



ST John's Highbury Vale Curriculum Newsletter

Year 6

Summer Term 1 2022

<p>Mathematics</p> <p>Consolidate the following:</p> <ul style="list-style-type: none"> Rapid recall of multiplication and division facts. Answering questions about number sequences presented in different ways. Missing number equations that require mental calculation. Applying the four operations to multi-step problems. Finding fractions and % of numbers. Calculating with fractions (both pure arithmetic and in context). Answering questions about place value (including decimals and fractions). Calculating with measures and finding missing angles. Plotting/identifying co-ordinates (four quadrants) and translating shapes. <p>Ratio</p> <ul style="list-style-type: none"> Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison Solve problems involving similar shapes where the scale factor is known or can be found Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples <p>Measures</p> <ul style="list-style-type: none"> Convert between miles and kilometres Recognise that shapes with the same areas can have different perimeters and vice versa Recognise when it is possible to use formulae for area and volume of shapes Calculate the area of parallelograms and triangles Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³] <p>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"> 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>This half term we will focus on Information texts and descriptive writing using literary language.</p> <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 : Tales from the Caribbean by Trish Cooke </p> <p>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"> 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: 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>Christianity What might the journey of life and death look like from a Christian perspective?</p> <p>This unit involves pupils in investigating beliefs about life and life after death and encouraging them to reflect on and express their hopes for the future.</p> <p>Useful website: BBC Bitesize</p> <p>SMSC: To develop empathy. Ask the big questions about life and that which is beyond.</p>	<p>Geography</p> <ul style="list-style-type: none"> To understand what sustainability is. To understand environmental issues – pollution. To understand the environmental issues: over use of natural resources. To understand the environmental issues: climate change. To know about the distribution of natural resources including energy, food and minerals. <p>Some helpful websites: BBC Bitesize The School Run Crickweb Woodlands</p> <p>SMSC: develop a sense of awe and wonder develop enjoyment and fascination for learning</p>	<p>PSHE</p> <ul style="list-style-type: none"> What is mental health? My mental health Love and loss Power and control Being safe online: Real or fake? Safe or unsafe? Using technology responsibly <p>SMSC: building resilience and perseverance and developing empathy and sympathy</p>		
<p>Computing:</p> <p>We will be learning about 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 SMSC: explore interest and foster curiosity</p>	<p>Science</p> <p>Light</p> <ul style="list-style-type: none"> Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p>SMSC: develop a sense of awe and wonder develop enjoyment and fascination for learning</p> <p>Some helpful websites: BBC Bitesize http://ypte.org.uk/</p>	<p>Art</p> <p>We will continue to learn about observational sketches – Still Life. <i>Drawing techniques with pencil, consider line, shape, tone, colour, pattern, texture and form. Charcoal for shading and shadowing.</i></p> <p>SMSC Links: Engagement in and developing an appreciation for artistic opportunities.</p>	<p>French</p> <p>We will continue to look at school subjects; writing our own timetables; learn more names of places in and around our local area, and directions to get to those places.</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. This half term's focus: tennis and orienteering. Some suggested websites to help you keep fit: Cosmic Kids Yoga Joe wicks Oti Mabuse kids dance</p> <p>SMSC: building resilience and perseverance</p>