



Curriculum Newsletter

Autumn 2017

Terms 1 & 2

Year 6

Dear Parents/Carers,

Welcome back everyone! I hope you all enjoyed the summer holidays. We are very pleased to have the opportunity to teach your children in their final year at Lyncrest and look forward to a very successful year. Year 6 this year will be taught by Miss Munley, class teacher and Miss Howkins, trainee teacher.

Core values continue to be an integral part of our school life. Over the next two terms we will be focusing on 'Responsibility' and 'Compassion.' As Year 6 have the wonderful opportunity of having buddies in our Reception class, I am certain that your children will prove to be excellent role models and will always demonstrate that values are an integral part of their lives.

Maths

In Year 6, we are using the Inspire Maths scheme of work to ensure that pupils meet all of the criteria set in the National Curriculum. During our maths lessons, all pupils are consistently assessed and given immediate interventions to help them achieve the best outcome and make good progress.

Our intended areas of learning over the next two terms are:

*Number and place value: Understanding place value, ordering, comparing and rounding numbers up to 10 000 000.

*Calculation: using formal written methods of solving multi-step problems using all four operations.

*Fractions: Comparing, ordering and simplify fractions; adding and subtracting fractions and mixed numbers.

* Ratio and Proportion: solve missing number problems; calculate percentages and apply this knowledge to real-life problems.

*Shape: calculating the area of 2D shapes. (See the attached Maths grid.)

Literacy

To support your child's reading they are given opportunities to read in pairs, read independently, and to answer comprehension questions during guided reading sessions. It is still very important that your child reads at home with you to develop their skills and love of reading.

Within the literacy hour we will be focusing on the following areas of writing:

*Stories based on a legend.

*Journalistic writing.

*Poetry - The Power of Imagery.

*Argument.

We will be revising and improving various writing skills including using punctuation; structuring texts; effective paragraphing; extending vocabulary; increasing the range of connectives used;

and varying the length and structure of sentences.

(See the attached Reading & Writing 'I can statements'.)

Integrated Curriculum

Our topic this half term is 'Out of this World.' This is a science based topic and we will discuss orbits; phases of the moon; why we have seasons and why we have night and day. There will be plenty of opportunities for the children to learn key facts about light, gravity, air resistance and our solar system. (See curriculum overview below.)

After half term, our topic is 'Has there ever been a better time to live here?' This is a history based topic and enables pupils to consolidate their understanding of how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. (See curriculum overview below.)

Physical Education

This year I will be working with our sports coach to provide 'Real PE' lessons focusing on developing key skills and team work. We have P.E. on a Wednesday and Friday. It is very important that your child has their full P.E. kit with them throughout the week.

P.E. Kit list: red shorts, a plain white T-shirt, navy jogging bottoms and sweatshirt and trainers or plimsolls.

Religious Education

During both terms, the children are learning about Hinduism. They will research the country of its origin; facts about several Hindu gods; read some of the key stories and learn about key festivals. We continue to encourage all pupils to share their own thoughts and opinions and to respect other people's point of view.

Homework

Homework in Year 6 is planned around consolidating learning in the classroom. Homework will be sent out on a Friday and must be returned by the following Tuesday. Reading is still very important and children should read five times a week and have their reading record signed. Please encourage your child to read different genres, for example: stories, recounts, newspaper articles and instructional writing such as cook books.

We are really looking forward to working with your child this academic year. Please come and see us if you have any queries or concerns.

Kind regards,

Miss Munley and Miss Howkins



My Year 6 maths targets for terms 1 and 2

Working Below, Emerging, Developing, Secure or Mastery in objective (Secure or Mastery is highlighted in pink.) and the date achieved.

number and place value	addition and subtraction
multiplication and division	fractions
measurement	geometry-properties of shapes

	I can count on in powers of 10 to 10 000 000.
	I can recognise what powers of 10 are equal to 100, 1000, 10 000, 100 000, 1 000 000 and 10 000 000.
	I can read and write numbers to 10 000 000 in numerals and words.
	I can recognise the value of each digit in up to seven- digit numbers.
	I can partition the sum of up to a seven- digit number.
	I can compare numbers in terms of 'greater' or 'smaller' and arrange a set of numbers in order.
	I can identify the pattern in a number sequence.
	I can round numbers to the nearest thousand, using number lines to do so.
	I can use rounding to estimate answers to +, -, X and ÷ problems.
	I can use a calculator to input and manipulate up to seven- digit numbers.
	I can multiply numbers up to four digits by 10, 100 or 1000.
	I can use rounding or approximation to estimate answers in multiplication.
	I can divide numbers up to six digits by 10, 100 and 1000.
	I can use rounding or approximation to estimate answers in division.

