




# ST John's Highbury Vale Curriculum Newsletter

## Year 6

### Spring Term 1 2022

<p><b>Mathematics</b></p> <p><b>Algebra, Ratio &amp; Measures</b></p> <p>Recall and use equivalence between simple fractions, decimals and percentages including in different contexts. Solve problems involving the relative sizes of two quantities where missing values can be found by using multiplication and division facts. Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 dp where appropriate. Use, read, write and convert between standard units, converting measurements of capacity, length, mass and volume using decimal notation. Focus on measuring capacity, mass and length accurately using practical equipment. Relate scales to a different type of number line and addition and subtraction methods used in the previous unit of work. Explore this under the banner of 'equivalence'. Compare and estimate different masses, lengths and capacities. Use measuring equipment to show equivalence on scales. E.g. show 0-1kg on a line next to 0-1,000g and find equivalences. Include scales and parts of scales which do not go from 0-1 ... i.e. 3 – 4 kg next to a line of 3,000 – 4,000 g Solve ratio problems (recipes are a great context for this) relating to measures. Length and capacity are also common context that we find ourselves solving ratio problems. Use simple formulae. Express missing number problems algebraically.</p> <p><b>Properties of Shapes, Angles, Area-Perimeter and Circles.</b> Draw 2-D shapes using given dimensions and angles – geometric construction. Identify the properties of 2D shapes and use correct geometric vocabulary. Review how to use a protractor and require accuracy in construction. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite and find missing angles. Express missing number problems algebraically. Estimate and measure angles, and work out missing angles without measuring. Illustrate and name the parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Calculate area and perimeter.</p> <p><b>Some helpful websites:</b> All aspects of maths: <a href="#">Prodigy</a>: <a href="#">BBC Bitesize Maths</a> <a href="#">Maths Frame</a> For parents: <a href="#">Maths At Home</a> <a href="#">The School Run</a> Multiplication tables: <a href="#">TT Rockstars</a> <a href="#">Top Marks</a> Problem solving &amp; Reasoning: <a href="#">NRICH</a> Games: <a href="#">Cool Maths Games</a> <a href="#">Maths Playground</a></p> <p><b>SMSC:</b> problem solving developing perseverance.</p>	<p><b>Writing</b></p> <p>The children will be learning to write across a range of different styles.</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>Noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>Précising longer passages.</li> <li>Using a wide range of devices to build cohesion within and across paragraphs e.g. then, after that, this, firstly.</li> <li>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</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>Vocabulary, punctuation and Grammar</b></p> <ul style="list-style-type: none"> <li>Using passive verbs to affect the presentation of information in a sentence.</li> <li>Converting nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -fy.</li> <li>Using the perfect form of verbs to mark relationships of time and cause.</li> <li>Using expanded noun phrases to convey complicated information concisely.</li> <li>Using devices to build cohesion, including adverbials of time, place and number.</li> <li>Using commas to clarify meaning or avoid ambiguity in writing.</li> <li>Using semi-colons, colons or dashes to mark boundaries between independent clauses.</li> <li>Using a colon to introduce a list.</li> </ul> <p>Some helpful websites: <a href="#">Every School</a> <a href="#">BBC Bitesize</a> <a href="#">Super Sentence Stacking</a> <a href="#">Pobble365</a></p> <p><b>Spelling:</b> <a href="#">Sir Linkalot</a> <a href="#">Oxford Owl</a></p> <p><b>SMSC:</b> use of imagination and creativity.</p>	<p><b>Reading</b></p> <p>Key text : Pig Heart Boy by Malorie Blackman. As well as practising their reading fluency and spoken expression, the children will continue to learn the following key reading skills:</p>  <ul style="list-style-type: none"> <li><b>Clarifying</b></li> <li><b>Deducing</b></li> <li><b>Inferring</b></li> <li><b>Predicting</b></li> <li><b>Evaluating</b></li> <li><b>Summarising</b></li> </ul> <ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Recommending books that they have read to their peers, giving reasons for their choices</li> <li>Identifying and discussing themes and conventions in and across a wide range of writing</li> <li>Understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> </ul> <p>Here are some <b>suggested websites</b> with free access to quality fiction and non-fiction texts that can be read and heard:</p> <p><a href="#">Authorfy</a> <a href="#">David Walliams' Elevensies</a> <a href="#">Oxford Owl</a></p> <p><b>Comprehension:</b> <a href="#">Read Theory</a> <a href="#">BBC Bitesize</a></p> <p><b>SMSC:</b> use of imagination and creativity develop empathy and sympathy.</p>	
