Year 6

Spring 1

Floodland

English

In year 6, we will be reading a book called **Floodland**. This will act as our text driver throughout Spring 1 and will guide us through three writing journeys: a survival guide, a formal letter and a narrative.

Spelling and Phonics

As a school, we continue our journey teaching phonics through Read, Write Ink for those who need it through specific interventions. In our classes, we will be focusing on a new spelling rule each week, which will include the list of spellings that are sent home on a Thursday for homework. These will be tested on a Tuesday.

Reading

To go along side our English text, we will be reading The Lost book of Adventure; this is a great book about how to survive in the wild. It shares their real life experiences which will add detail and depth the writing. We will also look at some child-friendly news stories around flooding in both the UK and in Ukraine.

Reading at Home

Books or poems which feature about climate change or extreme weather events. In year 6, pupils are encouraged to read daily (silently) although some would benefit from reading to a parent. It will further develop their comprehension if you take the time to ask them what they are reading, what has happened and what is going to happen etc.

Handwriting

The presentation of our work is important. The national guidance is that the writing should be clear, of uniform size, legible and joined.

Maths

As we continue our Math's journey for the year we will be tackling the following topics:

Fractions : Multiplied, divided and fractions of a number.

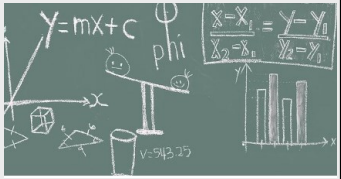
Percentage : calculating % as well as the % of an amount, before doing increase and decrease and going shopping to work out discounts.

We will then compare decimals , percentages and fractions.

Measures—including distance and weight.

We will also focus on reading scales.

Following this we'll move on to area, perimeter and volume. This will be followed by statistics and then an introduction to algebra. All of these will not only focus on the basics, but also developing our reasoning skills.



We still can't emphasise enough how important it is for every child to be practicing their times tables. ***<u>It remains a crucial skill !</u>***

Year 6

Spring 1 — Floodland

How can we prepare for weather extremes?

About the Topic!

We are focusing on **Flooding** for our topic this half term. We will be studying how various countries are effected by extreme flooding and how to survive in extreme conditions

DT - Food

To link to our topic of Flooding, we will look at how to cook food using only local produce (like the food that Zoe from our class book would have been able to grow).
We will learn about food hygiene, seasonality of fruit / vegetables and how to plan and prepare a traditional English Roast dinner. They may want to cook this at home with your help!

Geography

To understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom (Norwich as this features in our class book) and a region of Eastern Europe (Demydiv in Ukraine). We will describe and understand key aspects of physical geography.

Science

Electricity: Current is the flow of electricity around a circuit. The power supply in a circuit pushes the current round the circuit . The voltage of the power supply is a measure of this push and is measured in volts. During Science the pupils will be able to spend time building a circuit and adding elements such as lights and buzzers to it.

R.E

This term we will explain how aspect of Muslim practise and belief develop a sense of Umma (Community).
Enquire – To describe the meaning of Umma.
Contextualise – To explain how aspect of Muslim practise and belief develop a sense of Umma.
Apply – To explain examples of how their responses and ideas affect the way they behave in the communities they and others belong to.

Wider Curriculum

Courageous Advocacy— We will continue our journey as advocates for positive change by sending letters to local government about the issues of flooding in the area.
Community— We will be considering the idea of community through Umma and we will consider how we can apply that at Saint James .

Enrichment Opportunities

We'll explore areas close to our community that need or already have built flood defences. How are they built?

Key Vocabulary

Extreme , defences, flooding, effect, annual , seasonal.

Taking Risks!

The children will be taking on more responsibility this term within collective worship. Creating their own and delivering their messages to the whole year group (and on some occasions, the whole school).

French

We will be:
Understanding the different types of houses and their rooms in French as well as asking and answering questions using this vocabulary. Labelling a bedroom and using the related vocabulary in simple sentences as well as starting to use prepositions.

PE

This half term they will be studying Basketball in their outdoor lessons with Learning through Sport. During our Class Teacher led lessons, we will continue our exploration of rhythms in dance—based on the Bhangra (an Indian style of dance).

PSHE

We will be focusing on 'valuing differences'. We will be: Recognising that bullying and discriminatory behaviour can result from disrespect of people's differences and suggest strategies for dealing with bullying.

Food for Thought!

On the homework each week, we will post a though for the week. These are interesting points to think about and discuss over the dinner table. There may not be a correct answer to these—just something to chat

Year 6

Spring 2

WW2—Southampton

English

As we prepare to assess our Children's writing for Hampshire moderation, we will be writing for a range of purposes and audiences including: a formal persuasive letter, an informal letter and setting description. These writes will be based on our class book Letters from the Lighthouse which is based during WW2 (our topic for this term).

