



## Our Learning in Year 6

### Spring Term

#### English

During this term our learning will include the following texts:

- The Highwayman, by Alfred Noyes;
- A Beginners Guide to Life on Earth, by Jill Arbutnott;
- Donovan's Big Day, by Leslea Newman;
- A range of different versions of George and the Dragon;
- How Does Blood Circulate Around the Body?

We will also debate environmental issues such as renewable energy.

At the beginning of each half term we begin with a poetry focus. This supports the children's understanding of poetry, extends vocabulary and helps to promote a love of poetry.

Throughout the term, we will be producing a range of writing, often using the above texts as our starting points.

In Year 6, we are also following the 'Comprehension Express' scheme which enables the children to develop their use of strategies to maximise their understanding of a range of text types. These strategies are known as 'Expert Tips'.



All children will have the opportunity to access texts that are suitable for a child working at their chronological age as well as texts and resources that match their current level of attainment, whether that be at, above or below their chronological age, using our carefully banded reading book system.

### **English – Grammar, Punctuation and Spelling (GPS) and Writing**

During our daily GPS sessions, we will continue to develop our understanding of the structure of sentences, including how they are punctuated and we will build upon our knowledge of word classes. In Year 6, we strive to cover the curriculum objectives for the year group as well as recapping the whole of Key Stage 2.

| COMPOSITION   |  |
|---|--|
| Grammar and Punctuation   | Writing Process  |
| <ul style="list-style-type: none"> <li>• knows the difference between the active and passive voice;</li> <li>• varies length, structure and subject of sentences to extend meaning and interest the reader;</li> <li>• <b>punctuates bullet points consistently;</b></li> <li>• <b>uses hyphens to avoid ambiguity;</b></li> <li>• <b>uses expanded noun phrases to convey complicated information concisely;</b></li> <li>• <b>Verb tenses are correctly and consistently used.</b></li> </ul> | <ul style="list-style-type: none"> <li>• writes making conscious links to reading;</li> <li>• <b>links ideas across paragraphs using a wider range of cohesive devices (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;</b></li> <li>• <b>integrates dialogue to convey character and advance action;</b></li> <li>• <b>precises longer passages;</b></li> <li>• <b>evaluates own and others writing and edits as appropriate.</b></li> </ul> |

## Spelling

Spelling will also be a focus. Look out for the spellings that will come home every week.

Your child may receive a different set of words to their friends, which will mean that they have significant gaps in their knowledge from previous years' spelling skills. Their efforts are best used to fill these gaps before moving on. In that case, they must be aware of and try to learn the Year 6 words too.

### Spring Term Year 6 Spelling Rules

1. Words with the suffix '-ful'
2. Words that can be nouns and verbs
3. Words with an /oa/ sound spelled 'ou' or 'ow'
4. Words with a 'soft c' spelled 'ce'
5. Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'
6. Words with a /f/ sound spelled 'ph'
7. Words with origins in other countries and languages
8. Words with unstressed vowel sounds
9. Words ending with /shuhl/ spelled 'cial'
10. Words ending with /shuhl/ spelled 'tial'
11. Words beginning with 'acc'

During this term, we are going to focus on recapping the Year 3, 4, 5 and 6 spelling words. We will be using a range of spelling activities to help us recap, as well as using dictation activities, which will give pupils the opportunity to show that they can spell these words independently in their English books.

Activities associated with the words that the children are learning will be available each week on Spelling Shed. Please see the inside cover of your child's Reading Record for the log-in information.

## Maths

As part of the basic skills for Year 6, we will also be consolidating our learning of the times table facts using Times Tables Rock Stars. Again, the password for this will be on the inside cover of your child's Reading Record and Homework Book.

### Spring Term Y6 Maths Objectives

|   |
|---|
| <b>Spring 1 – S1:</b>   |
| associate a fraction with division and calculate decimal fraction equivalents for a simple fraction   |
| identify the value of each digit in numbers given to 3 decimal places and multiply and divide 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 knowing key percentage and decimal equivalents   |
| recall and use equivalences between simple fractions, decimals and percentages, including in different contexts   |
| solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 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 3 decimal places                       |
| convert between miles and kilometres  |
| 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 cubic centimetres (cm <sup>3</sup> ) and cubic metres (m <sup>3</sup> ), and extending to other units [for example, mm <sup>3</sup> and km <sup>3</sup> ] |
| <b>Spring 2 – S2:</b>   |
| interpret and construct pie charts and line graphs and use these to solve problems  |
| calculate and interpret the mean as an average  |
| draw 2-D shapes using given dimensions and angles   |
| recognise, describe and build simple 3-D shapes, including making nets  |
| compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons  |

illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius

recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

describe positions on the full coordinate grid (all 4 quadrants)

draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

By the end of Y6, children will have tackled a range of reasoning and problem solving challenges that allow them to:

- apply my knowledge and skills to new situations and contexts.
- solve problems of greater complexity (i.e. where the approach is not immediately obvious), demonstrating creativity and imagination.
- create a question to investigate.
- independently explore and investigate mathematical contexts and statements.
- convince someone else that my answer is correct.

Throughout the term, children will tackle a range of reasoning and problem solving challenges. The majority of children will first master the content of the above Maths objectives by becoming fluent in their use, and then move on to problem-solving and reasoning opportunities. This will enable them to apply their new knowledge and skills in a range of different contexts.

Some children may well be working towards consolidation of skills from other year groups. If your child needs this, you should already be aware of how their learning needs are being met. However, if you are unsure please do not hesitate to contact us.

Please refer to the Curriculum Overviews on our website for more detail about each subject.