	I can know the order of operations in a number sentence which has two or three operations to use (adding brackets to do so).
	I can solve multistep word problems (using +, -, \times and \div , working systematically and drawing pictures and bar models to do so).
	I can identify fractions that are like (with the same denominator) and unlike (without the same denominator).
	I can add unlike fractions (by converting them to like fractions).
	I can subtract unlike fractions (by converting them to like fractions).
	I can divide whole amounts into whole parts and fractions (mixed numbers)
	I can convert an improper fraction to a mixed number.
	I can convert a mixed number to an improper fraction.
	I can add mixed number fractions.
	I can subtract mixed number fractions.
	I can solve word problems using addition and subtraction of proper fractions and mixed numbers (working systematically and drawing pictures and bar models to do so)
	I can multiply a proper fraction by a proper fraction (finding the product).
	I can multiply a proper fraction by an improper fraction (finding the product) and vice versa.
	I can multiply a mixed number fraction by a whole number (finding the product).
	I can divide a fraction by whole number
	I can solve word problems involving proper, improper fractions and mixed number, using all operations.
	I can find the area of a triangle.
	I can understand what ratio is, finding equivalent ratios when comparing two quantities.
	I can understand what ratio is, finding equivalent ratios when comparing three quantities.
	I can solve word problems involving ratios.

Year 6 reading fiction: I can...

Legends	Know that legends can tell us useful and interesting things about the past.	Compare legends with other legends I have read and my own experiences.	Explain how an author helps us to visualise a story by using vivid imagery and metaphor.	Explain what a character's actions reveal about their motivations.
Poetry	Read a range of poems and compare them with other poems I have read and my own experiences.	Recognise that some poems are in narrative form and tell a particular story.	Know and recognise how the poetic terms of <i>simile</i> , <i>metaphor</i> , <i>personification</i> and <i>onomatopoeia</i> enhance the imagery within poetry.	Retell the events from a narrative poem by selecting and retelling the key parts of the story.
Historical Stories	Know and explain the differences between different genres of writing (e.g. fantasy, adventure, horror).	Know and explain why a text is a historical story, looking for evidence that suggests a story is set in the past.	Empathise with the characters in a story through drama and by learning more about the historical context of a story.	
Flashback Stories	Know and explain how flashbacks are used in stories to recreate past events and reveal more about a character.	Know and explain how a writer has created moods and feelings in a text, explaining what these are.	Use role play to explore alternative scenarios in a story.	
Play-scripts	Recognise that monologues reveal the inner thoughts of a character to the audience.	Explain a character's thoughts by recognising and explaining the implicit and explicit information.	Empathise with the characters of a play using role play and dramatic reconstruction.	
Significant Authors	Recognise key themes in the work of Michael Morpurgo and connect these themes to one of Michael Morpurgo's texts (I believe in unicorns).	Explain how Michael Morpurgo uses different sentence types to create imagery and atmosphere.	Know and explain the different viewpoints of different characters in a story.	

Year 6 reading non-fiction: I can...

