



# Spring Term – Curriculum Newsletter

## Year 6

### English

#### Speaking and Listening

Pupils will have many opportunities to deliver their work to other pupils using techniques such as, 'Author's seat' and through drama sessions in which performances will allow students to explore their characters and settings of their stories in a wider context.

#### Reading

Pupils are studying two emotive books this term, "Wonder" and "Skellig". Pupils will be encouraged to deeply explore the texts through discussions and will answer both structured and unstructured questioning on a weekly basis using the VIPER frameworks. Students should be reading weekly at home and this should be recorded in Reading journals signed by an adult to try to achieve reading badges please.

#### Writing

From Shakespeare to Personal projects and mystical writing- Year 6 are going on quite a writing journey this term. They will receive exposure to a range of styles of writing such as narratives and biographies and have some freedom of expression as they will decide how to develop their journey as an author during projects. Throughout the term, pupils are having exposure to grammar sessions within writing sessions in which all content will be taught both explicitly and linked to the current style of writing in context. Weekly spelling tests are also taking place every Friday- the spellings will be given out on a Monday and opportunities to practice will be given as Morning starters- but pupils are required to practice at home where possible.

### Maths

This term we will be covering the following topics:

- Decimals, fractions and percentages
- Algebra
- Perimeter and area
- Ratio
- Measurements

Year 6 pupils are also been exposed to further arithmetic sessions four times a week for further enhancements of skills and to build confidence in both practice and application of such skills. All pupils are strongly encouraged to practice these skills at home, where possible, using games such as TTRS, TopMarks and BBC Bitesize Revision.

Our topic for the Spring term is Going Global. During this topic we will be focusing on the following subjects: Geography, Music, Art, History. We will be learning about the following things:

- Iceland's environmental impact
- How Iceland compares to the UK
- How Iceland's climate affects it's people
- Innovative concepts to tackle global issues such as climate change

In this topic we will be using the following vocabulary. If possible, please talk about these words at home to ensure your child has a good understanding of their meaning:

Spelling	Definition/Sentence
<b>Climate</b>	Climate is the average measurements of temperature, wind, humidity, snow, and rain in a place over the course of years. Climate is like the weather, but over a long time
<b>Sustainable</b>	Sustainability means using natural resources in a way that we could keep doing for a long time. We can be more sustainable by reducing our use of natural resources.
<b>Socialism</b>	Socialism is a way to organise a society. It deals mostly with the economy, or the part of a society that creates wealth. The goal of socialism is to spread wealth more evenly.
<b>Biodiversity</b>	The variety of living things in a given place—whether a small stream, an extensive desert, all the forests in the world, the oceans, or the entire planet—is called its biodiversity.
<b>Economic</b>	The system of how money is made and used within a particular country or region. A region's economy is connected with things like how many goods and services are produced.
<b>Features</b>	The key parts of a product that contribute to its overall function, design or aesthetics.

To support further learning pupils will:

-Try Icelandic food

-Write letters to an Icelandic school

## Science

### **We are studying living things and their habitats:**

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics
- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

### **We will also be studying properties and changing in materials:**

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes.
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

## PSHE/Peacemakers

During Peacemaker sessions we will exploring alcohol, drug and nicotine abuse issues in society, what respect looks like in society and why it is important to educate ourselves with issues in society such as FGM and how to appropriately react if pupils were to encounter such issues. UNICEF articles will be continued to be linked throughout our everyday learning.

**PE** Throughout this term Year 6 will be attending swimming lessons at the University of Birmingham swimming facilities. This is an exciting opportunity for pupils to become more confident in the water and develop their confidence and ability in a number of different strokes and techniques. Pupils will be trying to achieve the following outcomes outlined by The National Curriculum:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

We also hope pupils develop confidence, pride, sense of achievement and respect for others, teamwork and a positive experience around water and water safety that they can take with them through their future endeavours.

## RE

Pupils will focus on courage, learning about their 'roots' and why this is important and will learn about the teachings of Easter.

## French

Pupils will be focusing on learning short stories, poems and holding conversations with the aid of dictionaries and glossaries when needed.

## Homework

**Year 6 Homework: Spring**

**Languages**

1. Create a French dictionary (months, days, numbers, greetings, clothes)
2. Find the key words in French for your daily routine and add to your dictionary.
3. Find the key words in French for transport and add to your dictionary.

**RE:**

This term we will be learning about the development of moral courage:

1. Write an account about a time that you have shown courage.
2. Research and present information about a person in society who you consider to be brave.

**Geography/History**

1. Find out about Iceland's food and present your research
2. Find out about Iceland's politics and present your research
3. Find out about Iceland's music and present your research

**D&T and Art:**

- 1) Create an Icelandic restaurant menu
- 2) Look at images of Iceland's natural landscapes - recreate them in art form.
- 3) Create your own map or sculpture based on the Icelandic natural landscapes.