**YEAR 6 CURRICULUM NEWSLETTER**

**SPRING 2**

Welcome to the Year 6 newsletter for the second half of the Spring 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.

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| **SATs** | Along with the foundation subjects, children will be working towards the knowledge and skills they need for their SATs.Key Stage 2 SATs take place nationally in the week commencing **9th May 2022**Statutory tests will be administered in the following subjects:* Punctuation, Vocabulary and Grammar (45 minutes)
* Spelling (approximately 15 minutes)
* Reading (60 minutes)
* Mathematics

 - Paper 1: Arithmetic (30 minutes) - Paper 2: Reasoning (40 minutes) - Paper 3: Reasoning (40 minutes)All tests are externally marked.Writing will be teacher assessed internally.  |
| **ENGLISH** | Bolsover Church of England Junior School - EnglishThis half term the children will write:* A persuasive leaflet
* A balanced argument
* A Greek myth

Our class books will be continuing: * Pandora’s box
* Theseus and the Minotaur
* Who let the Gods out?

In pieces of writing the children will:* Plan their writing by:
* identifying the audience for and purpose of the writing (knowing who the reader is)
* noting and developing initial ideas, drawing on reading and research where necessary
* in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
* Draft and write by:
* selecting appropriate grammar and vocabulary
* in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
* using a wide range of devices to build cohesion within and across paragraphs

**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.* using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
* Evaluate and edit by:
* reading their own and other children’s writing and making edits.
* proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
* ensuring the consistent and correct use of tense throughout a piece of writing
* ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
* proof-read for spelling and punctuation errors
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| **MATHS** | **PERCENTAGES**Pupils will explore how to calculate percentage of numbers and quantities. They will be learning about how to solve for percentage change and use percentage to compare amounts. Pupils will find the percentage of a whole number. This will involve both division and multiplication skills. They will then move on to finding the percentage of a quantity, measured in amounts such as litres and millilitres. Pupils will also be looking at difference and percentage change before finally moving on to using percentage as a way to compare numbers and amounts.**ALGEBRA**Pupils will learn some of the conventions of algebra in the context of patterns and real-life problems. The chapter begins with lessons describing patterns and using a letter to denote a variable. Pupils then move on to write expressions using the four operations and fractions, while continuing to look for patterns and determine rules. Pupils write and evaluate algebraic expressions and use formulae to solve problems in real-life contexts. **CONVERTING UNITS OF MEASURE**Pupils will be reviewing how to calculate metric measures and Convert metric measures. They will also be calculating with metric measures including miles and kilometres. |
| **SCIENCE** | We will be completing our Living things and their habitats unit. |

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| **GEOGRAPHY** | **NORTH AMERICA** * To locate North America on a map and name/locate some of the main countries.
* To identify the main environmental regions in these countries.
* To identify key physical and human characteristics and some major cities in these countries.
* To use latitude and longitude to describe where places in North America are.
* To identify the different time zones in North America.
* To understand geographical similarities and differences through the study of North America and UK.
* To describe the climate of North America.
* To describe the physical and human geography of parts of North America.
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| **DT** | **Mechanical systems: Automata toys**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. |

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| **ART** | **Take One Picture**We will be taking part in a whole school art project inspired by a piece of art called ‘Men of the Docks’. The year six children looked at this piece of art and were interested in the different boats and ships that can be seen in the picture. They will be using this piece of art to inspire their own sculpture of a ship. They will be using clay, wood and other materials to create a detailed model of a ship from 1912 (maybe they will design the next titanic!) |
| **PE** | **Hockey** To be able to * use a hockey stick safely; low and with 2 hands.
* dribble and reverse stick dribble the ball and change direction with control.
* dribble and reverse stick dribble the ball with increased control and avoid other players.
* pass the ball on the open stick and receive on the open and reverse stick with increased accuracy.
* dribble and pass the ball under pressure.
* develop defensive skills.
* cooperate with your team to score (5v5)

**Cricket** To be able to:* roll, throw overarm and underarm and catch with a group over different distances.
* bowl underarm towards a target.
* work as a team to field a ball.
* make a decision on how to get the other team out.
* hit a stationary ball.
* to hit a ball bowled to them.
* work as a team to score runs.
* work as a team to field the ball.
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| **PSHE** | **How does change affect you and how can you support yourself and others at this time?**What positive and negative changes might people experience? How do people’s emotions evolve over time as they experience loss and change? How can I manage the changing influences and pressures on my friendships and relationships? What different strategies do people use to manage feelings linked to loss and change and how can I help? How might people whose families change feel?When might change lead to positive outcomes for people?What positive and negative changes have I experienced and how have these experiences affected me? What strategies will help me to thrive when I move to my next school?  |
| **RE** | **What do the religions teach about the natural world and why should we care about it?**In this unit the children will learn about:* how religious creation stories show that humans are responsible for to caring for the world.
* Tear Fund is a Christian charity that tackles poverty – ‘God is calling all of us to play our part and bring an end to extreme poverty and injustice.’
* Khalsa Aid is a Sikh international organisation with the aim to provide humanitarian aid in disaster areas and civil conflict zones around the world - based upon the Sikh principle of "Recognise the whole human race as one".
* In Hinduism, Ahimsa means that one should avoid harming any living thing, and also avoid *the desire* to harm any living thing.
* Climate change(orglobal warming), is the process of our planet heating up.
* Greenpeace is a movement of people who are passionate about defending the natural world from destruction.
* Extinction Rebellion is an international movement that wants to stop mass extinction because of climate change
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| **ICT** | **Can spreadsheets help me in everyday life?**The children will be learning how to use ‘copy’ and ‘paste’ shortcuts effectively and use the ‘count’ tool to solve a problem. They will also be able to use the formula wizard to create formulae and use spreadsheet to solve a range of real-life problems. |
| **OTHER INFORMATION** | 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. Homework is given out on a Friday to be returned the following Thursday. It will always consist of spellings (on which there is a weekly test), maths and reading comprehension. Please do not return the sheets due to current regulations. 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.PE is on Monday and Thursday so children should come to school on these days in their PE kit.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. |