

Year 6 Half Term 1 – Curriculum Letter

Dear Parents,

Welcome to a new and final year for your child at Beecroft Primary School. This is a very important year for your child, but with your help and support it will also be a very rewarding and memorable one. In Class 6 we continue to build on the good progress that has already been achieved by your child and aim to extend their understanding and independence when working in maths, English, science and the foundation subjects.

Curriculum Overview

English

The children will be taught by Miss Turner for English four times a week. In Year 6 the pupils need to read at home as much as possible and it is extremely helpful if parents can listen to their child read, helping to collect and discuss new words. In class the pupils will be reading whole class texts starting with *Rajah*, by Robert Swindells; the children will be answering questions and discussing the key themes contained in the text.

Writing will focus on descriptive pieces of work during the first half-term starting with a description of a teasel (plant). Written work will also be linked to work covered in science and geography.

At the end of the year the pupils will be tested on their spelling knowledge as a part of their end of KS2 assessments. This test covers all the rules taught throughout the key stage therefore it is important in Year 6 that we revise all their previous spelling work in addition to new content. We will therefore revise the Year 3 and 4 and Year 5 and 6 key words - these lists are a mixture of words pupils frequently use in their writing and those which they often misspell. During the first half-term we will also practise these rules:

- ✓ The /ʌ/ sound spelt ou
- ✓ Words with the /k/ sound spelt ch (Greek in origin)
- ✓ Double letter + le
- ✓ Words ending with the /g/ sound spelt -gue
- ✓ To use the apostrophe to spell shortened forms of words, e.g., don't, can't
- ✓ Words ending with the /k/ sound spelt que (French in origin)
- ✓ Words with the /s/ sound spelt sc (Latin in origin)
- ✓ To investigate and learn to use the spelling pattern le as in scramble, cradle
- ✓ I before e except after c

Spellings will be practised regularly in class, but please support your child by practising spellings at home. When learning our spellings in class we also learn the meanings of the words as we must be able to spell the words in context.

A weekly spelling list is stuck in your child's yellow spelling book and a test takes place every Tuesday. Spelling points are awarded for full marks; these are collected by the pupils and can be redeemed against rewards from the prize box in Year 6.

Your child has been given a spelling booklet containing all the KS2 rules so that they can revise their spelling rules; please ask them to show this to you so you are aware of the work being covered in class. A copy of the Year 3 and 4 and Year 5 and 6 key words lists is attached to this letter.

<https://go.educationcity.com/> Education City has some online excellent games that the pupils can use to practice their spelling skills. The Year 3, 4, 5 and 6 games are all suitable at this time of the year.

Grammar facts are taught in class and are practised as a giant quiz – these can be revised at home to help consolidate these facts.

Maths

Work during the first half-term will concentrate on place value in up to 6-digit numbers and in numbers with up to 3 decimal places. We will use number lines when working with decimals and will multiply and divide these numbers by 10, 100 and 1000. The four rules of number, addition, subtraction, multiplication and division problems, will be taught using the formal written methods of calculation and these skills will also be applied to decimal numbers for example $3.42 \times 34 = ?$ The pupils will also solve multi-step problems using these skills in context, deciding which operations and methods to use and why. Properties of number – factors, multiples, prime numbers, prime factors and triangular numbers will also be taught. Shape work will focus on the pupils knowing and remembering the properties of all quadrilaterals.

Parents often ask which methods of calculation are used when teaching addition, subtraction, multiplication and division in Year 6 – I have provided examples below.

Addition and subtraction

789 + 642 becomes

$$\begin{array}{r} 789 \\ + 642 \\ \hline 1431 \\ \hline \end{array}$$

Answer: 1431

874 – 523 becomes

$$\begin{array}{r} 874 \\ - 523 \\ \hline 351 \\ \hline \end{array}$$

Answer: 351

932 – 457 becomes

$$\begin{array}{r} 8 \quad 12 \quad 1 \\ 932 \\ - 457 \\ \hline 475 \\ \hline \end{array}$$

