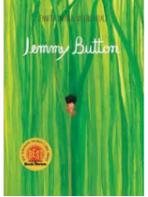




ST John's Highbury Vale Curriculum Newsletter

Year 6

Spring Term 2 2022

<p>Mathematics</p> <p>Measures Focus on measuring capacity, mass and length accurately using practical equipment. <i>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.</i> 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</p> <p>Circles and Pie Charts 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. Investigate the ratio between the diameter, circumference and the area of a circle. Interpret pie charts and use these to solve problems. Construct pie charts. Ensure the idea of a pie chart showing 100% and representing different numbers is fully understood. Pose problems where two pie charts show different proportions but the totals are different so they need careful interpretation. i.e. 1/3 = 24 on one chart and 1/2 = 18 on the other! Calculate and interpret the mean as an average. Ensure that the data has some meaning (e.g. collected from the class or from science experiments etc.). Does a mean of 10.5 make sense if it is age? How do we interpret this? What about if it is teacher shoe size? What about if it is children per table?!</p> <p>Statistics Interpret line graphs and use these to solve problems. Construct line graphs. Line graphs show continuous data where each point on the line could represent data. Changing data over time is a great context for a line graph. Investigate the shape of different graphs without labelled axes and discuss what they could represent. Collect data and construct line graphs e.g. changing temperature over time. Show children how to mark a point on a line and then use a ruler to find its position on the axes. How would we draw the average on this graph? What is the mean average of our data?</p> <p>Coordinates-Symmetry Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. Identify the properties of 3D shapes and create nets of 3D shapes. Explore different ways to create nets of the same 3D shapes. Some helpful websites: All aspects of maths: Prodigy; BBC Bitesize Maths Maths Frame For parents: Maths At Home The School Run Multiplication tables: TT Rockstars Top Marks Problem solving & Reasoning: NRICH Games: Cool Maths Games Maths Playground</p> <p>SMSC: problem solving developing perseverance.</p>	<p>Writing</p> <p>The children will be learning to write across a range of different styles.</p> <p>Composition</p> <ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Noting and developing initial ideas, drawing on reading and research where necessary. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Précising longer passages. Using a wide range of devices to build cohesion within and across paragraphs e.g. then, after that, this, firstly. Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 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. <p>Vocabulary, punctuation and Grammar</p> <ul style="list-style-type: none"> Using passive verbs to affect the presentation of information in a sentence. Converting nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -fy. Using the perfect form of verbs to mark relationships of time and cause. Using expanded noun phrases to convey complicated information concisely. Using devices to build cohesion, including adverbials of time, place and number. Using commas to clarify meaning or avoid ambiguity in writing. Using semi-colons, colons or dashes to mark boundaries between independent clauses. Using a colon to introduce a list. <p>Some helpful websites: Every School BBC Bitesize Super Sentence Stacking Pobble365</p> <p>Spelling: Sir Linkalot Oxford Owl</p> <p>SMSC: use of imagination and creativity.</p>	<p>Reading</p> <p>Key text : Jemmy Button by Valerio Vidali and Stone Girl Bone Girl by Laurance Unholt. As well as practising their reading fluency and spoken expression, the children will continue to learn the following key reading skills:</p> <div style="display: flex; justify-content: space-around;">   </div> <ul style="list-style-type: none"> Clarifying Deducing Inferring Predicting Evaluating Summarising <ul style="list-style-type: none"> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Recommending books that they have read to their peers, giving reasons for their choices Identifying and discussing themes and conventions in and across a wide range of writing Understanding through intonation, tone and volume so that the meaning is clear to an audience Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction <p>Here are some suggested websites with free access to quality fiction and non-fiction texts that can be read and heard:</p> <p>Authorfy David Walliams' Elevensies Oxford Owl</p> <p>Comprehension: Read Theory BBC Bitesize</p> <p>SMSC: use of imagination and creativity develop empathy and sympathy.</p>	
<p>Religious Education</p> <p>What do the monastic traditions within Christianity show us about living in community?</p> <ul style="list-style-type: none"> There are monastic communities of men and of women within the Church of England. Living in a monastic community is a particular way of living out the Christian faith followed by some people. <p>How does the Christian festival of Easter offer hope?</p> <ul style="list-style-type: none"> To know and remember what forgiveness, salvation and hope mean from a Christian perspective. The parable of the prodigal son and the key concepts within it: Forgiveness, jealousy, repentance, redemption The story of Zacchaeus and the paralysed man and the concept of repentance and forgiveness. To know and remember the stations of the cross and how they link to the concepts of forgiveness, salvation and hope. To know and remember how the resurrection narratives, help to understand what Christian hope is. <p>Useful website: BBC Bitesize</p> <p>SMSC: To develop empathy. Ask the big questions about life and that which is beyond.</p>	<p>Computing:</p> <p>We will be learning to Plan & Design Vector Drawing and more 3D Modelling:</p> <ul style="list-style-type: none"> To identify that drawing tools can be used to produce different outcomes To create a vector drawing by combining shapes To use tools to achieve a desired effect To recognise that vector drawings consist of layers To group objects to make them easier to work with To evaluate my vector drawing To use a computer to create and manipulate three-dimensional (3D) digital objects To compare working digitally with 2D and 3D graphics <p>Safety Net Kids Safer Internet Purple Mash</p> <p>SMSC: explore interest and foster curiosity</p>	<p>Geography:</p> <p>Mountains Describe and understand key aspects of: physical geography, including: climate zones, vegetation belts, rivers and mountains. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features of hills and mountains. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Useful website: BBC Bitesize Royal Geographical Society</p> <p>SMSC: Understand how taste and choice change through culture and age</p>	
<p>Art:</p> <p>Observational Sketches – Still Life Artist: Georgia O'Keefe <i>Drawing techniques with pencil, consider line, shape, tone, colour, pattern, texture and form. Charcoal for shading and shadowing.</i></p>	<p>Design and Technology</p> <p>We look forward to using the fantastic facilities in Maberley hall for lots of creative activities and cooking.</p> <p>Structures – Frame Structures Artist: Benjamin Baker <i>Understand compression, strut, and triangulation and form structures. Know a range of joining techniques.</i> SMSC Links: Engagement in and developing an appreciation for artistic opportunities.</p>	<p>French</p> <p>French will be taught by Judy. Topic- Then and Now Find the Difference</p> <p>Useful website: Language Nut</p> <p>SMSC: sense of enjoyment and fascination</p>	<p>Physical Education</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>Badminton- Developing skills to play continuous rallies Basketball- Improve possession in a competitive scenario Some suggested websites to help you keep fit: Cosmic Kids Yoga SMSC: building resilience and perseverance</p>