

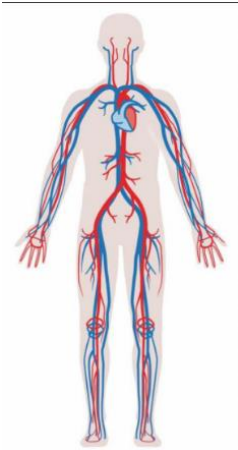

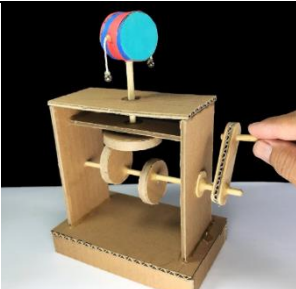




Welcome to the Year 6 newsletter for the first half of the Summer term. This term is set to be very busy as we continue to prepare the children for their transition from primary to secondary school, ensuring they are ready for the requirements of Year 7.

<p><b>SATS</b></p>	<p>Five weeks after the Easter holidays the majority of pupils will be sitting their SATs. Please ensure they arrive on time and are well rested from the previous evening. This will ensure they can achieve and showcase everything they have learnt since beginning primary school.</p> <p>These will take place between Monday 13<sup>th</sup> May and Thursday 16<sup>th</sup> May The children will have 6 tests:</p> <ul style="list-style-type: none"> <li>○ Punctuation, Vocabulary and Grammar (45 minutes) Monday</li> <li>○ Spelling (approximately 15 minutes) Monday</li> <li>○ Reading (60 minutes) Tuesday</li> <li>○ Mathematics             <ul style="list-style-type: none"> <li>- Paper 1: Arithmetic (30 minutes) Wednesday</li> <li>- Paper 2: Reasoning (40 minutes) Wednesday</li> <li>- Paper 3: Reasoning (40 minutes) Thursday</li> </ul> </li> </ul> <p>All tests are externally marked. Writing will be teacher assessed internally.</p>
<p><b>ENGLISH</b></p>	<p>This half term the children will write:</p> <ul style="list-style-type: none"> <li>● An explanatory text</li> <li>● A short story – based on a video</li> <li>● A leaflet about healthy living</li> </ul> <p>Our class books will be continuing:</p> <ul style="list-style-type: none"> <li>● Flotsam</li> <li>● Assorted health information</li> </ul> <p>In pieces of writing the children will:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>● identifying the audience for and purpose of the writing (knowing who the reader is)</li> <li>● noting and developing initial ideas, drawing on reading and research where necessary</li> <li>● in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>● selecting appropriate grammar and vocabulary</li> <li>● in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>● using a wide range of devices to build cohesion within and across paragraphs</li> </ul> <p>Cohesion needs to be achieved in a sentence, within a paragraph and across paragraphs for a text to make sense. Cohesion can be achieved by using: adverbials, punctuation, repetition, pronouns, synonyms and a variety of conjunctions.</p> <ul style="list-style-type: none"> <li>● using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>● reading their own and other children’s writing and making edits.</li> <li>● proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>● ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>● ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>● proof-read for spelling and punctuation errors</li> </ul> 

<p><b>MATHS</b></p>	<p><b><u>STATISTICS</u></b>  Pupils will recap and build upon their previous knowledge of drawing, reading and interpreting line graphs. They will progress to look at more complex graphs, including ones with more than one line. They will also learn how to read, interpret and draw dual bar charts and pie charts. Pupils will be taught how to calculate and interpret the mean as an average.</p>  <p><b><u>SHAPE</u></b></p> <ul style="list-style-type: none"> <li>• Measuring and classifying angles</li> <li>• Calculating angles in triangles, quadrilaterals and polygons</li> <li>• Understanding the connections between the diameter, radius and circumference of a circle</li> <li>• Drawing shapes accurately using protractors</li> <li>• Understanding nets to make 3D shapes</li> </ul> <p><b><u>CONVERTING UNITS OF MEASURE</u></b></p> <ul style="list-style-type: none"> <li>• Metric measures</li> <li>• Convert metric measures</li> <li>• Calculate with metric measures</li> <li>• Miles and kilometres</li> <li>• Imperial measures</li> </ul>
<p><b>SCIENCE</b></p>	<p><b><u>THE CIRCULATORY SYSTEM</u></b></p> <ul style="list-style-type: none"> <li>• identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>• describe the ways in which nutrients and water are transported within animals, including humans</li> </ul> 
<p><b>GEOGRAPHY</b></p>	 <p><b><u>RIVERS</u></b>  Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Explain the water cycle and where our water comes from</li> <li>• Locate the key rivers of the world</li> <li>• Name the features of a river</li> <li>• Explain erosion and deposition</li> <li>• Explain the impact of damming rivers</li> </ul>
<p><b>DT</b></p>	<p><b><u>Mechanical systems: Automata toys</u></b> (we didn't do this in Spring 2)</p> <p>Linked with our English unit based around the book 'Flotsam', the children will construct a prototype of their plastic removing machine using an automata mechanism; measuring and cutting their materials, assembling the frame, choosing cams, designing the parts that sit on the followers and also finishing with a foreground and background.</p> 