Journalistic Writing	Explain the purpose and audience in a range of journalistic writing.	Know and explain the importance of the 5 W's: who, what, when, where why.	Recognise the use of the 5 W's in a range of journalistic articles.	Explain when and how journalistic writing is being neutral or biased.
Argument Texts	Know, explain and identify the key features of an argument text.	Know and explain the importance and role of pejorative and emotive language in argument texts.	Compare arguments to decide which are the strongest, giving reasons for my answers.	
Formal, Impersonal Writing	Read a range of formal and impersonal writing to find out information on a given subject.	Know and explain the key features of formal and impersonal writing and identify them in texts.	Identify the passive voice in a text.	Identify the active voice in a text.
Biography and Auto-biography	Recognise and compare different types of biographical material (birth certificates, reports, diaries).	Know the key features of biographical writing.	Decide what I would like to know about a person before I read their biography, focussing my reading by creating key questions.	
Persuasive Texts	Know and recognise different types of persuasive texts.	Know and explain the different techniques a writer can use to persuade the reader.	Identify and explain how and why a text may be biased.	Know and explain what is fact and opinion within a persuasive text.
Explanation Texts	Know and explain the difference between explanations and instructions.	Know and explain the key features of explanations and identify in them in texts.	Research the websites of authors recognising the different features that have been used to explain an author and their work.	

Year 6 writing fiction: I can...

	Content				Grammar	
Legends	Plan, write, evaluate and retell a legend (Robin Hood) from the point of view of one of the villains of the story (Sir Guy of Gisborne).	Make a hero in a legend (Robin Hood) appear in bad light by using negative descriptions, to show a villain's point of view	Describe a character's motivations by <i>showing</i> the reader how a villain feels about a hero through their actions (rather than simply telling the reader).		Use expanded noun phrases to create ambitious descriptions; for example, 'that <i>worthless, thieving</i> peasant.'	Use semi- colons, colons and dashes to indicate a stronger subdivision than a comma within a sentence.
Poetry	Plan, write and evaluate a poem in <i>free verse</i> , describing a (sea) creature.	Create unusual images to make the reader <i>see</i> my creature in different ways by using simile, metaphor and personification.	Experiment with rhythm by using repetition, alliteration and onomatopoeia.	Structure poetry using shape patterns, to create a visible image for the reader	Structure poetry using <i>free verse</i> that has line breaks instead of commas to show the reader when and where to pause.	
Historical Stories	Plan, write and evaluate a story in a genre of my choice.	Know and use the typical features of my chosen genre.	Use simile, metaphor, and personification to build up powerful images of the setting in my story.	Use a combination of the narrator's voice and dialogue to move the story along.	Use inverted commas and correct speech punctuation (66 99, new speaker, new line, close speech with „?) when writing dialogue.	
Flashback Stories	Plan, write and evaluate a story with flashbacks.	Use time signals (backwards and forwards) to signal to a reader when things happen.	Express a characters thoughts and feelings either through narration or dialogue.	Use dialogue that is appropriate to the characters and that tells us about their relationship with other characters.	Use inverted commas and correct speech punctuation (66 99, new speaker, new line, close speech with „?) when writing dialogue.	To know and use formal and informal vocabulary and to recognise situations where either formal or informal language may be used.
Play-scripts	Plan, write and evaluate a new scene for a play, including a monologue for a character I have created.	Build a character who shows emotions of guilt over something they have done.	Include a build-up with a problem/ dilemma and a resolution, developing the story and tension.	Include speech and thoughts which are appropriate to the characters.	Know, recognise and use adjectives that give depth and detail to a script.	Use hyphens to join compound adjectives and compound nouns (e.g. three-cheese man-eating). to avoid confusion within a sentence.
Significant Authors	Plan, write and evaluate a new episode for a Michael Morpurgo story (I believe in Unicorns).	Include an incident and a resolution to the new episode.	Describe a scene using all of the senses (see, smell, touch, hear, taste) so that the reader has a vivid picture of the scene.	Write about a characters thoughts and feelings as they react to new events in the story.	Recognise and use cohesive devices to link ideas across paragraphs (e.g. repetition of what has gone before, pronouns, adverbs and adverbial phrases).	Write in the first person and the past tense, showing the reader the writing is from a character's point of view and the action has already happened in the past.

Year 6 writing non- fiction: I can...

