



# ST John's Highbury Vale Curriculum Newsletter

## Year 6

### Summer Term 2 2022

<p><b>Mathematics</b></p> <p><b>Arithmetic</b> Revision of various methods and strategies including:</p> <ul style="list-style-type: none"> <li>• Adding and subtracting fractions</li> <li>• Finding a percentage of an amount</li> </ul> <p><b>Using four operations</b></p> <ul style="list-style-type: none"> <li>• Solving multistep problems</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>• Convert between miles and kilometres</li> <li>• Recognise that shapes with the same areas can have different perimeters and vice versa</li> <li>• Recognise when it is possible to use formulae for area and volume of shapes</li> <li>• Calculate the area of parallelograms and triangles</li> <li>• Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>]</li> </ul> <p><b>Ratio</b></p> <ul style="list-style-type: none"> <li>• Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</li> </ul> <p><b>Geometry (Properties of Shape)</b></p> <ul style="list-style-type: none"> <li>• Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• Interpret and construct pie charts and line graphs and use these to solve problems</li> <li>• Calculate and interpret the mean as an average</li> </ul> <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>• 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 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>This half term we will focus on narratives and drama.</p> <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 : Ice trap by Meredith Hooper </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"> <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>• 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>• 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> </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>Our topic this half term is called Rules and Responsibilities- Who decides?</b>  Through this unit children will consider the implications of rules and responsibilities for belonging to communities and, in particular, of belonging to a faith community. Children will consider rules in religions and other sources of authority. This unit contains work on rules, laws and responsibilities in society and in Judaism, Christianity and Islam.</p> <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>Geography</b></p> <p><b>Antarctica</b>  Our topic this half term will be the Antarctica. This will be linked to our class text- Ice trap. We will learn the location of the Antarctica, understanding the term glacier. We will learn about the equipment needed to explore the Antarctica and also think about why tourists would want to go there.</p> <p>Useful websites:  <a href="https://www.rgs.org/schools/teachingresources/exploring-shackleton%E2%80%99santarctica/">https://www.rgs.org/schools/teachingresources/exploring-shackleton%E2%80%99santarctica/</a>  <a href="https://www.coolantarctica.com/schools/antarctica_a_project_lesson_plans.php">https://www.coolantarctica.com/schools/antarctica_a_project_lesson_plans.php</a></p> <p><b>SMSC:</b> develop a sense of awe and wonder develop enjoyment and fascination for learning</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. This half term's focus: Athletics and Cricket.</p> <p><b>Some suggested websites to help you keep fit:</b>  <a href="#">Cosmic Kids Yoga</a> <a href="#">Joe wicks</a>  <a href="#">Oti Mabuse kids dance</a></p> <p><b>SMSC:</b> building resilience and perseverance</p>
<p><b>Computing:</b></p> <p>We will be learning about filmmaking, present a film for a specific audience and make adaptations. We will create a sophisticated multimedia presentation and look at everyday variables in coding in order to consolidate our coding skills.</p> <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>Science</b></p> <p>Our science topics this term is electricity. The children will be identifying common appliances that run on electricity, constructing a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. They will be identifying whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery and recognising that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. They will also recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p><b>SMSC:</b> develop a sense of awe and wonder develop enjoyment and fascination for learning</p> <p><b>Some helpful websites:</b>  <a href="#">BBC Bitesize</a> <a href="http://ypte.org.uk/">http://ypte.org.uk/</a></p>	<p><b>Art</b></p> <p>Our art and DT will be linked to our topic and Science. Exploring and Evaluating a range of artists and styles. We will learn how to use blanket stitch, cross stitch and running stitch for layering. We will prepare our summer production props.</p> <p><b>SMSC Links:</b> Engagement in and developing an appreciation for artistic opportunities.</p> <p><b>French</b></p> <p>In preparation for French Day, we will be practising daily conversations in class, focusing on simple phrases to communicate.</p> <p><b>Useful website:</b>  <a href="#">Language Nut</a></p> <p><b>SMSC:</b> sense of enjoyment and fascination</p>
<p><b>PSHE</b></p> <p><b>RSE- Changing me</b></p> <p>To know how to develop my own self esteem  To express how I feel about the changes that will happen to me during puberty  To recognise how I feel when I reflect on the development and birth of a baby  To understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to  To express how I feel about my self-image and know how to challenge negative 'body-talk'  To know how to prepare myself emotionally for the changes next year.</p> <p><b>SMSC:</b> building resilience and perseverance and developing empathy and sympathy</p>		