



# Autumn Newsletter

## Welcome to Class 6 everyone!

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. We have high hopes for the children and high expectations for what we want them to achieve. There are so many great opportunities for the children as they develop into secondary-ready young adults; we hope that they take advantage of all St. Edwards Catholic Primary School offers them.

Yours in learning,

Mrs Angel & Mr Joyeux (Year 6 Teachers)

### 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 'Private Peaceful' which is linked to our History curriculum. The children will also study many comprehension passages so they improve their inference and deduction skills.

#### Autumn Half Term 1

Reading tasks based on 'The Rooftoppers'

#### Autumn Half Term 2

Reading tasks based on 'Skellig'

**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.**

**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 Computer Science, Digital Literacy and Information Technology. During this term they will also complete a programme of study relating to online safety focusing on how to stay safe when using the internet. We will be focusing on the strands of: managing information and online reputation & bullying.

### Our Curriculum - History

This unit builds on chronologically from children's learning in Year 5, and allows children to apply their knowledge of Britain before the war to develop a deeper understanding of the causes and consequences of World War I on Britain, and the wider world. This unit focuses on developing two key substantive concepts: Empire and War. An understanding of the role that empire played in European politics at this time is essential to understanding the growing tension that eventually sparked the First World War. The children will begin this unit looking at the causes that led to the war. They will be able to use their existing knowledge of the British Empire to understand how the desire to create vast empires, and the growing conflict, distrust and dislike among European powers meant that the assassination of one person- Archduke Franz Ferdinand- was enough to spark a world war that took the lives of millions of people.

During this unit, the children will be able to apply their knowledge of previous wars, such as the Seven Years War, to look at the similarities and differences between wars fought in the past and World War I. Many historians have argued that World War I was the first truly modern war and the children will be able to explore and discuss the reasons behind this. They will be able to use their knowledge of industrialisation to look at how the role of new technology resulted in the introduction of new weapons such as armoured tanks. Children will continue to build upon their understanding of war tactics, such as trench warfare, and weaponry when they study World War II and the Cold War.

While this unit analyses the political context of World War I- looking at the causes and consequences of the war- time is also dedicated to learning about what life was like for people at this time. Children will have access to oral history to learn about life on the Western Front. This includes accounts from British soldiers as well as an Indian soldier, recruited from the empire to fight for Britain.

In contrast, the children will learn about the lives of those on the Home Front and the important role that women, and even children, played in supporting the war effort. Vocabulary learned in this unit, such as 'rationing' and 'conscription', will be used again when the children study World War II later on in the year.

At the end of the unit, the children will look at the consequences of World War I, both at home in Britain and in the wider world. The children will learn about the Treaty of Versailles, which they will revisit when they learn about the causes of World War II. The children will also learn about the 'Representation of People Act', which will be studied in more detail in the second half of the term when the children learn about the Suffragette movement.

### Our Curriculum - Geography

This unit builds on the geography knowledge and skills taught in previous spatial sense units, particularly knowledge from Year 5. Children will again look at the lines that cartographers use to divide the world into sections in order to locate places accurately. They will study lines of longitude and latitude and the points at which they intersect; co-ordinates. Studying these lines will help children to understand that from our knowledge of the location of places, we can make educated guesses about the climate, as we know the further from the equator, the colder the climate will be. Children will look at the Arctic and Antarctic Circles and will learn more about the climate in these regions. They will look at diagrams to explain why there are points in the year where the sun does not set, and other points where the sun does not rise.

Building on knowledge of longitude, children will look at time zones and how they differ around the world, following lines running pole to pole. They will identify the Prime Meridian line and will learn it is a reference point for measuring time. They will identify the international date line, found at 180 degrees and will learn that crossing it going east changes Monday to Sunday, but crossing it going west turns Sunday into Monday.

Deepening knowledge of cartography and how maps are made, children will learn about map projection and how our round earth is represented on a flat piece of paper. They will understand that there are different approaches to map projection, each creating a slightly different end result. Finally, the unit ends with a look at different maps of the world and what we can learn from them.

#### Art

Children are introduced to the art of the Italian renaissance by looking at The

#### Music

How does music bring us together?  
*Developing melodic phrases*  
 How does music connect us to our past?

#### French

Buildings  
 Directions  
 Locations

School of Athens by Raphael and Vitruvian Man by Leonardo da Vinci. Through these works they learn that Renaissance is a French word meaning rebirth, which is used to describe the revival of art that took place in Italy from about 1400 influenced by the rediscovery of classical art and culture.

