

St Agnes CE Primary School

Year 6 Newsletter

Spring 1 2017

Our Year Six team

Miss Brown- 6T Class teacher
 Mr Lammas - 6C Class teacher
 Miss Buckley- Phase Leader
 Mrs Hallsworth- PPG teacher
 Miss Carline- Intervention teacher
 Mrs McClenaghan- Teaching assistant



This Term

	<u>English</u>	<u>PE</u>	<u>Music</u>	<u>Math's</u>
	<p><u>Chronological Reporting</u> Write a report on the sinking of the Titanic showing organisational and presentational devices to structure text and guide the reader.</p> <p><u>Poetry- Haiku</u>. Write own Haiku poem about the Northern lights, creating one or two verses. Select appropriate grammar and vocabulary. Understand how such choices can change and enhance meaning.</p> <p><u>Classic Poetry- The Convergence of the Twain</u>. Identify evocative language within the poem and identify the impact it has. Write own free verse poem on the sinking of the Titanic. Use adverbials or non-finite verbs as sentence starters.</p> <p><u>Writing- Maintaining a viewpoint</u>. Take the viewpoint of a polar region creature to write a funny complaint letter about being constantly pestered by tourists. Identify audience and purpose. Select appropriate form.</p> <p><u>Speaking- Monologue</u>. Take the roll of a passenger onboard the Titanic and create an oral monologue for performance.</p> <p><u>Reading</u>. To use non-fiction books/text to retrieve record and skillfully present relevant information.</p>	<p><u>Outdoor Adventurous Activities</u>- Problem solving. Pupils to take part in challenges as both an individual and within a team.</p> <p><u>Orienteering</u>- Pupils to be able to navigate in sequence between control points marked on a map. Work in teams to plot fastest routes and beat other 'explorers'</p>	<p>Create a soundtrack that captures the beauty of the Northern Lights using a range of everyday objects and musical instructions.</p> <p>Musical piece to capture the lights luminescence and movement, layering sounds for effect. Use Computer software and technology to record and edit pieces.</p>	<p>Solve addition and subtraction multi-step problems in context deciding which operations and methods to use and why.</p> <p>Solve problems involving addition and subtraction; use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy.</p> <p>Solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate</p> <p>Describe positions on the full coordinate grid (all four quadrants) and draw and translate shapes. Describe positions on the full coordinate grid (all four quadrants) and draw and reflect simple shapes. • Use simple formulae and find pairs of numbers that satisfy an equation with two unknowns. Use negative numbers in context, and calculate intervals across zero.</p> <p>Interpret and construct line graphs and use these to solve problems. Recognise, describe and build simple 3-D shapes, including making nets.</p> <p>Recognise when it is possible to use formulae for finding the volume of shapes. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. Calculate, estimate and compare volume of cubes and cuboids, using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units. Calculating percentages of amounts. Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form. • Divide proper fractions by whole numbers.</p>
	<p><u>Non-negotiables</u> In all pieces of writing, across all subjects. Children are expected to have: capital letters, full stops, apostrophes, paragraphs, commas, exclamation marks, question marks, coordinating conjunctions, subordinating conjunctions and correct verb forms.</p>	<p><u>PSHE</u> Pupils to explore a controversial and emotive issue 'Global warming' Pupils to consider both sides of the argument before forming their own opinion.</p>	<p><u>SMSC/BV</u> Pupils will understand the threats to the planet now and in the future, including global warming. Pupils will understand and debate the conflicting values of tourism and spirituality</p>	
		<p>Term: Spring One Connected curriculum aspect: The Frozen Kingdom The Big Question: Why Does Artic Ice Matter to everyone?</p>		
		<p><u>Art and Design/Design and Technology</u> Make 3D paper models of polar bears, globes and RMS Titanic. Construct Food Web mobiles to show a scientific concept (food chains) Use Brusho painting materials to create 'Northern Lights' images.</p>	<p><u>RE</u> Is it better to express your religion in arts and architecture or in charity and generosity? The investigation implements the principal aim of RE, which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p>	
		<p><u>Computing</u> Use digital cameras and video editing software to make polar weather broadcasts and documentary films. Use EXCEL Spreadsheet to produce weather graphs for polar regions.</p>		
	<p><u>Geography</u> Ask geographical questions. Identify and explain different views that people, including themselves, hold about topical geographical issues (Climate Change/Global Warming) Identify how and why places change and how they may change in the future Communicate in ways appropriate to the task and audience Use appropriate geographical vocabulary Use atlases and globes, maps and plans at a range of scales Describe where places are Identify and describe what places are like</p>	<p><u>Science</u> Know what living things can be found in the Arctic/Polar regions and understand food chains. Reflect on the importance of different parts of the food web- How might it break? Understand the impact on the human body extreme negative temperatures. Research different food groups and understand how they keep us healthy. Use the term 'calorie' correctly as a unit of energy. Identify how different foods help the body by supplying energy and nutrition. Identify the calorie content of different foods and use the relative calorie content of different foods to plan a menu. Compare how some living things are adapted to survive in extreme conditions. Identify and test the properties of different materials and explain why they are needed in certain environments. Investigate polar clothing and the insulating properties of different fabrics. Investigate reversible and irreversible changes. Use practical demonstrations and investigations To show concepts relating to changes in Arctic ice- WHY DOES ARCTIC ICE MATTER TO EVERYONE?</p>	<p><u>History</u> Recognise how people can improve the environment or damage it, and how decisions about places and environments affect future quality of people's lives. Place events, people and changes into correct periods of time. (Study early Polar Explorers) Characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past. (Polar exploration- Race to the Pole)</p>	

Don't Forget...

All children need a PE kit for lessons which take place every Monday. This, as well as all items of uniform and coats, should be marked with your child's name.

Important Dates

Reminder: deposits of £40 to be paid by 12th January 2018 for the residential trip.

Special Events/Activities/News

Date TBC- A trip to the local park to go orienteering and utilise map skills.

Date TBC- A SATs parents workshop where will inform parents of assessment arrangements and support with revision.

Date TBC- A Kingswood residential parents meeting.

Reminders

Every Friday, the children will be given a new set of spellings to learn- from either the Year 6 statutory spellings or the Year 6 spelling patterns. They will be expected to use their own spelling strategies to not only learn how to spell these words but to understand their meanings so that they can be used in a sentence. The children will then be tested on these spellings every Friday.

The class page on the school website is updated weekly with tasks and website links which will help them consolidate what they have been learning in class or extend then with challenging tasks. The children should be visiting the website weekly to complete reinforcement activities and revision task. **These tasks are homework tasks.** By setting homework like this, it is encouraging the children to take responsibility for their own learning, which is crucial in Year 6 with the SATs, in the near future.