

### Key words:

Alaihi salam-may peace be upon him

Allah- The God, "Al" means the and "ilah" means God. Together It means The God.

Deen- Religion or way of life. Islam is referred to as a deen, or way of life, because it covers every facet of human life.

Halal – Permitted in Islam.

Muhammed- The name of the last and final messenger of God.

Prophet- A person regarded as an inspire teacher or proclaimer of the will of God.

Pillar- A tall structure or stone, wood or metal used to support a building.

Qur'an- The Islamic sacred book.





**Rationing** meant that each person was only allowed a fixed amount of foods. Ration books were issued, with coupons that showed people how much of each item they were allowed. Shopkeepers would remove or stamp the coupons when they were used. People were also encouraged to **‘Dig for Victory’** and grow as much of their own food as possible. Petrol, soap, clothing and timber were also in short supply. Clothing ration books were issued and people were encouraged to **‘make do and mend’**.



Through studying the impact of Rationing in WWII, we will be comparing cookie recipes from the past to present day. This will allow us to identify the sugar content due to sugar being an ingredient that was a luxury during WWII. As well as studying food rationing, we will highlight the importance of ‘make do and mend’. Children will become creative in making adaptations to their own clothes!

## What should I already know?

### Food

- To know that seasons may affect the food available.
- To know that recipes can be adapted to change appearance, tastes, texture and aroma.

### Textiles

- Identify the needs, wants, preferences and values of particular individuals and groups
  - Generate innovative ideas, drawing on research
- Produce an appropriate list of tools, equipment and materials that they need.
  - Accurately assemble, join and combine materials and components
  - Accurately apply a range of finishing techniques
  - To understand how much products cost to make
- Critically evaluate the quality of the designs, manufacture and fitness for purpose of their products as they design and make.

## What will I know by the end of this term?

### Food

- To understand how food is processed into ingredients that can be eaten or used in cooking.
- To understand that food and drink contain different substances – nutrients, water and fibre that are needed for health (looking at labels).

### Textiles

- Develop a simple design specification to guide their thinking.
- Make design decisions, taking account of constraints such as time, resources and cost
  - Formulate step-by-step plans as a guides to making
  - Use techniques that involve a number of steps
  - Demonstrate resourcefulness when tackling practical problems
- Evaluate their own ideas/products against original design specification.