

Year 6 Class Newsletter

Year 6 Class teachers: Miss Major, Miss Smith and Mrs Orr
Year 6 Teaching Assistants: Mrs Little, Mr Graham and Miss Mount
HLTAs: Mrs Walmsley and Miss Milner

Curriculum information

Welcome to Year 6 Term 5

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

Topic

Our theme this term is '**Inspire Me**'. The children will start the term by learning about the history of the local area and some local inspirational people, before looking to our national inspirations, including exploring the monarchy. Finally, they will research people from around the globe who inspire us to do better and achieve.

Science

Our science topic for Term 5 will be evolution. We will be focusing on Darwin's exploration and investigation; learning how this has impacted our view of the natural world.

Computing

This term, Year 6 will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy.

Art/DT

Is Graffiti art or crime? Throughout the term, the children will explore the works of graffiti artists and consider why this has been a controversial art form and its impact on local communities. They will have the opportunity to learn their own graffiti skills.

English

In whole class reading, children will continue to practice their skills of retrieval and higher level inference skills; reading at the speed required for success at secondary school. In English, we will be studying the inspirational character, 'Matilda'. The children will be writing a variety of different text types including a narrative, a recount and a school report. They will be spending time focusing on accurate use of punctuation and taking time to edit and check their work for accuracy.

English homework will be tailored SPaG and Reading activities, supporting them with the upcoming SATs assessments in May.

As always, there is an expectation that children will read for at least 15 minutes each evening.

Spellings will continue to be learnt as part of English lessons where children will be taught spelling rules and strategies for learning. They are expected to practise these over the week in preparation for a dictation on Friday.

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

PE lessons are on Monday afternoons.

PE will be Athletics (in readiness for Sports Day) and Kwik Cricket.

Please can you ensure your child is appropriately dressed and equipped to attend their lesson. We appreciate your continued support in ensuring that the children always come into school wearing their kit on PE days to enable full participation.



PSHE

In PSHE we will be completing our units on 'Respect' and 'Responsibility' as we begin to think about the transition to Secondary School.

R.E.

The sacred places—the children will be looking at the definition of sacred and how different religions define it within architecture.

As I'm sure you are all aware, Year 6 are approaching the end of their primary school SATs (**13th—16th May**). With little time to go, they are working harder than ever. The Year 6 teaching team appreciate the enormous amount of effort all your children have been putting in to achieving the best possible outcomes and all that is needed now is a final push!

With this in mind the main focus of our learning for the beginning of Term 5 will be on Maths, Reading, Writing and SPaG, as well as children continuing to have small group interventions to plug any gaps. Regular P.E. lessons and topic related activities in the afternoons.

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 will spend time revising the key areas of the year 6 curriculum. This will include all aspects of arithmetic including working with decimals, fractions and percentages. We will also look again at areas such as measure, ratio, place value, algebra and properties of 2D and 3D shape. Towards the end of the term we will begin to have more of an investigative approach to our maths lessons using a range of techniques to extend our problem solving and reasoning.



Term 5 – Expression of Beliefs

Is it better to express your beliefs in arts and architecture or in charity and generosity?



What should I already know and be able to do?

- That different religions have different places of worship. For example, Mosque and Churches.
- To understand that different religions have their own beliefs about what is sacred to them and their community.

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

- I will be able to explain some great examples of religious Architecture.
- I will be able to consider notice, list and explain similarities and differences between different sacred buildings.
- I will be able to express my own thoughts and feelings about some special places.
 - I will be able to understand different reasons why some buildings are sacred.
- I will be able to describe and make connections between examples of religious creativity (buildings).
 - I will be able to respond with ideas of my own to the title question.
 - I will be able to show an understanding of the value of sacred buildings and art.
 - I will be able to apply ideas about values and form scriptures to the title question.



Key words:

Sacred – A connection to God or a god or dedicated to a religious purpose and so deserving veneration.

Veneration- To have great respect for someone or something.

Architecture- The act or practice of designing and constructing buildings.

Scriptures – The sacred writings of religion contained in a holy book or parable.

Generosity- The quality of being kind and generous.

Generous- Showings a readiness to give more of something especially money, this is strictly necessary or expected.