Answer: 475

Short multiplication

24 × 6 becomes

$$\begin{array}{r} 24 \\ \times 6 \\ \hline 144 \\ \hline 2 \end{array}$$

Answer: 144

342 × 7 becomes

$$\begin{array}{r} 342 \\ \times 7 \\ \hline 2394 \\ \hline 21 \end{array}$$

Answer: 2394

2741 × 6 becomes

$$\begin{array}{r} 2741 \\ \times 6 \\ \hline 16446 \\ \hline 42 \end{array}$$

Answer: 16 446

Long multiplication

24 × 16 becomes

$$\begin{array}{r} 24 \\ \times 16 \\ \hline 240 \\ 144 \\ \hline 384 \end{array}$$

Answer: 384

124 × 26 becomes

$$\begin{array}{r} 124 \\ \times 26 \\ \hline 2480 \\ 744 \\ \hline 3224 \\ \hline 11 \end{array}$$

Answer: 3224

124 × 26 becomes

$$\begin{array}{r} 124 \\ \times 26 \\ \hline 744 \\ 2480 \\ \hline 3224 \\ \hline 11 \end{array}$$

Answer: 3224

Short division

98 ÷ 7 becomes

$$\begin{array}{r} 14 \\ 7 \overline{) 98} \\ \underline{7} \\ 28 \\ \underline{28} \\ 0 \end{array}$$

Answer: 14

432 ÷ 5 becomes

$$\begin{array}{r} 86 \text{ r } 2 \\ 5 \overline{) 432} \\ \underline{40} \\ 32 \\ \underline{30} \\ 2 \end{array}$$

Answer: 86 remainder 2

496 ÷ 11 becomes

$$\begin{array}{r} 45 \text{ r } 1 \\ 11 \overline{) 496} \\ \underline{44} \\ 56 \\ \underline{55} \\ 1 \end{array}$$

Answer: 45 $\frac{1}{11}$

Long division

432 ÷ 15 becomes

$$\begin{array}{r} 28 \text{ r } 12 \\ 15 \overline{) 432} \\ \underline{300} \\ 132 \\ \underline{120} \\ 12 \end{array}$$

Answer: 28 remainder 12

432 ÷ 15 becomes

$$\begin{array}{r} 28 \\ 15 \overline{) 432} \\ \underline{300} \quad 15 \times 20 \\ 132 \\ \underline{120} \quad 15 \times 8 \\ 12 \end{array}$$

$$\frac{12}{15} = \frac{4}{5}$$

Answer: 28 $\frac{4}{5}$

The pupils will have a short piece of maths homework each day, which will be checked during the following lesson. Regular practice of times tables, in and out of order, at home would be of great benefit to your child's mental arithmetic skills. This quick recall is vital for much of the Year 6 work on fractions and decimals.

Science

The pupils are going to start to study the Evolution and Inheritance unit of work this half-term.

The pupils will learn that living things have inhabited the Earth for millions of years and that fossils represent the ancestors of animals and plants that are alive today. They provide us with a record of organisms that lived a long time ago and evidence that animals and plants can change over a long period of time. The pupils will then start to learn how animals have adapted to survive over time, with a particular focus on birds and the work of Charles Darwin.

The pupils will be assessed on their practical science skills throughout the half-term.

Computing

Mr. Campbell will be teaching computing to Year 6. This half term pupils will be developing their knowledge of physical coding using BBC Micro:Bits. The project entitled "We are Toymakers" will see them carry out market research about existing interactive toys, before designing and making their own interactive teddy. This will develop their knowledge of using inputs, outputs and variables for a purpose. In online safety they will focus on online bullying so that all pupils:

- Can describe how to capture bullying content as evidence (e.g., Screen-grab, URL, profile) to share with others who can help me.
- Can explain how someone would report online bullying in different contexts.

Art

Mrs. Pickard will teach Year 6 art lessons. The pupils will create a clay relief on the theme of architecture. They will use the locality as inspiration and develop their observational drawing, design ideas and modelling skills. They will also learn about using glazes and the kiln. We will investigate how and why buildings change in different times and cultures.

Music

The pupils will be increasing their skills through a variety of activities as they participate in our Key Stage 2 music program.

PSHE (Personal, Social And Health Education)

Pupils will explore why it is important to feel good and be proud of themselves as they grow up in a society where they are subject to external pressures. Pupils will learn what mental health is, about what can affect mental well-being and explore some everyday ways to look after their mental health. They will have the opportunity to explore and discuss what positively and negatively affects their physical, mental and emotional health, including the media and social media.

