

Supporting Your Child in Year 6



Autumn 2022

<p><u>English</u></p> <p>In English this term we are writing to inform and, after half term, to entertain. We will be unpicking and discussing different ways to write formally in order to inform to be able to write newspaper reports and non-chronological reports – which will be based upon our learning in history. The class will begin looking at a full range of conjunctions to extend ideas and varying the position of clauses. We will also begin to use colons and semi-colons within our sentences too</p> <p>When writing to entertain we will unpick different narratives, looking at what makes a good character description and setting. We will in particular be looking at how narrative is woven within the dialogue and how we can use concepts such as flashbacks and flash forwards.</p>	<p><u>Maths</u></p> <p>In maths this term, we will start with focusing on place value of numbers up to 10,000,000. We will be reading, writing, ordering, rounding and comparing using our knowledge of place value taught previously.</p> <p>Next, we will be moving onto the four operations (addition, subtraction, multiplication and division). We will be revising our written methods, like long multiplication and short division and learning new written methods, like long division.</p> <p>We will then be spending a large chunk of Autumn term 2 looking at fractions in two blocks – A and B. During fractions A, we will be revising equivalent and simplifying fractions, addition and subtraction with fractions and multi-step word problems linked to fractions. During Fractions B block, we will be focusing on multiplying and dividing fractions and finding fractions of different amounts.</p> <p>Finally, we will lastly be looking at measures and converting between units of measure. We will be converting metric measures and recap on the children’s early knowledge of measures as a whole.</p>
<p><u>History</u></p> <p>In history this term we will be studying World War 2. We will be learning the reasons for the war starting and how Britain’s actions impacted this. It will be important for us to study who Winston Churchill was and why he was such significant figure during the war.</p> <p>The Battle of Britain is a key point in which we will study, looking at why Britain became victorious when at the beginning they were hugely outnumbered. The class will study the Blitz, propaganda, what the Home Front was like and how day to day life was affected by the war</p>	<p><u>Science</u></p> <p>Our Science topic for the first half term is Electricity. We will be constructing simple series circuits (physically and through labelled diagrams) and using them to answer questions about what happens when we try different components; for example, switches, bulbs, buzzers and motors. We will then compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzer and the on/off position of switches.</p>
<p><u>Geography</u></p> <p>After half term, we will be changing to geography where we will be studying rivers. We will be using mapwork to understand parts of a river and to study the river Soar. We will link this to the parts of the water cycle, linking back to our understanding gained in Year 4.</p>	<p>Our Science topic for the second half term is Light. We will be learning that light appears to travel in straight lines and use this idea to explain that objects are seen because they give out or reflect light into the eye. We will be working scientifically by deciding where to place rear-view mirrors on cars and other investigations to use the idea of light travelling in straight lines further. We will lastly look at a range of phenomena to explore light further; including rainbows, colours on soap bubbles and objects looking bent in water.</p>

<p><u>Computing</u></p> <p>We will start our computing by looking at online safety, looking and learning key terminology. We will look at online risks and learn about our digital footprint and appropriate online behaviours. Then we will move onto our new computing scheme which will develop our knowledge and skills further.</p>	<p><u>Music</u></p> <p>In the first half of the term, we will be studying the music of Pharrell Williams – Happy. We will listen to and appraise this and compare it to others with a similar style. We will be working on reading music with more confidence as well this term.</p> <p>We will then go on to study Classroom Jazz, building on from the work we did in Year 5.</p>
<p><u>Art</u></p> <p>In art this term we will be using art as a way of making our voices be heard. To do this we will be studying graffiti art, studying the work of Kath Kollwitz – looking at how expression is created in the portraits – as well as studying the work of Picasso and how he uses symbols and tones of black, grey and white to convey meaning</p>	<p><u>Design Technology</u></p> <p>During our DT, we will be linking on from our science work on electricity. We will be designing and making our own ‘steady hand game’ using an electrical system. We will evaluate existing products before completing our own designs, evaluating as we go. Then, of course, we will be testing each other’s out!</p>
<p><u>PSHE</u></p> <p>During the first half term, we will be focusing on ourselves and how it is ‘good to be me’. We will look at our year ahead and our goals/worries for the future. We will also look at our own actions and how they can or cannot affect other people and their behaviours. We will lastly understand how important it is to be heard and how our ‘voice’ contributes to our future society.</p> <p>During the second half term, we will be focusing on celebrating being different. We will look at the word ‘normal’ and talk about how there are different perceptions of this and what it looks like. We will lastly look at bullying and groups that can be targeted to this due to be different; for example, individuals with a disability.</p> <p>We will also be taking part in our ‘Everyone is Welcome’ where we will look at the different protected characteristics through the use of books.</p>	<p><u>RE</u></p> <p>Our topic for the first half term in RE is Anti-Racist Religious Education. We will be looking at the concept of ‘treat others how you would like to be treated’ and explore different vocabulary linked to this; for example, stereotyping, prejudice. We will be studying different religious stories from multiple religions we have looked at previously and making links with our own lives and fairness for all.</p> <p>Our topic for the second half term in RE is ‘What matters most to Humanists and Christians?’ We will be first recapping on these religions and then using this big question to make clear connections between Christian and Humanist ideas about being good and how people live. We will explore suggesting reasons why it might be helpful to follow a moral code in life and why some people may find this difficult. The children will be allowed to explore their own thoughts and opinions on this.</p>
<p><u>Personal Growth</u></p> <p>Our Personal Growth this term is ‘The Right To Be Me’, followed by ‘Value of Money?’</p> <p>We will be looking at the Universal Declaration of Human Rights, including when and how human rights have not been met, current and historical human rights issues and movements in our own country and elsewhere</p> <p>As well as this, we will look at how we can spend less, comparing online shopping, understanding what credit it and the concept of credit.</p>	<p><u>Spanish</u></p> <p>In Spanish we will be revising all that has been taught so far and revisiting the phonetics of the Spanish language and the 20 essential Spanish sounds/phonemes.</p> <p>We will be learning Spanish words linked to school, for example the Spanish words for school subjects and using these to verbalise which subjects we like best.</p> <p>We will then go onto learn Spanish words and phrases linked to ‘the weekend’ and go onto verbalise what we have been doing at the weekend and weekend activities.</p>

