

# WELCOME TO Y6!

## Autumn 2020



Dear Parents/Guardians,

A warm welcome to Y6. We know how exciting and nerve-racking the last year in Primary School can be for both you and your child, so we want to support you in every way we can. Things in school are a little different following our COVID closure, but our children are adapting well and working hard. We are working closely with children and planning carefully to ensure their return is as stress free and enjoyable as possible. We have included extra PSHE sessions allowing children to discuss any anxieties they may have on their return to school. We are also mindful of the disruption to their education and are working hard to ensure that any gaps are filled as soon as possible. Our recovery curriculum is in place and is personalised to children's needs. We thank you in advance for your continued support and co-operation. If you have any questions or queries, please do not hesitate to contact us.

Mrs Bennett, Miss Walker, Mrs  
Winn and Mrs Nevison – Year 6

Team

### English

“Learn to read and read to learn”

Our English curriculum allows the children to write with imagination and explore books of all types, whether it is escaping into the world of characters in fiction or finding out about the world and beyond with non-fiction. We will be reading lots of books through classroom reading and understanding the writing of many current and classic authors. Reading for pleasure is something that we feel really passionately about in Year 6. We are currently reading ‘The Boy at the Back of the Class’ as our class read and ‘Private Peaceful’ which is linked to our English curriculum. The children will also study many comprehension passages so they improve their inference and deduction skills.

#### Autumn term 1

Narrative: All about me  
Balanced Argument: Private Peaceful  
Reading Paper: 2019 SATs Paper  
Newspaper Report: The Assassination of Franz  
Ferdinand  
Room 101 Persuasive writing task: Black lives matter

#### Autumn term 2

WW1 Diary of a soldier  
Biography: Walter Tull  
WW1 Poetry  
World War One: Letter from Home (informal)  
Narrative – “Over the Top”

**There are particular strands of our writing composition that will be our central focus for the autumn term. The focus will be to:**

Choose the appropriate style and form for the purpose and audience of the writing. Use techniques to engage the reader, for example, personal comments and opening hooks. Write paragraphs with a clear focus and with different structures and lengths. Use punctuation to convey and clarify meaning, including colon and semi-colon. Make precise and specific word choices according to the text type and audience. Summarise longer texts precisely, identifying the key information. Use a range of sentence types for impact and specific effect on the reader.

**The central focus for reading in the autumn term is to:**

Read several texts on the same topic to find and compare information. Explain the main purpose of a text and summarise it succinctly. Draw inferences from subtle clues across a complete text. Recognise the impact of the social, historical, cultural on the themes in a text. Analyse why writers make specific vocabulary choices. Compare and contrast the language used in two different texts. Identify the grammatical features/techniques used to create mood, atmosphere, key messages, and attitudes. Explain an opinion, referring to the text to justify it; Point, Evidence and Explanation (PEE).

### Maths

Every day we practise and develop oral and mental skills through a variety of games such as ‘Bingo’, formal mental arithmetic tests and quizzes.

Topics this term include:

**Number and place value:** understand the relationship between powers of 10 from 1 hundredth to 10 million, recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and nonstandard partitioning. Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. Round any whole number to a required degree of accuracy. Reason about the location of any number up to 10 million, including decimal fractions. Read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts. Use negative numbers in context, and calculate intervals across zero, solve number and practical problems that involve all of the above.

**Number – addition, subtraction, multiplication and division:** using arithmetic properties, inverse relationships, and place-value understanding, solve problems involving ratio relationships, solve problems with 2 unknowns. Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. Identify common factors, common multiples and prime numbers. Use their knowledge of the order of operations to carry out calculations involving the four operations. Solve problems involving addition, subtraction, multiplication and division, use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

**Fractions, including decimals and percentages:** use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions. Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. Recognise when fractions can be simplified, and use common factors to simplify fractions. Express fractions in a common denomination and use this to compare fractions that are similar in value.

**Measurement:** solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places. Convert between miles and kilometres.

### RE

Three topics will be studied this term. More information will be sent about these separately.

**Domestic Church – Loving, Baptism/Confirmation – Vocation and Advent/Christmas – Expectation.**

More details will follow about any class liturgies that we will have.

### Computing

The children will develop their skills, knowledge and understanding in programming, multimedia and technology in our lives. During this term they will also complete a programme of study relating to e-safety focusing on how to stay safe when using the internet.

### Our Curriculum

At St. Bede's we are linking subjects together – a cross curricular approach and have a general thread of the history topic running through most of the curriculum this term. In the Autumn term, our History focus is World War One and this will be transferred throughout all aspects of the curriculum. It will provide a creative curriculum and will enable your child to garner new skills and enhance their learning.

We will be taking a cross-curricular approach to this topic and we will look at many different aspects of The Great War through our curriculum subjects. Knowledge organisers will be used throughout our History topic, these will provide children with a checklist of information that we will study throughout the topic and identify the key historical concepts in which we will learn about. In **Art**, we will look at the war artist, Paul Nash and attempt to recreate some of his work. We will develop geographical skills in this topic by looking at both the human and physical geographical aspects and pay close attention to how war impacted upon this. We will also be developing our map skills and carry out this within the local area. We will link our DT by investigating and creating war memorials.

In music, we are developing key skills, such as listening and appraising, as well as developing performance techniques. We will be learning vocabulary and information about shopping and directions in French, as well as practising greetings and daily conversation. PSHE will be taught discreetly with a special unit encouraging children to talk about their concerns or fears regarding COVID and our "New Normal" way of life. We will also be following the jigsaw programme for the rest of the term.

### Science

This term we will be studying the topic of Animals including humans. In this topic we will be studying the human heart and other systems in the body. Objectives are as follows: To 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 and describe the ways in which nutrients and water are transported within animals, including humans.

As part of our 'Recovery Curriculum' we will also be revising some Y5 objectives from the animal including humans topic where children will be taught: To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. To observe their local environment and draw conclusions about life-cycles and to compare the life cycles of plants and animals in their local environment with the life cycles of those around the world.

### Before we finish...

PE day is a Wednesday until further notice. Children are required to come to school dressed in their full PE kit on this day. Due to wintery weather conditions, please ensure your child has appropriate attire – such as tracksuit bottoms. No jewellery is to be worn in Y6 due to health and safety reasons. We are fortunate this year to be working closely with our sports coach, Mr McTiernan.

#### Reminders:

Homework will be given on google classroom at the end of each week. It will be linked to the work learnt in lessons that week. All homework will be set on google classroom and returned via this platform too. Your child's log in remains the same.

#### Important notices...

- If your child is walking home, it is imperative that children walk straight home after school and do not congregate together outside of the school premises. As always, children's safety is of paramount importance and this is no different when they are walking to and from school.
- Please encourage your child to read regularly. Your child's reading progress will be monitored closely. Your child has a login for Reading Plus and we encourage reading via this platform at least four times per week.
- We encourage all children in Year 6 to bring a water bottle into school. As part of our healthy school's initiative please ensure only water is in their bottle and that their bottle is clearly labelled along with packed lunch boxes and all items of uniform.
- There is only left to say that we hope that you enjoy Y6 (the children seem to be!) and if you have concerns or would like to speak to us, please call the school office first and we will get back to you as soon as possible.

In closing, thanking you in advance for all your support.

Kind regards,  
Year 6 Staff