Spelling and Phonics

On the run up to SATs, we will be recapping as many of the spelling rules as possible through spelling lessons in class and our weekly homework. We will be running a weekly spelling test, similar to the one the children will sit for their SATs so they get used to the process.

Some of our children will continue their phonics practice through interventions.

Reading

We will be using our class text, Letters from the Lighthouse by Emma Carroll, to practice all our VIPER skills for our upcoming SATS, focussing specifically on the skills of inference and retrieval.

Reading at Home

Reading around WW2—fiction, non-fiction, it will all help!

Tom Palmer is a very accessible fiction author with many books based around war.

You could always watch a documentary and put the subtitles on at home—that counts too!

Handwriting

In year 6, it is compulsory that all handwriting is joined, consistent and legible. This will ensure all handwriting is of a high enough standard for KS2 SAT assessments. Please see the link below for more information.

https://www.cambridge.org/gb/files/7314/9020/2522/PfH_Messages_for_Parents_combined.pdf

Maths

As the inevitable testing draws near, we are frantically working to make sure the children have covered and are comfortable with all areas of the curriculum.

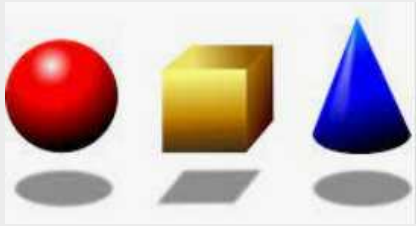
This term we will complete

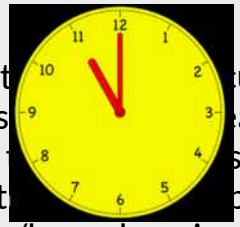
geometry,

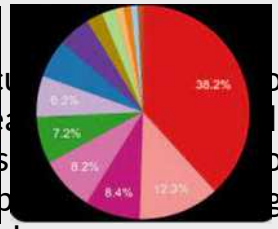
statistics,

time

and averages.







Once all of that is complet on reasoning which appears lly revision. At the start of on guides for English and Mat go through what we are doing/have done in class.

Year 6

Spring 2

WW2

What would it have been like in Southampton during WW2?

About the Topic!

We are focusing on **WW2 in Southampton** for our topic this half term. We will be studying the effect of WW2 on our local area including: the spitfire manufacturer and air raids in Southampton.

History

We will examine causes and results of great events (WW2) and the impact these had on people in our local community.
Using different genres of writing such as accounts and diaries, we will present, communicate and organise ideas about from the past .

Geography

We will be applying our understanding of WW2 and the countries involved to produce maps which will show the axis and allied groups. We will show how they travelled throughout

Europe during the conflict.

Art

We will create a collage portraits of soldiers from WW2 by: Adding collage to a painted or printed background; Creating and arrange accurate patterns; using a range of mixed media; planning and designing a collage.

ICT

Our ICT this term will focus on creating quizzes through Purple Mash. We will:
Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
Select, use and combine a variety of software (including internet services) on a range of digital devices.

Wider Curriculum

Community

As part of the Spring term we will be attending Church for an Easter service. Prior to the service we will be learning Easter songs of worship. Some of our Year 6 children will be reading sermons or prayers for the rest of the congregation.

Enrichment Opportunities

We are using a greater amount of drama this term to immerse ourselves into our text drivers, ready to write from different points of view.

Key Vocabulary

Allies, Axis, Germany, Air Raid, Spitfire, Southampton

Taking Risks!

We are starting our process to choose 2 head children for the school and prefects to support them. They have already started writing their applications to Mrs Marsh.

French

We will be:
Retelling a route to school accurately using picture and word cards. Some will be able to read aloud accurately and put together phrases to create their own description of their journey to school.
Answering the direction questions using the sheet as a prompt.
Putting modes of transport into a simple sentence, role playing using modes of transport and beginning to use negative sentences correctly.

R.E

In RE we will be studying Salvation. We will look at 'The Big Story' and what Christians think of Jesus' death and sacrifice . We will look at the resurrection and the different interpretations of it.
Make clear connections between Psalm 8 and some ways Christians respond to God as Creator.

PSHE

Our next unit of PSHE is about **Being My Best.** We will:
Explain what the five ways to wellbeing are.

Describing how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives

Identify aspirational goals

Describe the actions needed to set and achieve these

Food for Thought!

On the homework each week, we will post a 'thought for the week'. These are interesting points to think about and discuss over the dinner table. There may not be a correct answer to these — just something to chat about.