## **Science**

Our learning in Science during Spring 1 will focus on Living Things and Their Habitats: Classification. Our key question will be: 'How can classification help inform scientists?' In Spring 2, our focus will be 'Animals, including Humans: The Circulatory System' using the question: 'Why is the study of human biology fundamental to your right to be safe and healthy?'

In addition, the children will be developing their 'working scientifically' skills by undertaking practical enquiries, comparative and fair tests. The children will plan and carry out their own experiments based upon questions that they have raised; using their observations and ideas to suggest answers to questions.

Prior to investigation work, the children will consider how best to ensure that they have the right to be safe.

## **Computing and Online Safety**

We will be continuing with our Online Safety lessons this term and linking these to every child's right to be safe. The children will learn what cyberbullying is and is not, and how to stop it (Spring 1). They will also be able to describe common systems that regulate age-related content and describe their purpose (Spring 2).

Alongside this, during Spring 1, we will be looking at how networks communicate and are joined together. The children will also learn how search engines work and rank results. The children will use an online simulation of a robot to solve problems with algorithms to improve their critical and computational thinking. In Spring 2, they will use a variety of software (including the Internet) to make a leaving film for parents.

## **Geography**

In Geography, the children will develop their understanding of the wider world by finding out about Brazil. The unit is called, 'Destination Sao Paulo! What do places have in common?'

The children will:

- compare a region in South America with a region in the UK;
- identify human and physical features, biomes, climate, vegetation, rivers, mountains, settlements, land use, industry and lifestyles;
- use a range of geography resources including photographs, graphs and information summaries.

## **Physical Education**

There are two areas of priority this term: Dance (Fitness Routines) and Games (Wide Attack). During Spring 1, the children will create their own fitness routines in different styles. They will explore, improvise and combine ideas from different styles of fitness routines, choreograph a fitness routine and teach it to other children. During Spring 2, the children will develop their games skills focusing particularly on developing their ability to pass and shoot with control, fluency and accuracy. They will also learn a range of attacking and defending skills.

We will also be looking at Physical Health and Mental Wellbeing.

The children will develop their existing knowledge and skills, to include:

- an understanding of the characteristics and mental and physical benefits of an active lifestyle;

- an understanding of the benefits of physical exercise and time outdoors on mental wellbeing and happiness.

## **Religious Education**

During R.E. this term, our key question will be: 'Why are Good Friday and Easter days the most important days for Christians?' The children will develop their understanding of Jesus as the Son of God, through a study of his death and resurrection and their meaning for Christians. They will also develop an understanding of how belief in God affects Christians, e.g., belief in life after death.

## **Art and Design**

Our unit will be, 'Express Yourself!' The children will explore the artistic world of self-expression. They will use a wide range of techniques in their work and explain why they have chosen these techniques. The children will create sketchbooks to record their observations and use them to review and revisit ideas.

The focus for the pupils will be:

- to explain what their own style is;
- to use a wide range of techniques in their work and explain why they have chosen these techniques - building on prior knowledge – the type of media they will use, the painting style, the type of paper and the brush techniques;
- to begin to use perspective in both abstract and real life art;
- to link to their own expression - comparing, contrasting techniques, linking to artists studied.

## **Music**

Our main focus will be to discuss accurate musical language and play together in ensembles in parts and unison using, 'You've Got a Friend in Me'.

The children will:

- refine and improve their work;
- evaluate how the venue, occasion and purpose affects the way a piece of music is created;
- analyse features within different pieces of music;
- compare and contrast the impact that different composers from different times will have had on the people of the time.

## Design and Technology

We will be focusing on Textiles and Computer Aided Design by asking the key question: 'How can we protect mobile phones from being damaged during everyday use?' We will design, make and evaluate a prototype for a mobile phone case for the under 16 market that will protect their phone from being damaged during everyday use.

## PSHE (Relationships Education and Health Education)

Our ongoing focus areas continue to be:

- to understand that there are basic **human rights** shared by all peoples and all societies;
- to extend and embed their knowledge of the Convention on the Rights of the Child;
- to identify a wide variety of Articles in the Convention on the Rights of the Child;
- to understand that children's rights are universal, inalienable, inherent, indivisible and unconditional, and that their own rights and the rights of others should be respected;
- to understand that these universal rights are there to protect everyone and have primacy both over national law and family and community practices;
- to recognise that their increasing independence brings increased responsibility to keep themselves and others safe;
- to know about the link between values and behaviour and how to be a positive role model;
- to discuss issues respectfully;
- to listen to and respect other points of view;
- to constructively challenge points of view they disagree with;
- to participate effectively in discussions online and manage conflict or disagreement;
- to know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle';
- to be able to articulate, use and embed their Learning Powers and Growth Mind Set;
- to know about basic hygiene routines, e.g. hand washing.

Our focus areas will be:

- Keeping Safe: medicines and household products; drugs common to everyday life, drug use and the law and drug use and the media;
- Belonging to a Community: valuing diversity; challenging discrimination and stereotypes.



## **Building Learning Powers**

As we move through the term, we will build on our understanding of positive behaviours for learning by focusing on reasoning as a means for achieving higher-level thinking skills and reflection that will enable us to capitalise on past experiences. This will contribute to our understanding of what a growth mindset is and how we might achieve this. Children will continue to learn how to be resilient, resourceful, to work together, and to be reflective of their learning and of themselves, as learners. As part of this experience, we will think carefully about what our aspirations are and discuss how we might achieve this by understanding the steps that we could take. This will culminate in our drawings for the Aspirations Tree.

Should you have any questions about your child's learning, please contact the School Office.