

# Year 6H Spring 1 Overview

## World War 2 and the Battle of Britain

We hope you had an enjoyable Christmas and welcome you back to the first half of the Spring term. The children had an excellent Autumn term and we now look forward to a hard-working term.

The Pursuit of Greatness is well underway. These are **our school values**. The children will regularly ask questions to further their understanding of these.

Respect

Enquire



### Interesting Information:

**E-safety workshops:** 31st January 2018 2.30—3.00pm

**KS2 SATS parent/carer meeting:** 22nd March 2018 at 3.15pm

**KS2 SATS assessments:** Monday 14th—Thursday 17th May 2018

**Homework :** Maths and English, every Friday, to be back the following Friday.

A trip to the Cosford RAF museum is currently being arranged. Details to follow.

### English

**Spoken Language:** We will encourage your child to speak articulately and in full sentences. There will be plenty of opportunities in the curriculum for the children to talk and become confident speakers to different audiences.

**Reading:** Your child will be heard to read at least twice a week during our Guided Reading sessions. Children will also have a reading book sent home appropriate to their reading age.

Each week your child will also bring home a school library book. The library books will be changed on Mondays.

**How can you help?** Reading with your child for 5—10 minutes everyday will make a difference. Please record reading with your child in their Home Reading Record and send this to school on Monday

**Spelling:** These will be sent home weekly and the children will be tested the following week.

**Handwriting:** We have high expectations with how our children present their learning. Please encourage your child to practise their handwriting. Attached is a copy of our handwriting formation.

**Writing:** Our writing will be based on :

- Narrative or story writing
- Non-chronological reports
- Biography and diary writing
- Explanation/information text writing

### Maths

**The following maths will be taught in Y6 in the Spring term.**

Four number operations. Geometry. Position and location. Measurement , Statistics., Algebra and Problem solving.

The children will also be heavily involved in problem solving mathematics with a dedicated problem solving day has been allocated to Friday every week. Revision of all maths learned in previous years is also high on our list of priorities and will take place weekly.

Your children will also need to know all of their times tables. Please use the attached to support your child at home.

**Science:** Electricity.

**Topic:** World War 2 incl the Battle of Britain (incl history, geography, art, design technology, computing)

**PE:** Invasion games, gymnastics, orienteering.

**RE:** Judaism

**French:** World War II

**Peacemakers:** How are my thoughts, feeling, and behaviours connected?

**PSHCE/Fundamental British Values/SMSC:**

Loudmouth Production

## Important Links!

Link your sentences and paragraphs using adverbials:

### Time

Subsequently, Later that day,

### Place

Deep inside the forest, Below the sea,

### Frequency

Occasionally, Often,

### Contrast/ Cause

On the other hand, In contrast,

As a result, Consequently,

### Manner/ Behaviour

Breathing heavily, Waiting anxiously, Without warning,

## Creating Cohesion Top

**Tip:** Not only can you use pronouns like he, she, it or they instead of repeating a name or names but how about other names or titles too? Here's some examples: the teacher, she, Mrs Smith, the lovely woman or the lady with the long hair.

# Writing Mat

Expected Year 6



visit [twinkl.com](https://www.twinkl.com)

## Be a Punctuation Professional:

<b>A</b>	Capital letters for sentences, initials and proper nouns.
.	Full stops
<b>!</b>	Exclamation marks for exclamations or surprise.
<b>?</b>	Question marks
'	Apostrophes for possession and missing letters.
,	Commas in lists, and sentences.
“ ”	Inverted commas for speech (Don't forget the commas too!).

## Active and Passive

Use active and passive sentences appropriately:

**Active:** In front of millions of screaming fans, the star striker missed a vital penalty.

**Passive:** In front of millions of screaming fans, a vital penalty was missed by the star striker.

## Perfect Parenthesis!

Use brackets, commas or dashes to punctuate extra information and asides:

The tomb of Tutankhamen (the Ancient Egyptian pharaoh) was discovered by Howard Carter.

The advancing alien, who was speaking a Martian language, looked dangerous.

The daffodils – my favourite sign of spring – swayed gently in the woodland breeze.