*Understanding structure and form.*

Christmas  
High frequency words  
  
Read fluently, speak confidently, write imaginatively and understand the culture of France.

### Science

During this unit children will build on their knowledge of the circulatory system from Year 2. They will learn that William Harvey was a doctor who suggested the heart was at the centre of a circulatory system that moved blood around the body. They will learn that now; scientists and doctors know that the heart and blood vessels are parts of our circulatory system and that our circulatory and respiratory systems keep us alive. We know that our heart is divided into four chambers and blood enters and exits the heart. As the heart beats, it pumps the blood out to the lungs for a new supply of oxygen. Blood vessels, called arteries, carry oxygen-rich blood away from the heart. Blood vessels, called veins, carry blood back to your heart to be pumped to the lungs for more oxygen. Children will learn the importance of each part of the circulatory system including arteries, veins and capillaries. Building on the understanding that some parts of our body are too small to see, children will learn that blood is made up of different components. They will learn that the main liquid in our blood is called plasma. Red blood cells contain a substance called haemoglobin which carries the oxygen and carbon dioxide. White blood cells attack and destroy bacteria. Platelets are responsible for clotting the blood. Children will learn about the important role the lungs play in oxygenating blood, a process that is vital for life. When working scientifically, children will conduct an investigation to find out how exercise affects pulse rate. They will think about variables and control variables whilst planning the best way to find an answer to their question. They will then complete their investigation and analyse the results.

Building on prior knowledge of classification from Year 1, Year 2 and Year 4, children will study classification in more detail and will understand that scientists look closely at the features of living things when considering their classification. Previously, children have studied vertebrate and invertebrate animals, they have also looked at flowering and non-flowering plants. Within this unit they will look further at the work of Carl Linnaeus and how he classified plants and animals. They will look at Latin names for plants and animals and will reflect upon the features of living things that led to their classification. Pupils will learn the five kingdoms of living things and they will then look at further sub-divisions of groups such as classifying invertebrates into insects, arachnids, molluscs etc. They will discuss why particular living things are sorted into one group and not another. Children will learn that plant and animal cells are structured differently and that plant cells contain chlorophyll, vital for the process of photosynthesis. Children will learn that organisms are classified into kingdoms, phylum, class, order, family, genus, species and that all organisms have a scientific name made of the genus and species e.g. Dog = *Canis Familiaris*, Human = *Homo Sapiens*. In this unit children will build on their knowledge of invertebrates studying insects, arachnids and molluscs. They will also learn about cnidarian (pronounced nai-deuhre-uhn) invertebrates that live in a marine or freshwater environment such as jellyfish, sea anemones and coral. They will reflect on the differences between cnidarian and insects, thinking deeply about the features of living things. Children will be working scientifically throughout this unit to sort, classify and explain their understanding of how scientists group living things. The knowledge in this unit will prepare children for understanding Biology at KS3 when they study the structure and function of living organisms and genetics and evolution.

### Before we finish...

PE days are on a **Tuesday** and **Thursday** until further notice. Children are required to come to school dressed in their **full PE kit** on this day. A reminder that **PE kits are a white T-shirt, plimsolls and blue or black shorts to be worn**. Due to wintery weather conditions, please ensure your child has appropriate attire – such as tracksuit bottoms. No jewellery – for example, **earrings** – is to be worn in Y6 due to health and safety reasons.

### Reminders:

For homework each week, we are asking the children to practise their weekly spellings and log into Times Tables Rockstars and Numbots to complete the activities there. In addition to this, we are asking the children to read their reading books on a daily basis at home. We may send home additional activities depending on activities in class but we are aware of the pressures that the children are under at home and how busy parents are. We have seen a massive improvement in the mathematics of children who can rapidly recall their times tables and are solid in basic number facts. Also, reading every day will help your child significantly – especially when they read to an adult and discuss their book and what is happening in the text.

### Important notices...

- ✓ If your child does walk home after school alone, please could you inform the school.
- ✓ Please encourage your child to read regularly. Your child's reading progress will be monitored closely.
- ✓ 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.
- ✓ Mobile phones, if possible, should not be brought into school. However, if your child brings one in because they walk home without an adult. Please can the phones be handed in to the class teacher on a morning, who will secure the phones in a locked cupboard in the school office.

The only thing left to say is: 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, All the Year 6 Staff