What should I already know?

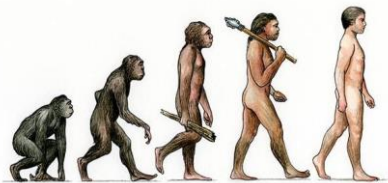
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
 - Describe the changes as humans develop to old age
- Describe the life process of reproduction in some plants and animals
 - Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
 - Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations



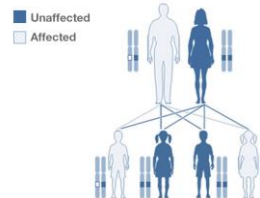
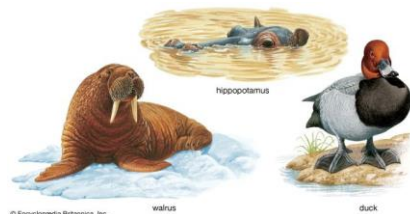
What will I know by the end of this term?

- I will recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- I will identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
- I will recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- I will name characteristics are passed from parents to their offspring, for instance consider different breeds of dogs, and what happens when, for example, Labradors are crossed with poodles.
- I will identify variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox.
- I will identifying scientific evidence that has been used to support or refute ideas or arguments by examining the theories of evolution constructed by Darwin and Wallace.

Key Vocabulary:

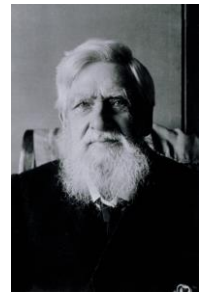
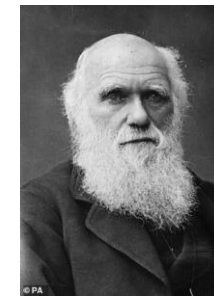


***Adaptation** – special body parts or behaviours that help a living thing survive in an environment



***Inheritance** – is the passing on of genetic traits from parents to their offspring, and these offspring get all the genetic information from their parents.

***Charles Darwin** – English naturalist whose scientific theory of evolution by natural selection became the foundation of modern evolutionary studies.



***Alfred Wallace** - he is best known for his work on the theory of natural selection.



Inspire Me Knowledge Organiser



Inspirational figure	What were they known for?
Greta Thunberg	An environmental activist who is keen to tackle climate change.
J.K Rowling	She inspired an entire generation to love reading.
Mark Zuckerberg	Cofounder of Facebook
KSI	He was ranked second by The Sunday Times in its list of the top 100 UK influencers.
Sir Captain Tom Moore	A British Army Officer and a National hero during the pandemic.
Barack Obama	The first person of colour to become President.
Charli D'Amelio	Became the first person to gain 100 million Tik-Tok followers.



What should I already know?

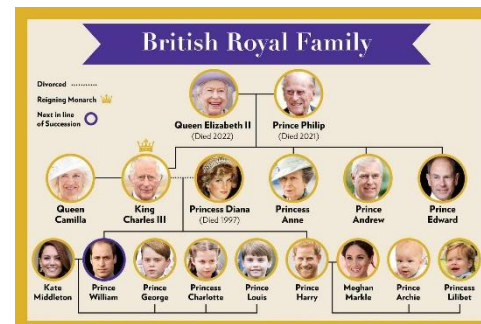
- I can summarise the main events from a specific period in history.
- I can see the importance of role models and inspiration.
- I can describe features of historical events and people from past societies and periods they have studied.
 - I can know to act responsibly in life.
 - I can understand the importance of being responsible.
 - I can set goals to make us feel proud.

What will I know by the end of this term?

- I will identify whether the Royal family inspire the Nation and how they influence the British public.
- will explore the works of graffiti artists and consider why this has been a controversial art form and its impact on local communities.
- will have the opportunity to learn their own graffiti skills.

Key Information

Inspirational people, from around the world and locally, will be explored and key questions around who is the most significant will be studied and debated on. As well as this, we will identify whether the Royal family inspire the Nation and how they influence the British public.



Key Vocabulary

impelled
successful
resilient motivated
uplifting
determined
hard-working influential
incentivize
philanthropic