Use a thesaurus to look for more ambitious synonyms. Why use 'frightened' when you could use...

startled alarmed apprehensive

Or 'show' a character's feelings:

his breathing quickened her heart raced

sweat trickled gasping for air

## Check for:

- consistent tense and person
- subject/verb agreement
- paragraphs with cohesive links
- genre features
- layout devices

## Spellings... I need to know many of these:

accommodate	correspond	hindrance	recognise
accompany	criticise	individual	recommend
according	curiosity	interfere	relevant
achieve	definite	interrupt	restaurant
aggressive	desperate	language	rhyme
amateur	determined	leisure	rhythm
ancient	develop	lightning	sacrifice
apparent	dictionary	marvellous	secretary
appreciate	embarrass	mischievous	shoulder
attached	environment	muscle	sincere
available	equip(-ped)	necessary	sincerely
average	equipment	neighbour	soldier
awkward	especially	nuisance	stomach
bargain	exaggerate	occupy	sufficient
bruise	excellent	occur	suggest
category	existence	opportunity	symbol
committee	explanation	parliament	system
communicate	familiar	physical	temperature
community	foreign	prejudice	thorough
competition	forty	privilege	twelfth
conscience	frequently	profession	variety
conscious	government	programme	vegetable
controversy	guarantee	pronunciation	vehicle
convenience	harass	queue	yacht

## Splendid Subordination!

Use these conjunctions in varied places in your multi-clause sentences:

if	because	as
before	after	until
unless	since	when

# Writing Mat

## Greater Depth Year 6

**Spellings... I need to know all of these:**

accommodate	correspond	hindrance	recognise
accompany	criticise	individual	recommend
according	curiosity	interfere	relevant
achieve	definite	interrupt	restaurant
aggressive	desperate	language	rhyme
amateur	determined	leisure	rhythm
ancient	develop	lightning	sacrifice
apparent	dictionary	marvellous	secretary
appreciate	embarrass	mischievous	shoulder
attached	environment	muscle	sincere
available	equip(-ped)	necessary	sincerely
average	equipment	neighbour	soldier
awkward	especially	nuisance	stomach
bargain	exaggerate	occupy	sufficient
bruise	excellent	occur	suggest
category	existence	opportunity	symbol
committee	explanation	parliament	system
communicate	familiar	physical	temperature
community	foreign	prejudice	thorough
competition	forty	privilege	twelfth
conscience	frequently	profession	variety
conscious	government	programme	vegetable
controversy	guarantee	pronunciation	vehicle
convenience	harass	queue	yacht

**Punctuation Reminders:**

A	.	!	?	'	,	" "	()	...	:	;	-
---	---	---	---	---	---	-----	----	-----	---	---	---

Use a full range of punctuation.

- Check for:**
- consistent tense and person
  - subject/verb agreement
  - paragraphs with cohesive links
  - genre features
  - layout devices
  - pronouns/ nouns for cohesion

**Active and Passive**

Use active and passive sentences appropriately:

**Active:** In front of millions of screaming fans, the star striker missed a vital penalty.

**Passive:** In front of millions of screaming fans, a vital penalty was missed by the star striker.

**Create a Mood!**

Where appropriate, in formal writing, use the subjunctive mood:

If I were The Queen, ...

Were there to be a change in my circumstances...

**Splendid Subordination!**

Use these conjunctions in varied places in your multi-clause sentences:

if            because        as  
before      after            until  
unless      since            when

Use a thesaurus to look for more ambitious synonyms. Why use 'frightened' when you could use...

startled    alarmed  
              apprehensive

Or 'show' a character's feelings:

his breathing quickened  
her heart raced  
sweat trickled  
gasping for air

**Perfect Parenthesis!**

Use brackets, commas or dashes to punctuate extra information and asides:

The tomb of Tutankhamen (the Ancient Egyptian pharaoh) was discovered by Howard Carter.

The advancing alien, who was speaking a Martian language, looked dangerous.

The daffodils – my favourite sign of spring – swayed gently in the woodland breeze.

**Be a Punctuation Professional!**

Use semi colons, colons and dashes to mark independent clauses:

It felt like forever- the longest six weeks holiday of all time.  
Jack's eyes slowly opened; there was no one to be seen.  
They all knew his secret: he was a specialist secret agent.