The pupils will also think about what make a place where someone lives a 'home' and be able to appreciate the difficulties of being homeless or living in temporary accommodation. They will also learn about organisations and charities that work with the homeless or people living in temporary accommodation.

Physical Education

Mrs Farthing-Kaye will teach P.E. to the pupils on Wednesdays and Fridays. This half-term the pupils will focus on invasion games.

During our invasion games block of learning, pupils will take part in a variety of games, including netball, hockey, tag rugby and football. This will enable pupils to explore different methods of passing, attacking, defending and scoring. Mrs Farthing-Kaye will also teach the pupils when to move into a space or look for someone in a space and use different passes to move the ball to their space. The pupils will also develop an understanding of attacking and defending strategies.

Please ensure that your child's PE kit is named and that he/she has a pair of trainers to wear during P.E lessons as the pupils will use the field for their lessons. It would also be beneficial for your child to have a pair of shin pads to wear during football games. If your child is wearing tights, they will also need to bring a spare pair of socks to change in to on Wednesdays and Fridays for their PE lessons.

P.E kit is black or navy-blue shorts and a plain white round neck T-shirt. These can be above the knee cycling shorts.

If for any reason your child is not well enough to participate in their P.E. lesson, then please send a note to me or write a message in your child's homework diary.

Geography

The pupils will start a unit of work about mountains and volcanoes. This half-term they will focus on learning about the inhospitable conditions on Mount Everest and the mountaineers Edmund Hillary and Tenzing Norgay who reached the summit. They will then focus on Mount Snowdon in Wales and use an Ordnance and Survey map of this area of high land to learn how to read and interpret a map by using six figure grid references, using the scale, and reading contour lines to determine the relief of the land.

Spanish

Miss Walker will teach the pupils. This term in Spanish Year 6 will be revising their learning from last year, recapping greetings, colours and numbers to ten. We will then move on to learning numbers to 20 and words for common animals, and recognising and remembering whether they are masculine or feminine.

R.E.

The pupils are going to think about how they can help people who are less fortunate than themselves. We will look at Christianity, Islam and Sikhism to find the values that they share about helping others.

Design Technology

Our design technology work is linked to our R.E work. The pupils are going to make key rings out of pewter and Perspex; they will then sell their products to raise money for charity.

History

As part of our Black History Month project, we are going to learn about the culture, beliefs and achievements of the African Kingdom of Benin. The pupils will find out about the historical kingdom of Benin by reading books and analysing photographic evidence. They will also gain an insight into Benin society by exploring the contemporary brass plaques and statues, cast by expert craftsman John Ihama in Benin City, when they take part in an online virtual workshop on Wednesday 27th September led by the curators at the Horniman Museum in London.

Equipment

On a practical note, it would be extremely helpful if your child always has in school the equipment that he or she needs to participate fully in every lesson. This means having a fountain pen and essential stationery of their own (pencils, 30cm ruler, rubber, and spare blue ink cartridges) for class work. Please label the barrel and lid of your child's fountain pen.

The school shop that is open before school on a Wednesday morning sells stationery at cost prices.

A full school PE kit (black or navy-blue shorts and a plain white round neck T-shirt and trainers) will be needed for their PE lessons on a Wednesday and Friday. Please get your child into the habit of independently checking that they have the correct kit on the correct days, as if they forget it, they will be given a set of school kit to wear.

School Timings And Attendance

Attendance is extremely important, particularly in Year 6. If children are not at school, they cannot learn. Research proves that there is a very clear relationship between excellent school attendance and academic achievement. Year after year, the pupils with the best school attendance achieve the best results.

If your child feels tired or a little 'under the weather' when they wake up then please still send them to school and I will keep a close eye on them. I will always send a child home if they are unwell but often children start to feel a little better when they are with their friends.

School starts at 8.30am. Doors open at 8.25am.

At the end of the day the pupils leave at 3.15pm. If you are collecting your child from school, please ensure that you are on site by this time.