	Content				Grammar	
Journalistic Writing	Plan, write and evaluate television broadcast, reporting upon an event (Maid Marian's wedding, the opening of a new building, an awards ceremony).	Report in a neutral tone, without bias.	Report the 5 W's of the event: who, what, when, where why.	Give a live and engaging presentation of my report, using varied intonation and facial expressions.	Report using the past tense so that the reader knows the event has already happened.	
Argument Texts	Plan, write and evaluate an argument for a debate, persuading people to vote for a political party (Animal Party).	Create a slogan for my argument that sums up the main idea.	Write an introduction to introduce the main ideas of my argument and a conclusion to summarise the main ideas of my argument.	Create a powerful and memorable argument by using pejorative and emotive language.	Use bullet points to organise and structure the key points in a text, punctuating them correctly (using !?).	
Formal/ Impersonal and Informal/Personal Writing	Plan, write, evaluate rehearse and evaluate a role play between a person in a formal role (customs officer) and a person in an informal role (an exotic pet smuggler).	Structure dialogue in a scene, so that it has a begging, middle and an end.	Use appropriate formal and impersonal language for the appropriate character(s); for example, 'it is not permitted for you to bring lizards into the UK, in accordance with the law.'	Use informal, personal language for appropriate characters; for example, 'I don't care what you say!'	Use the active and passive voice correctly and consistently and be aware how it affects the presentation of information. Write complex sentences in the present tense.	Know and use subjunctive verbs to describe facts that are not known; for example; 'if I were a giraffe, I would have a long neck.'
Biography and Auto-biography	Plan, write and evaluate a Biography and present it to the class.	Inform the reader about the key people and events in a person's life.	Include dates and/or a timeline.	Organise my text in a way that is engaging and easy to understand.	Write in the third person and the past tense, showing the reader the writing is from the narrator's point of view and that the events that are being written about have already happened in the past.	Write using adverbs and adverbial phrases of time to structure the information and so that the reader knows when things happened (e.g. at first, early on in their life, at present).
Persuasive Texts	Plan, write and evaluate a persuasive presentation to persuade the audience to allow or disallow something in schools.	Write a text that includes a clear introduction (introducing the main ideas), three main ideas explained in detail and a conclusion to summarise my point of view.	Address the audience directly using personal language; for example, 'You must listen now!'	Use key persuasive techniques, such as: rhetorical questions, pre-empt, exaggeration and statistics.	Use question marks and commas correctly and for effect.	
Explanation Texts	Plan, write and evaluate a text to explain how to make something (a book) become a bestseller, focussing in-particular on how an audience can become engaged in something through a website.	Research about how to make something a best seller, taking the key points from this research and adding it into my writing.	Organise a text so that it is engaging, user friendly and clear for the reader.	Write using key features of explanation texts where relevant. These being: headings, introduction, subheadings, pictures diagrams, captions, fact-boxes, questions to engage the reader. .	Write using causal language to show why things happen (because, as a result of, as such, therefore), signposting cause and effect for the reader.	Write using adverbs and adverbial phrases of time to structure my paragraphs and information for the reader.

Learning Unit – Out of This World

Items written in green italics provide opportunities to develop the global dimension of the curriculum.

Possible Starting Points

- *The year is 2050. Your class has been commissioned to investigate and explore the problems and solutions that could be encountered in sending thirty people into space for five years. (Link to issues such as global warming and population levels)*
- Turn classroom into a spaceship. Pupils are space explorers seeking information about a “mysterious” planet called Earth. Set “Space missions” to be completed during duration of learning unit.

Possible End Product

- Presentation of findings to Government Ministers (PowerPoint).
- Hold a competition for the best air powered rocket.
- Group Learning Unit booklets containing reports from experiments, information collected, stories written etc.

PSHE

- *Living together in a spaceship*
- *Keeping safe and healthy*
- *Eating and drinking*
- *Roles and responsibilities*
- Job description
- Interviews
- Preparing to leave

P.E./Dance

- Moon walking
- Alien movements

P.E.

- Compose and perform dance in response to Planet Suite.

