

Curriculum Newsletter Summer Term 2024 – Year 6

Topic

Term	Topic
Autumn first half Term	WW2
Autumn second half Term	
Spring first half Term	Empire Windrush
Spring second half Term	Evolution
Summer first half Term	The Greeks
Summer second half Term	

RE

This term we will be studying the three themes

Topic 1 – **PENTECOST – SERVING: WITNESSES**

Topic 2 – **RECONCILIATION – INTER-RELATING: HEALING**

Topic 3 – **UNIVERSAL CHURCH – WORLD: COMMON GOOD**

English

Reading

We will be reading a range of fiction and non-fiction texts and discussing key features of texts and the differences between different types of books and their layouts. In school reading includes independent reading, shared reading and whole class reading. For maximum progress to be made, it is vital that children are still reading with an adult on a daily basis at home.

The Year 6 children will use their organisers to record books read.

Writing

This term we will be learning to write effectively in the following genres:

- Greek myths
- Balanced Arguments
- Reports
- Poetry

Within each genre we will look at the key features and learn to recognise and use these within our own writing.

Grammar and Punctuation

Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i> ; <i>ask for</i> – <i>request</i> ; <i>go in</i> – <i>enter</i>]
Sentence	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of subjunctive forms such as <i>If I <u>were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech]
Text	Linking ideas across paragraphs using : repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i> , <i>in contrast</i> , or <i>as a consequence</i>], and ellipsis
Punctuation	Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information
Terminology for pupils	ellipsis, hyphen, colon, semi-colon, bullet points

Maths

The National Curriculum for mathematics aims to ensure that all pupils:

➤ become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems

➤ **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

➤ can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

This new curriculum contains a greater emphasis on calculation WITHOUT the use of electronic calculators

SUMMER 1

Problems involving number	• To read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. • To round any whole number to a required degree of accuracy. • To use negative numbers in context and calculate intervals across zero. • To solve number problems and practical problems that involve all the above.
Adding and subtracting large and small numbers Long multiplication and division	• To perform mental calculations, including with mixed operations and large numbers. • To solve addition and subtraction multi-step problems in contexts, deciding which operations to use and why. • To use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy. • To multiply multi-digit numbers up to 4 digits by a two-digit whole number using the efficient written methods of long multiplication. • To divide numbers up to 4 digits by two digit whole numbers using the efficient written method of long division and interpret remainders as whole number remainders, fractions or by rounding, as appropriate for the context.
Working with fractions	• To use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy. • To add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. • To multiply simple pairs of proper fractions, writing the answer in its simplest form. • To divide proper fractions by whole numbers.
Problems involving percentages, fractions and decimals Ratio and proportion	• To solve problems involving the calculation of percentages of whole numbers or measures and the use of percentages for comparison. • To recall and use equivalences between simple fractions, decimals and percentages including in different contexts. • To solve problems involving the relative size of two quantities where missing values can be found by using integer multiplication and division facts. • To solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. • To solve problems involving similar shapes where the scale factor is known or can be found.

SUMMER 2

Solving problems involving money	• To multiply multi-digit numbers up to 4 digits by a two-digit whole number using the efficient written method of long multiplication. • To divide numbers up to 4 digits by a two-digit whole number using the efficient written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. • To perform mental calculations, including with mixed operations and large numbers. • To use their knowledge of the order of operations to carry out calculations involving the four operations. • To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. • To solve problems involving addition, subtraction, multiplication and division. • To use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.
Number puzzles	• To express missing number problems algebraically. • To use simple formulae expressed in words. • To generate and describe linear number sequences. • To find pairs of numbers that satisfy number sentences involving two unknowns. • To enumerate all possibilities of combinations of two variables.
Fractions with different denominators	• To multiply simple pairs of proper fractions, writing the answer in its simplest form ($\frac{1}{4} \div \frac{1}{2} = \frac{1}{8}$). • To use common factors to simplify fractions; use common multiples to express fractions in the same denomination. • To add and subtract fractions with different denominators and mixed numbers using the concept of equivalent fractions.
Problems involving percentages and decimals Problems involving measures	• To solve problems involving the calculation of percentages of whole numbers or measures such as 15% of 360 and the use of percentages for comparison. • To recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. • To solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate. • To use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a large unit and vice versa, using decimal notation to three decimal places.
Using data	• To interpret and construct pie charts and line graphs and use these to solve problems. • To calculate and interpret the mean as an average.

Topic - The Greeks

In **history and geography**, we will look at the significance of the development of new government systems- democracy- and how this impacted subsequent time periods studied and how it still impacts society today e.g. through voting for governments etc. We will explore why Ancient Greece was such an influential civilization and how its history has shaped the country today.

In **science**, we will be studying: i) animals including humans ii) Living things and their habitats

In **art** we will recreating Greek pottery with a focus on design and pattern.

In **DT** we will be creating healthy Greek dishes e.g. Souvlaki

In **music** we will be focusing on composition.

RHE sessions:

Session 1: Gifts and Talents
Session 2: Girls' Bodies
Session 3: Boys' Bodies
Session 4: Spots and Sleep
Session 1: Body Image
Session 2: Funny Feelings
Session 3: Emotional Changes
Session 4: Seeing Stuff Online
Session 1: Making Babies (Part 1)
Session 2: Making Babies (Part 2)
Session 3: Menstruation
Session 6: Giving Assistance
Session 1: The Trinity
Session 2: Catholic Social Teaching
Session 1: Reaching Out

Dates

Please refer to the newsletter for all relevant dates

Communication with parents

It is very important to us as a school that we work in partnership with parents. Therefore we welcome any feedback you can give us about your child and their experience in school. If you have any concerns or worries, please see your child's class teacher, Miss Spicer or Mrs Williams.