

Year 6 Spring Term

I hope that you have all had a wonderful Christmas and are looking refreshed and ready for the new term! Please find below a reminder of some of the class and school day routines:

The School Day:

Children are welcome to come into the Year 6 classroom from 8.30am each morning so that they can be settled and ready for registration at 8.45am. Please be aware that children who arrive earlier and wait on the playground will not be supervised.

At the end of the day children are dismissed on to the bottom playground. If your child is walking home on their own or with friends, please could you let me know, if you haven't already, that they have permission to do so.

PE:

We have our main PE sessions on a Tuesday and Friday. On these days, children should come to school in their PE kits. PE may be outdoors: as the weather gets cooler, please could you ensure your child has a plain dark tracksuit or jumper as well as gloves and a hat.

Art:

Art can get messy! If you are concerned about spills and stains (our resources do claim to be washable) and your child is not keen to wear one of the school art shirts, please feel free to pack an old (adult size) shirt or apron.

If you have any questions, worries or concerns please do not hesitate to contact me sooner rather than later. This can be done through either the Class Dojo messaging system or on my school email: awood@st-wilfrids.notts.sch.uk. If you feel a face to face meeting would be more beneficial please contact me for an appointment.

Please read on for an outline of what we will be learning this term.

Homework:

Homework will be given out on a Friday. It will generally consist of a piece of Maths and a piece of English (I will also upload homework to Class Dojo). Whilst I aim to give children work that they can do independently and reinforces work done in class, there may be occasions when they find a task a struggle, if so, please support them as much as you can; alternatively, encourage them to talk to me as I am more than happy to go through it with them.

Weekly tests and Reading:

Each week there will be a times table test: children have 4 minutes to complete 50 multiplications, they are marked on speed and accuracy. A spelling list will be given at the start of the week which we will be working with in class, there will also be an assignment set on Spelling Shed to support this. Your child will bring home a reading book and diary; please encourage regular reading at home and record their frequency in the diary. There will also be reading challenges for you to participate in if they wish.

Field Play:

As you know, in Key Stage 2 we like to enjoy field play for as much of the year as possible. With this in mind, please could you ensure your child has a change of footwear in school at all times. Wellingtons are by far and away the simplest and most effective choice—an extra pair of socks kept in their bag would be handy too!



Year 6 Spring Term

During this term we will be learning:

English

Our English lessons are based on four key areas of learning: spelling, grammar, reading and writing.

Grammar: relative clauses, modal verbs, adverbs, parenthesis, expanded noun phrases, commas, synonyms and antonyms, identifying word class and subject and object.

Spelling: challenge words from the Year 5 and 6 statutory spelling list.

Writing: We will begin by studying trees in winter to explore personification in poetry before using the text *A Monster Calls* as stimulus for narrative writing. In the second half of the term we will use the book *Viking Boy* to write descriptive settings and an alternative chapter.

Reading: We continue to use Complete Comprehension which is based on some excellent texts. If a child has enjoyed the text then there is the complete book available for them to read at home.

Maths

Maths lessons are delivered daily with one of these sessions dedicated to fluency in arithmetic.

This term we will be covering:

Ratio, algebra, decimals, fractions, percentages, statistics as well as area, perimeter and volume.

Science

This term we will study 'Evolution and Inheritance'. Children will learn about variation and adaptation. They'll be able to explore how both Charles Darwin and Alfred Wallace separately developed their theories of evolution. They'll also examine the scientific evidence from plants and animals that has been gathered to support the theory of evolution. We will also complete an electricity unit on circuits.

RE

We will cover two components of learning this term:

Teachings of Wisdom and Authority looks at codes for living from different religions.

Salvation focuses on the question 'What difference does the resurrection make to Christians?'

Art

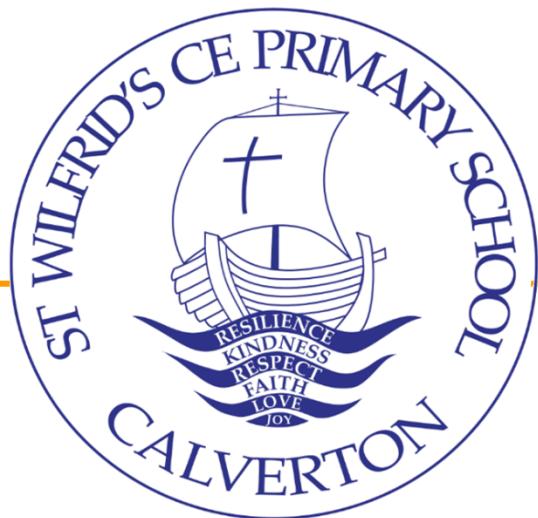
Our art for this term relates to our previous studies of fish alongside the work of Matisse. Children will create silk screen prints using a fish design onto card and material.

PE

During the spring term the children will participate in four areas of learning: Netball or volleyball on a Tuesday – please wear warm PE kit (hat and gloves); gymnastics or dance on a Friday.

DT

Our DT project links to work in science on electricity. The children must design and make an Easter card that includes a light circuit.



History

In the Kingdom of Benin unit we will find out where the Kingdom of Benin was located, what life was like, and how society was organised. We will also investigate the artefacts and evidence that remain of this civilisation.

Music

Over the spring term we will work on accuracy of pitch when singing through a unit on songs from World War 1 and 2 as well as exploring the musical concept of theme and variation, using the Children's guide to the Orchestra.

PSHE

We will study two components of learning over the spring term:

Valuing differences – Delivered through AREP (Anti-Racism Education Programme):

- To know about diversity and what it means
- To know about prejudice and how to recognise behaviours/actions which discriminate against others
- To know about prejudice and actions which discriminate against others; ways of responding to it if witnessed or experienced.
- To know about ways of responding to racism/prejudice if witnessed or experienced.

Right and Responsibilities - understanding media bias, including social media ; caring: communities and the environment; earning and saving money and understanding democracy.