Art

- Design and make a soft sculpture of an ‘alien’
- Design a logo for the spaceship
- “Out of this World” painting

Science

- *I wonder...?*
- *Enough water*
- *Investigating evaporation and condensation*
- *Water cleaning*
- **Position of the Sun**
- **Day and night**
- **Earth’s orbit**
- **Moon’s orbit**
- **Role Play**
- **Moon shapes**
- **Relative sizes of planets**
- **Gravity**
- **Names of planets**
- **Investigating insulation**
- **Rocks and soils**
- **Memorise Science ‘Killer Facts’**

Design & Technology

- Design, make and launch an air powered rocket
- Design a home for an alien

Computing

- Data logging
- Research
- Simulation (movement of planets)
- Control
- Space story – word processing
- Databases
- PowerPoint presentation

Music

- Music to communicate.
- Space music composition

Link to Core Value

- Courage – of astronauts
- Responsibility – of living and learning together
- Hope – Vision of space travel planners
- Compassion – Space shuttle disaster
- Integrity – Balancing long-term gains with short-term risk
- Wisdom – of scientists and technicians who made space travel possible

Literacy Links

- Space poetry
- Glossary of terms
- Job advertisements, description and person specification
- Letter of application
- Instructions
- Play script
- Description of an alien
- Space mission adventure story
- Journalism

Speaking and Listening

- Debate space missions
- Living together in a spaceship (PSHE)
- Interviews

Numeracy Links

- Distance/light years – place value.
- Time and distance.
- Relative sizes of Earth, Moon and Sun

Homework and Independent Learning

- Make an alien from recyclable materials and hold an exhibition with presentation
- Teach parent/carer orbits
- Keep a moon-shape diary over a month
- Planet word search
- Design a spacesuit
- Alien home

Learning Unit – Has there ever been a better time to live?

Items written in green italics provide opportunities to develop the global dimension of the curriculum.

Possible Starting Points

- A memory test: recalling earlier learning and recognising the contribution of our ancestors to our survival

Possible End Products

- Presentation to the class group to persuade them that a time in the past was a better time to live here OR that now is the best time to live here.

Music

- Listen to music of the times
- *Why do people make music whenever and*

Dance

- Learn to dance from periods chosen by the children

Geography

Geography in the News – issues local, national, world

- *Locational knowledge of World, Europe and UK.*

ICT

- Tape recording visitors.
- Using videos for research.
- Internet exploration.

Science

- Opportunity for discrete Science revision according to need.

History

Has there ever been a better time to live here?

What makes a good life?

What do other people think about whether there has ever been a better time to live here?

What is good about living here now?

What do I want in my future?

Can one person make a difference in the world?

Literacy Links

Speaking and Listening

Interview and discuss with people beyond school whether life here was better in the recent past.
BBC Listening Project

Writing

- Group research
- Persuasive writing for a speech in the presentation

Drama

- Using a picture as a way into others' lives
- Using Image Theatre to explore ambition and aspiration

Numeracy Links

- Statistics
- Base numbers
- Measure - Imperial/Metric

Links to Core Values

- **Respect** – we are the survivors
- **Responsibility** – we are only successful when we all succeed
- **Compassion** – understanding another's point of view
- **Wisdom** – choices affect lives beyond our own
- **Hope** – Can I make a difference to my world?

Sketch book/Art

- Observational drawing/painting of artefacts

Design and Technology

- Investigate a designer who improved life for many from periods chosen by the children

PSHE

- Feelings
- Courage and associated feelings
- Feelings associated with other core values

Homework/Family Learning Opportunities

- Research family members thoughts on life in the recent past
- Points of view on local issue
- Comparison of games played by primary school children
- Setting own homework



Year 6 Class Timetable 2017-2018

	9:00-9:40	9:40 - 10:40		11:00-12:00		1:00-1:50	1:50-2:40	Assembly/ Class Collective Worship 2:40-3:10 (classes who have CW for PPA cover will start collective worship at 3:00)
Monday	Reading Activities	Maths	Play Time 10:40 - 11:00	Grammar Lesson	Lunch 12:00 - 1:00	Topic	Computing	Collective Worship- Core Value
Tuesday	Reading Activities	Maths		English		RE	Topic	Collective Worship- Religion and Upcoming Religious Events
Wednesday	Reading Activities	Maths		English		Brass	PE	Collective Worship- British Values <ul style="list-style-type: none"> • Democracy • Rule of Law • Individual Liberty • Mutual Respect and Tolerance of those with or without faith
Thursday	Reading Activities	Maths		English		Topic	Topic	Singing Assembly
Friday	Reading Activities	Maths		English		French	PE	Celebration Assembly