Collecting Pupils From School At The End Of The Day

If you feel your child is mature enough to cope with the responsibility of walking home alone, please either write a note to myself confirming this decision or complete and return the attached form on the final page of this curriculum letter, otherwise your child will need to wait at school to be collected by a responsible adult.

Weekly Routine

* Homework will be recorded in your child's homework diary each day.

Monday:

- Please ensure that homework diaries are signed for Monday morning. Diaries are always checked on a Monday by me.
- Musical instruments are needed for lessons.
- Library books are changed.

Tuesday:

- Weekly spelling test and new spellings given out.

Wednesday:

- PE kit is needed in school.
- Please could you help by continuing to hear your child read / share books – discussing plots and characters, asking them to explain their views on literature, and by discussing and recording new vocabulary in their reading diaries to bring to class? Please sign your child's reading diary when reading homework has been completed. Reading diaries are collected in and colour points are awarded on a Wednesday.

Thursday:

Friday:

- PE kit is needed in school.

Dates for the half-term:

Deadline for payments for Benin Artefacts workshop: Friday 22nd September

Benin Artefacts workshop: Wednesday 27th September (see separate letter)

High school application deadline: applications must be completed before 31st October 2023.

If you have any questions about Year 6 or feel that your child is struggling, then please feel free to call the office to make an appointment for a discussion. Thank you for your support.

Regards,

Miss N. Brown

Year 3 and 4 Spelling List

Name

	Read	Spell		Read	Spell
accident(ally)			forward(s)		
actual(ly)			fruit		
address			grammar		
answer			group		
appear			guard		
arrive			guide		
believe			heard(h)		
bicycle			heart		
breath			height		
breathe			history		
build			imagine		
busy/business			increase		
calendar			important		
caught			interest		
centre			island		
century			knowledge		
certain			learn		
circle			length		
complete			library		
consider			material		
continue			medicine		
decide			ment <u>ion</u>		
describe			minute		
different			natural		
difficult			naughty		
disappear			notice		
early			occasion(ally)		
earth			often		
<u>eight (h)/eighth</u>			opposite		
enough			ordinary		
exercise			particular		
experience			peculiar		
experiment			perhaps		
extreme			popular		
famous			posi <u>tion</u>		
favourite			possess(ion)		
February			possible		

Year 5 and 6 Spelling List

Name

	Read	Spell		Read	Spell
accommodate			embarrass		
accompany			environment		
according			equip (-ped, -ment)		
achieve			especially		
aggressive			exaggerate		
amateur			excellent		
ancient			existence		
apparent			explanation		
appreciate			familiar		
attached			foreign		
available			forty		
average			frequently		
awkward			government		
bargain			guarantee		
bruise			harass		
category			hindrance		
cemetery			identity		
committee			immediate(ly)		
communicate			individual		
community			interfere		
competition			interrupt		
conscience*			language		
conscious*			leisure		
controversy			lightning (h)		
convenience			marvellous		
correspond			mischievous		
criticise (critic + ise)			muscle (h)		
curiosity			necessary		
definite			neighbour		
desperate			nuisance		
determined			occupy		
develop			occur		
dictionary			opportunity		

disastrous			parliament		
	Read	Spell		Read	Spell
persuade					
physical					
prejudice					
privilege					
profession					
programme					
pronunciation					
queue					
<u>re</u> cognise					
<u>re</u> commend					
relevant					
restaurant					
rhyme					
rhythm					
sacrifice					
secretary					
shoulder					
signature					
sincere(ly)					
soldier					
stomach					
sufficient					
suggest					
symbol (h)					
system					
temperature					
thorough					
twelfth					
variety					
vegetable					
vehicle					
yacht					

Permission To Walk Home Alone – Year 6 Pupils

Should you, as parents or guardians, feel your child is mature enough to cope with the responsibility of walking home alone after school would you please complete and return the slip below, giving permission for your child to do so.

No child will be allowed to walk home without prior consent from a parent or guardian.

- I give permission for my child to walk home (or to another specified destination) on their own after school.
- I have explained to my child the safety aspects of walking home on their own.
- I understand that the responsibility for my child falls to parents/guardians, and not the school, once my child has left the school premises.
- I understand that I must let school know immediately if these plans alter.

Child's Name:

Class:

Parent's Name:

Signed:

Date:

Specified location if other than home: