

Year 6

Term

5/6



We are
Wordsmiths

We are Wordsmiths

Dear Parents/Carers and children,

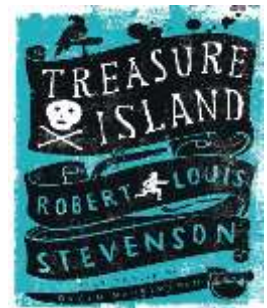
Happy Easter! I hope you had an excellent break. Who is ready for two busy terms?

Our next topic is called, 'We are Wordsmiths'. A wordsmith is someone who is skilled with words. Through all areas of the curriculum, we will be looking at the different ways someone can make an impact using words.

Reading/Books:



During Reading lessons, we will be covering a wide range of books and texts from a variety of different authors. In particular, we will be looking at some classic novels, poems and lyrics that show the impact of a great wordsmith. For example, Peter Pan, Treasure Island, Oliver Twist, The Wind in the Willows, Alice in Wonderland, Romeo and Juliet, Jabberwocky, Blinded by your Grace etc. We will also be using non-fiction biographies to find out more about particular influential 'Wordsmiths'.



English:

In English, we will be focusing on writing for a range of purposes and audiences. Both terms will be a mixture of fiction and non-fiction and is aimed at showcasing all the writing skills and techniques Year 6 have learnt throughout the year. This includes: flash fiction, diary writing, setting and character descriptions, narratives, information texts, experiment write-ups and play scripts. We will be using books and films to inspire our writing and we will be working hard to achieve the 'expected standard' by the end of the year.

Maths:

In Maths, we will continue working on 'Number' by multiplying and dividing decimals by 10,100 and 1000 and understanding and finding fraction, decimal and percentage equivalents. We will continue to build upon our arithmetic skills in Morning Maths and then apply this learning to various reasoning and problem solving questions. We will also look at co-ordinates, angles, area and perimeter and symmetry.

Science:

During Science lessons, we will be covering many units: Living things and their Habitats, Animals including Humans - Life Cycles, Looking after the Environment and Evolution and Inheritance. During Animals including Humans, we will be focusing on life cycles and the processes from conception, through birth to death. By studying humans and animals, learners will get a broad perspective of the different kinds of life cycles experienced by different living things. In the Looking after the Environment unit, the children will explore some important core concepts including the climate, how it changes and the difference between man-made and natural environment.

Religious Education:

We will start our Religious Education lessons by finishing our prior unit on Salvation but then we will move on to looking at the Kingdom of God unit and answering the question, 'What kind of King is Jesus?'. During this unit, the children will be suggesting meanings for accounts and comparing their ideas with ways in which Christians interpret these texts. We will also be showing how Christians put their beliefs into practise in different ways. From this, we will then go on to be able to explain and justify our own responses to the key question. We will then move on to our final unit which will be based on the question, 'Is it better to express your beliefs in arts and architecture or in charity and generosity?' Our final study will be an investigation that will enable the pupils to learn in depth from two different religions; about why their holy buildings and works of art matter to them as expressions of devotion to God and worship and about how they practice generosity and charity.

Topic:

During our History lessons, we will be researching and learning about various influential people who have used their words to influence how we live today. For example, Shakespeare, William Caxton, Alfred Mosher Butts, Samuel Johnson, Banksy etc. We will also be referring to our previous topic, Human Rights, to show how activists used theirs words to bring about change.



During Geography we will revisit, name and locate places in the UK that are related to the people we learn about in our History lessons. We will then complete a detailed study of one of the located places, looking at both human and physical geography. Further on in the terms, we will also complete a traffic study of two local areas and compare them through our use of statistics.

Spanish:

For our Spanish lessons, we will continue to use our Primary Languages Network scheme to learn how to speak and write in Spanish. Our three units are: Clothes, Colours and Fashion Shows, Out of this World and At the Seaside.

ART/DT:



In Art, we will be looking at two artists, Banksy and Barbara Kruger. For both of these artists we will research how they use words for effect. Our research will be presented in the forms of title pages. We will then complete smaller tasks that will allow us to practise the skills we need to create a piece of art inspired by these artists.

In DT, we aim to make socks puppets using a variety of materials and techniques. We will then use these puppets to present our words. The children will also be taking part in designing and making props for their Y6 performance.

PSHE:

Through the HeartSmartTV scheme, we will be watching videos and discussing various key topics. We will start by looking at the topic 'Fake is a mistake'. This unit allows the children the opportunity to be their true self and identify all the positive attributes about themselves. Our last topic will provide Y6 with the tools they need in preparation for going to secondary.



ICT:

ICT will cover two units, 3D Modelling and Programming - sensing movement.

During the 3D modelling topic, the children will develop their knowledge and understanding of using a computer to practise 3D models. They will start by working in a 3D space, moving, resizing and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy.

The second unit is the final programming unit and brings together elements of all the programming units. It offers pupils the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device - the micro:bit.

If you have any questions or would like to discuss something, please message me on Dojo or by emailing jgroves@stmcep.school.

Miss Groves