

# Year 6 Newsletter

## Autumn 2

Our topic/theme this half term is:

# Blood, Sweat and Tears!

Our Key Texts this half term are *'The Silver Sword'* by Ian Serraillier and *'Goodnight Mister Tom'* by Michelle Magorian'.



## Our English learning this half term:

### Reading:

In Guided Reading this half term, we will be focusing on the following objectives:

- Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling.
- Summarise the main ideas drawn from more than one paragraph, and identify key details that support the main ideas.
- Make comparisons within and across books.
- Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

### Writing:

In Year 6, we will be developing the following writing skills, along with others previously covered:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.

We will be writing portal stories, based on an adaptation of 'Elf Road'. We will focus on developing our setting descriptions using these specific skills:

- Using metaphor and personification.
- Reflecting feelings through setting names or weather description.
- Using detailed power of three and unusual details, through precise vocabulary.

We will be writing newspaper articles, focused on the following topic-specific skills:

- Use of an appropriately formal tone.
- Use of reported speech, including accurate use of speech punctuation.
- Carefully formed introductions and conclusions, including use of the 5 Ws.
- Using relative clauses to add extra detail.

In grammar, we will be revising key areas of the earlier grammar curriculum – including perfect and progressive tenses and word classes – as well as exploring modal verbs and using the passive voice.

## Our Maths learning this half term:

### Continue work on division

- 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.
- Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to context.

### Fractions, Decimals and Percentages

- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- Compare and order fractions, including fractions  $>1$ .
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- Multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g.  $1/4 \times 1/2 = 1/8$ ).
- Divide proper fractions by whole numbers (e.g.  $1/3 \div 2 = 1/6$ ).
- Associate a fraction with division to calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g.  $3/8$ ).
- Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places.
- Multiply one-digit numbers with up to two decimal places by whole numbers.
- Use written division methods in cases where the answer has up to two decimal places
- Solve problems involving multiplication and division.
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
- Solve problems involving the calculations of percentages (e.g. of measures) such as 15% of 360 and the use of percentages for comparison.

## Our Science and Computing learning this half term:

### Science

**In Science this half term, we will focus on developing our enquiry skills through a range of different investigations, related to our topic.**

#### We will be developing the following enquiry skills:

- Raise different types of questions and select the most appropriate type of enquiry to answer them
- Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why
- Decide what observations to make, what to measure and how long for
- Notice causal relationships in data and identify evidence that refutes or supports their ideas
- Choose most appropriate equipment and use precisely. Take repeat measurements where appropriate
- Decide how to record data and results, recording results of increasing complexity, using keys, tables, and different charts
- Use results to make predictions and identify when further observations, comparative and fair tests might be needed

### Computing

**Our unit of computing this half term is focused on creating web pages.**

- I can explore a website and discuss the different types of media used
- I can recognise the common features of a web page
- I can say why I use copyright free images
- I can add content to my own web page
- I can explain what a navigation path is and why they are useful
- I can link pages using hyperlinks

**Our digital literacy focus this half term will be on digital citizenship and continuing to evaluate our responsibilities when online.**

## Our Humanities learning this half term:

### History:

**Our history focus this half term will be continue to be on World War II and we will explore some different themes within this topic.**

- Why is remembrance important?
- What was the Holocaust and how did it happen?
- How do we learn about the past? (Holocaust survivor testimony)
- What different roles did women play in World War II?
- Was the dropping of the atomic bomb justified?

**We will be developing the following historical skills:**

- Understand both the long arc of development and the complexity of specific aspects of the content.
- Address and devise historically valid questions about cause.
- Understand how our knowledge of the past is constructed from a range of sources.
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- Construct informed historical responses that involve thoughtful selection and organisation of sources.

### RE:

**We will be learning about the customs and beliefs of Judaism and making connections and comparisons with other belief systems. Examples of the questions we will explore include:**

- What are the customs of Judaism?
- What symbols are important to Jews?
- What is Hanukkah and why is it important to Jews?

### Spanish:

In Spanish this half term, we will be revising some of our prior Spanish learning. We will learn vocabulary to help us describe ourselves before exploring the cultural differences with Spanish Christmas.

## Our Creative Arts learning this half term:

### Art:

- We will develop our use of sketchbooks through a forest art project, linked to the portal story writing unit. This will require editing and improving and exploring different styles and techniques.
- We will develop our painting techniques to produce some remembrance art.

**We will develop the following skills:**

- Use sketchbooks to collect and record visual information from different sources e.g. recording horizontal and then vertical lines from pieces of artwork (forest art).
- Purposely control the types of marks made and experiment with different effects and textures. E.g. thickened paint creating textural effects (poppy art).
- Work is a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade ( forest art).

### Music:

**Singing.**

- Perform as a choir. Learning melody and harmony in both solo and ensemble scenarios.
- Perform carols and Winter songs to an audience.
- Sing in a variety of languages.

## Our PE and PSHE learning this half term:

### PE:

Our PE units this half term are **Football and Outdoor and Adventurous Activities (OAA)**.

#### **Football**

Moving with the ball at speed and with control, show accurate short and long passing and shoot with accuracy. Develop game play skills of attacking and defending, and be able to move in and out of space with confidence.

#### **OAA**

To work confidently in teams showing good communication skills and become more confident when using maps and developing own maps under time pressure in competitive and cooperative activities.

### PSHE:

Our unit this half term is **'My Emotions'**.

- Recognise and describe feelings in themselves and others, including mixed emotions and moods.
- Communicate effectively how they are feeling, including reasons for that feeling.
- Regularly use some strategies to manage their feelings, including calming and relaxing themselves.
- Develop strategies for understanding and responding sensitively to others' emotions.
- Use some strategies to regain a more positive outlook if necessary, understanding why and when this might be helpful.
- Understand why and how they might become overwhelmed by strong emotions and have some strategies to help themselves, including asking for help.
- Use a simple problem-solving process and sometimes support others to do so too.
- Know what it feels and looks like to be assertive and understand some situations where being assertive might be important.

## Key Vocabulary

### Key Vocabulary:

#### Maths

Multiple, factor, prime, percentage, least common multiple, highest common factor, prime factor, equivalent, squared, cubed, decimal fraction, per cent, decimal equivalent/

#### English

Relative clause, relative pronoun, modal verb, present and past perfect and progressive, active and passive voice, prepositions

#### Science

Fair test, enquiry, dependent and independent variables, control, observation, prediction, evaluation, keys, accuracy, precision, repetition, comparative, systematic, quantitative, causal relationships

#### History

Holocaust, remembrance, biased argument, debate, testimony, Judaism.