<p><b>Religious Education</b></p> <p><b>How Has the Christian Message Survived For Over 2000 Years?</b></p> <ul style="list-style-type: none"> <li>How the Christian message spread in the past.</li> <li>What persecution is and why it might inhibit the spread of a message.</li> <li>How the Christian message spread after Jesus' ascension and the first Pentecost.</li> <li>What Pentecost shows about The Trinity.</li> <li>How confirmation contributes to the spread of the Christian message and how Christians believe that the Holy Spirit equips them to share the Christian message.</li> <li>How the confirmation ritual shows this belief.</li> </ul> <p><b>Useful website:</b> <a href="#">BBC Bitesize</a></p> <p><b>SMSC:</b> To develop empathy. Ask the big questions about life and that which is beyond.</p>	<p><b>History:</b></p> <p>We will be looking at Health and social care changes over time. To know why the NHS is important and why the NHS was created. We will be finding out how vaccinations have developed over time, looking at why the hospital plan was important, learning what CT scanners are and how they have changed medical history. And to understand why the NHS is important today.</p> <p><b>Useful website:</b> <a href="#">BBC Newsround</a> <a href="#">History of NHS</a></p> <p><b>SMSC:</b> Understand how taste and choice change through culture and age</p>	<p><b>Science:</b></p> <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>Demonstrate prior knowledge of systems within the human body.</li> <li>Explain the specific functions of the lungs in the circulatory system.</li> <li>Understand the processes of how water and nutrients are transported in the body.</li> <li>State the beneficial impact of a healthy diet and exercise on the human body.</li> <li>Describe how smoking cigarettes impacts negatively on the body.</li> <li>Decide on the most appropriate type of investigation for their question.</li> <li>Take repeat readings if necessary.</li> <li>Report the degree of trust they have in their results.</li> </ul> <p><b>Some helpful websites:</b> <a href="#">BBC Bitesize</a> <a href="#">The School Run</a> <a href="#">Crickweb</a> <a href="#">Woodlands</a></p> <p><b>SMSC:</b> develop a sense of awe and wonder develop enjoyment and fascination for learning</p>	
<p><b>Computing:</b></p> <p>We will be learning to use 3D modelling programmes.</p> <ul style="list-style-type: none"> <li>To use a computer to create and manipulate three-dimensional (3D) digital objects.</li> <li>To compare working digitally with 2D and 3D graphics.</li> <li>To construct a digital 3D model of a physical object.</li> <li>To identify that physical objects can be broken down into a collection of 3D shapes.</li> <li>To design a digital model by combining 3D objects.</li> </ul> <p><a href="#">Safety Net Kids</a> <a href="#">Safer Internet</a> <a href="#">Purple Mash</a></p> <p><b>SMSC:</b> explore interest and foster curiosity</p>	<p><b>Design and Technology</b></p> <p>We look forward to using the fantastic facilities in Maberley hall for lots of creative activities and cooking. We will explore seasonal fruit and vegetables, and dishes we can cook using these ingredients.</p> <p><b>SMSC Links:</b> Engagement in and developing an appreciation for artistic opportunities.</p>	<p><b>French</b></p> <p>French will be taught by Judy.</p> <p><b>Useful website:</b> <a href="#">Language Nut</a></p> <p><b>SMSC:</b> sense of enjoyment and fascination</p>	<p><b>Physical Education</b></p> <p>PE lessons will be taught by Ms Sarah Cleary (Thursdays) and by Mr Demiralay (Tuesdays). Wherever possible, these lessons will take place outside. Please ensure that your child arrives at school wearing their PE kit. This should include a jumper (not their school jumper). School PE kits should also include trainers; the children need proper trainers for PE (not flat-soled converse-style trainers) and these must be different to their ordinary school shoes.</p> <p><b>Some suggested websites to help you keep fit:</b> <a href="#">Cosmic Kids Yoga</a></p> <p><b>SMSC:</b> building resilience and perseverance</p>