**Important Links!**

Link your sentences and paragraphs using time, place, frequency, contrast/cause and manner adverbials, e.g.

Later that day, Deep inside the forest, Occasionally, On the other hand, Consequently, Waiting anxiously,

**Managing Formality!**

here appropriate, can you switch between levels of formality from formal to informal?

passive sentence structures      precise, formal word choices      independent clauses marked with semi-colons or colons

survey *has been published* this week, which says almost 50% of the UK *population* believe that there is other intelligent life out there within the universe; *in fact*, it is a mainstream viewpoint shared across most of the western world. *So, what do you think?* Martians, aliens, *little green men* – or whatever you want to call them – after years of searching, have *yet* to be found anywhere in the universe. Does that mean they ever will, *who knows?*

question tags      colloquialisms, slang or less formal language      refer directly to the reader

## Focus Reading Domains for 2018

### 2a: Give/explain the meaning of words in context

What does this... word/phrase/sentence... tell you about... character/setting/mood etc?

Highlight a key phrase or line. By writing a line in this way what effect has the author created?

In the story, 'x' is mentioned a lot. Why?

The writer uses words like ... to describe .... What does this tell you about a character or setting?

What other words/phrases could the author have used?

The writer uses ...words/phrases...to describe ... How does this make you feel?

How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/ lonely/bitter etc?

Why don't you use some of these questions to further your understanding of the text you are reading?

### 2d: Make inferences from the text/ explain and justify inferences with evidence from the text

What makes you think that?

Which words give you that impression?

How do you feel about...?

Can you explain why...?

I wonder what the writer intended?

I wonder why the writer decided to...?

What do these words mean and why do you think the author chose them?

### 2g: Identify/explain how meaning is enhanced through choice of words and phrases

What does the word 'x' tell you about 'y'? Find two or three ways that the writer tells you 'x'.

What does this... word/phrase/sentence... tell you about... character/setting/mood etc?

Highlight a key phrase or line. By writing a line in this way what effect has the author created?

In the story, 'x' is mentioned a lot. Why?

The writer uses words like ... to describe .... What does this tell you about a character or setting?

What other words/phrases could the author have used?

The writer uses ...words/phrases...to describe ... How does this make you feel?

How has the writer made you and/or character feel ...happy /sad/ angry/ frustrated/lonely/bitter etc?

Has the writer been successful in their purpose or use of language?

What do you think the writer meant by... 'x'?

Which words do you think are most important? Why?

The author makes an action/description 'like' something else. Why?

The author states that 'x' is something it isn't. What is the effect of this? Why have they done this?

Linked to our assembly on Friday 12th January and Friday 19th January 2018

Stick me on the fridge!

[Write your family's name here]

# Family Snack Challenge

## How to play:

Take our 7 day family snack challenge. Don't forget to tick the box each day when you complete the challenge!

Ask your parents to download the free Food Scanner app to see what's really inside your food and drink. Discover which ones are the healthiest!

Search 'Food Scanner'



"What do two bananas do when they meet each other?"

A banana shake!



## Start here:

Day 1 : Fruity snack

Try a new fruit for your snack today - how about a peach, pineapple chunks or a mandarin?

We did this

Day 2 : Adventurous veggies

Have a veggie snack such as carrot, pepper or cucumber sticks with a lower-fat dip.

We did this

Day 3 : Packaged snacks?

Try sticking to 2 a day max!

We did this

Day 4 : 5 A Day champions

Fruit and vegetables are a perfect snack - and count towards your 5 A Day. Try having all of yours today!

We did this

Day 5 : Drink smarter!

Ditch the sugary drinks for water, lower-fat milks, sugar-free or no-added sugar drinks. Try iced water with your favourite fruit.

We did this

Day 6 : Say no to 'reds'

Use the FREE Change4Life Food Scanner app to choose snacks with no 'reds'.

We did this

Day 7 : Create your own

Write here:

It's your turn to think of a healthy snack challenge! How about swapping your usual snack for a less sugary one? For more ideas, search Change4Life.



We did this

"Why aren't grapes ever lonely?"

Because they come in bunches!



Search **Change4Life** for more healthier snacking ideas