<b>ART</b>	<p><b><u>Year 6 Art and design: Lino Printing: William Morris</u></b></p> <p>The children will look at the work of William Morris and create a repeating design pattern. They will then create printing blocks by simplifying an initial sketch book idea by using relief or impressed methods. They will use these to create prints with three overlays and finally work into their prints with a range of media e.g. pens, colour pens and paints.</p> 
<b>SPELLING</b>	<p>We will be revisiting many of the spelling patterns and rules that have been covered throughout their time at school. This will ensure they are able to proof-read and edit their own work more effectively.</p>
<b>PE</b>	<p><b><u>ATHLETICS</u></b></p> <p>Pupil will:</p> <ul style="list-style-type: none"> <li>• try to improve reaction speed through repetition;</li> <li>• use elements of the correct technique for the underarm throw, with some success;</li> <li>• demonstrate elements of an effective sprinting technique;</li> <li>• know how to pass and receive a baton using the downsweep, and use this technique with some success in a relay race;</li> <li>• demonstrate a degree of endurance and stamina to be able to run for longer distances;</li> <li>• understand how to pace themselves and can sometimes do this in a race, including speeding up at the end;</li> <li>• sometimes use their preferred leg to lead with over the obstacles;</li> <li>• demonstrate some coordination and fluency when hurdling but generally lack speed;</li> <li>• demonstrate some elements of the different jumping techniques and work hard to improve on their personal best;</li> <li>• lead jumping activities with the support of their peers;</li> <li>• demonstrate some elements of the overhead heave throw technique and work hard to improve on their personal best;</li> <li>• use different throwing techniques for distance and accuracy</li> </ul>
<b>PSHE</b>	<p><b><u>HEALTHY LIFESTYLES</u></b></p> <ul style="list-style-type: none"> <li>• To improve my mental health, I can: exercise, talk to others and practice mindfulness.</li> <li>• State things you enjoy doing online or on a screen, for example, taking photos and sharing them, playing online or offline games, video calling my family and friends who don't live nearby, sending messages to my friends, creating videos or watching those which others have made).</li> <li>• State decisions I make about my lifestyle can that can have a positive impact for example increased confidence.</li> <li>• State decisions I make about my lifestyles that can have a negative consequence for example: weight gain.</li> <li>• Other people/things can have an influence on your lifestyle. For example, a family member, a friend, money, time etc.</li> <li>• To know that physical activity involves moving your body and that it can: <ul style="list-style-type: none"> <li>*improve muscle strength</li> <li>*boost your endurance</li> <li>*deliver oxygen and nutrients to your tissues</li> <li>*helps your cardiovascular system work more efficiently</li> <li>*gives you more energy</li> </ul> </li> <li>• Social activities include: having friends, spending time with others, meeting new people</li> <li>• Emotional activities include: knowing how to name and manage different feelings; knowing where to go for help.</li> <li>• Eat a variety of these 5 food groups in in order to remain healthy: carbohydrates, protein, dairy products, fruit and vegetables, fats and sugars.</li> <li>• Fat, protein and carbohydrates provide us with energy.</li> </ul>
<b>ICT</b>	<p><b><u>How can I be responsible online?</u></b></p>

	<p>The children will learn the term ‘digital footprint’ and understand how people use information to create an ‘online presence’.</p> <p>They will also be looking at consequences of promoting inappropriate content and how to put a stop to it and also the importance of balancing game and screen time with other parts of life.</p> <p>They will share opinions about advantages and disadvantages of technology and how technology affects health and the environment and identify benefits and risks of mobile devices.</p>
<p><b>RE</b></p>	<p><b><u>Religion in the locality: a creative project</u></b></p> <p>The children will learn that Leicester is one of the most diverse cities in the UK and all the major religions are represented in Leicester. Leicester has the first Jain temple in the world which brings together in one building all the main sects of Jains. Leicestershire is different in terms of diversity.</p> <p>Pupils should know and understand:</p> <ul style="list-style-type: none"> <li>• what makes Leicester such a diverse city.</li> <li>• the main religions represented near to the school – and more widely in the city.</li> <li>• the main features of at least one place of worship (nearby)</li> <li>• what we mean by ‘religion.’</li> <li>• the importance of belonging.</li> </ul> 
<p><b>OTHER INFORMATION</b></p>	<p>Children should read to an adult at least three times every week. This should then be recorded in the reading record. Children who have read three times during a week will then receive a token and a raffle ticket. The tokens go towards helping the class to try and win a film afternoon and the raffle tickets are chances to win a prize.</p> <p>Homework will be uploaded to do jo on a Friday to be returned the following Tuesday. It will always consist of spellings (on which there is a weekly test), maths and reading comprehension. Evidence of homework can be put on Dojo by taking a photograph of it. If you need any help with the homework please feel free to contact the teacher through Dojo.</p> <p>PE is on a Tuesday and Friday so children should come to school on these days in their PE kit.</p> <p>Children are encouraged to bring water bottles to school as research shows that keeping well hydrated leads to better learning outcomes. Please send them each day with a named bottle.</p>