



Year 6 Deer Class Newsletter

Term 4

Dear Parents and Carers,

Welcome back to Term 4. I hope you and the children had an enjoyable and restful half term break and I look forward to the busy term ahead. The school year is passing by very quickly and I cannot believe we have reached the halfway point of Year Six! The children have shown an excellent attitude to learning since September and I have no doubt this will continue as we work through a challenging curriculum this term.

As you know, the End of Key Stage Two Assessments (SATs) will take place in Term 5, and we will be doing everything we can to continue preparing the children, so that they embrace these assessments with confidence in May. We will have the opportunity to discuss your child's progress in the upcoming parent consultations, but do not hesitate to contact me with any queries you might have at this stage of the year.

Curriculum Overview

With the aim of working in partnership with you to support your child's learning, the following provides a brief outline of the teaching and learning that will take place across the curriculum in Year 6 this term.

In **literacy**, we will continue our work on narrative writing in the context of myths and legends, using 'The Legend of the Flying Dutchman' as our main text. I hope this sailors' legend will have the children gripped, and lead to some excellent descriptive work and extended pieces of writing early in the term. We will then go on to look at the features of persuasive writing to write persuasive letters and finally explore poetry on a theme. As always, there will be a strong focus on spelling, punctuation and grammar within all writing in literacy lessons, as well as additional spelling and grammar sessions throughout the week. All children will be encouraged to read regularly, and there will be guided reading sessions four times a week to develop a range of reading skills.

Our **maths** this term will include topics such as ratio and proportion; basic algebra; multiples, factors and prime numbers; properties of 2D and 3D shapes, including 3D nets; and calculating averages. There will be an ongoing focus on building quick mental arithmetic skills, continual recap of the four operations, and reasoning and problem solving will be at the centre of all areas of maths that we cover.

Our whole school approach to **science** is to study many areas of the science curriculum in short bursts, so that topics can be revisited throughout the year, enabling children to continually build on previous learning. This term, we will explore topics such as sound and volume; light and refraction; the moon and Earth's tides; and reversible and irreversible changes in materials.

Our **geography** topic this term is all about North America, and the countries that form part of this continent, including areas of Central America. The children will find out about the human and physical geographical features of places in North America and present information in different ways. The topic will allow for map work as well as a variety of factual research.

In **music** this term, the children will complete work around well-known musicals and their famous music and songs. They will research to find out about current and past plays in London's West End and consider the effect of music within theatre productions. We will also have some focussed lessons on singing, in which the children will have a go at learning songs from musicals, singing as part of a chorus and trying some harmonies.

In **RE** we will explore the overarching question: 'What difference does it make to believe in Ahimsa (Harmlessness), Grace (the generosity of God) and Ummah (Community)?' The topic looks at aspects of the

Christian, Muslim and Hindu faiths and explores how their spiritual beliefs are shown through commitments they make. The nature of the RE curriculum allows the children many opportunities to ask questions, engage in discussions and reflect on their own beliefs in relation to religion.

Our **PSHE** unit, entitled 'How can the media influence people?', continues from last term and goes on to explore issues around internet safety with regards to sharing information, distributing images online and responding to harmful or upsetting content. We also look at ideas around taking risks, with particular reference to gambling and its possible effects on people's lives. Last term, I was so impressed with the children's contributions to discussions in PSHE, where they dealt maturely with some thought-provoking and important topics; I am sure this will continue this term.

In **computing** this term, the children will practise some key computing skills, such as word processing and digital presentations, in preparation for secondary school. They will also explore digital music production, creating their own instrumentals using programmes on Purple Mash. There may be lessons when the children are asked to bring a set of headphones from home, but I will give prior notice of this nearer the time.

In **art & DT**, Mrs Berry will work with the children to explore artwork by Bridget Riley, an English artist who produces optical illusions. The children will study examples of her work and create their own using the same technique and style.

Our **PE** this term will focus primarily on hockey, Key Steps and gymnastics using the large apparatus. In hockey, we will practise skills such as passing and receiving the ball, dribbling, tackling and shooting, as well as getting into small games to use and apply the skills, develop tactics and work as a team. PE lessons will be taught on a **Wednesday and Thursday afternoon**, and your child can wear their PE kit into school on these days. If your child wears earrings, please ensure they are either removed or covered on PE days and that any long hair is tied back.

In **French** this term, we will continue to work on learning and practising conversational French and some basic vocabulary that will enable the children to have simple conversations with one another. The focus will be on using the conversational phrases and vocabulary verbally.

Well-being

As a school, we are highly committed to developing the children's positive mental health and well-being through all that we do. This term, all classes will take part in short well-being sessions once a week that explore different aspects of well-being. For Year 6, this will include activities around music for well-being; connecting with the younger children through reading and playing active games; getting outside to explore the natural environment; and learning simple new skills such as origami.

Home learning

The focus of home learning continues to be reading, spellings and times tables. Please encourage your child to read as much as possible at home, choosing books they are interested in, as this really helps to build their stamina and enjoyment of reading.

Spellings: Your child will continue to bring home a list of 10 spellings every Thursday to learn, which will be tested the following Tuesday. They can practise these spellings in whichever way works best for them. It is very important that the children work hard to learn their list of words, as the spellings they are expected to use in their writing become increasingly challenging.

Times Tables: The children should be regularly practising times tables at home to support their learning in all different areas of maths. If your child is already confident in recalling their times tables, it is a good idea for them to challenge themselves to speed up their instant recall and beat their own time. Assignments will be set on Maths Shed every Thursday to support children with rapid recall of times tables and other areas of mental arithmetic and there is an expectation that these tasks are completed by the following Tuesday morning.

If your child wishes to do additional work at home, any research around our geography topic on North America would support their learning at school, or they might dip into other curriculum areas, such as famous musicals, optical illusions or further exploration of topics from our science lessons. Additional work of this kind will always be praised and celebrated in class.

The gap between homework expectations from primary to secondary school can be quite a shock for some children when they move into Year 7, so I would really urge the children at this time of the year to take home learning seriously and always complete the tasks that are set. There may be times when I set additional tasks over the next few months, in preparation of homework that the children will face next year. Thank you in advance for your support with all aspects of the home learning.



Our Class Targets

Across the school, we are working hard to develop all children's independence by setting small targets for the children to work on. With this in mind, the targets for Year Six this term are:

- To engage with home learning every week, including reading, Maths Shed and spelling practice.
- To work hard on resolving their own issues on the playground by talking to each other more readily about what might have happened.

Dates for your diary:

w/c 27th February: PTFA Book Fair

Thursday 2nd March: World Book Day

Friday 3rd March: 'Bringing Books to Life' visiting workshops

Tuesday 7th, Wednesday 8th & Thursday 9th March: Parent Consultations

Friday 17th March: Sport Relief

Friday 31st March: End of Term 4

Monday 17th April: Start of Term 5

I hope that this will be another happy, exciting and rewarding term for your child. If you have any queries or concerns, please do not hesitate to speak to me on the playground or contact me via the school office.

Kind regards,

Miss Holmes