PE

Year 6 will have swimming on a Tuesday. Thursday will continue to be basketball and tennis as will running on a Friday – much like last year. The class will also need their kits on a Monday and a Tuesday. Children will need to ensure they have football boots and shin pads for outdoor PE. Reminder that the PE kit is either the Glenmere t-shirt/hoody or completely plain, non-labelled, clothing

Interventions

Year 6 will have a number of different interventions running both during school time and afterschool. A letter regarding after school intervention will be out next week. This will be open to anyone who wants to attend and we really do encourage as many to come as possible. On a Monday or Tuesday afternoon, every child in the class will have interventions with both Mrs Carton and Mrs Towers. Mrs Towers, who is an experienced maths teacher, will run the maths intervention and Mrs Carton will focus on reading and writing. When they do not have intervention, they will have art and PE.

Homework

Homework will continue to be set. This term we will set it on a Monday, in for the following Monday. Spellings tests will continue to be on Tuesday. The class were excellent at the spelling shed last year so let's keep it up. It is then up to the child to manage their own time in order to handing it in the following week. They will also be coming home with their knowledge organisers where there will be weekly tasks and quizzes set.

Home Reading

All home reading now needs to be logged on GoRead and it has been brilliant to see this being using over the holidays too. Reading in Year 6 is so incredibly important and needs to be continued even for the most confident of readers!

Recommending Reading Books

As your child grows in confidence with their reading, it is essential that they are given the opportunity to read a wide variety of book. We have decided to set a challenge this year with our 'Books to read before you leave Year 6'. Children will get points for the number of books they read from the list below. We will be keeping a log of which books they have read.

Suggested Author:

We will be reading 'After the War' by Tom Palmer.

Tom is an author who has written many books for children, including many based on history and football. [Tom Palmer | Children's Author](#). Why not try one of his other books? Arctic Star, Foul Play, Over the Line are to name a couple.



We ask that you support us by listening to your child read whenever possible as this will help support the comprehension work in class. This includes questioning the children as they read to you.

Supporting your child

For English, try encouraging children to write in diaries, recounting events, writing a summary of the football match, write a biography of an inspirational person to them – look for different opportunities to write for enjoyment and purpose. Are there relatives or friends they could write to? Maybe a pen pal? Practising those skills at home, will support them in their writing in school.

To challenge and extend, we will send the children home with a writing mat which they can use to either support them in their writing or equally extend. Set up challenges at home, linking to the different parts of the mat – how many words can you spell in 1 minute? Etc.

We know that in maths, it can be hard to understand the different methods we use, so below are 2 of the methods we will be using in class this term that you can support your children with

Long multiplication

$$\begin{array}{r} 489 \\ \times 32 \\ \hline 978 \\ 14070 \\ \hline 15008 \end{array}$$

Long division

Long division is one of the trickiest elements of the written methods. This step by step guide should help you in supporting your child.

For the confident mathematicians

Those children who are extremely confident with maths, I would advise them to start to use these skills on a mastery level, solving a range of puzzles and problems. The nrich, NACE and nctm websites provide a range of different activities. Encourage your child to create problems which involve working systematically. Get them to create problems for you to solve.

Values

This term we will be introducing our Glenmere values of which children we will be awarded values discs for the different values they display all around school. This term there will be a particular focus on self-belief, independence, honesty and politeness. However, children can be awarded for showing any of the values, including creativity, enthusiasm, patience, determination, friendship and kindness. The focus values will then be celebrated in assembly so if you notice your child coming home with different certificates, please do ask them what they got it for!

If you have any queries, please do not hesitate to come and speak with us at the start or end of the school day or via class dojo

Many thanks,
Mrs Carton and Mrs Pell

$$\begin{array}{r} 2 \\ 15 \overline{) 3640} \\ \underline{- 30} \\ 6 \end{array}$$

15 into 3 doesn't go, so look at the next digit.
15 goes into 36 two times, so put a 2 above the 6.
 $15 \times 2 = 30$
Take that 30 away from the 36 to get your remainder.
 $36 - 30 = 6$

$$\begin{array}{r} 24 \\ 15 \overline{) 3640} \\ \underline{- 30} \\ 64 \\ \underline{- 60} \\ 4 \end{array}$$

Next, carry the 4 down to make 64.
15 goes into 64 four times, so put a 4 above the 4.
 $15 \times 4 = 60$
Take 60 from the 64 to get your remainder.
 $64 - 60 = 4$

$$\begin{array}{r} 242 \\ 15 \overline{) 3640} \\ \underline{- 30} \\ 64 \\ \underline{- 60} \\ 40 \\ \underline{- 30} \\ 10 \end{array}$$

Carry the 0 down to make 40.
15 goes into 40 two times, so put a 2 above the 0.
 $15 \times 2 = 30$
Take 30 from the 40 to get your remainder.
 $40 - 30 = 10$