

# Term 5 Newsletter (Leopard Class)

Dear Year 6 families,

I hope you enjoyed a restful Easter and are looking forward to all the exciting events that are coming up for year 6 over the next two terms.

## The Year Six team:

Jess Scott  
Class Teacher.  
*Mon, Tues, Weds, Fri*

Jo Devine  
PPA cover  
*Weds and Thurs pm*

Jan Smith *Mon, Tues,*  
*Weds am* and Jenna Garcia  
*Weds pm, Thurs and Fri*  
Teaching Assistants

## Enquiry Question this term:

This term we have a

Learn Together: Belief systems

### Ummah (Islam)

Debate and discuss the advantages and disadvantages of belonging to a community.

Identify the types of communities to which they belong, such as families, school, sporting club, religious tradition.

Identify the items, places and people they associate with the concept of Ummah locally, nationally, or internationally, such as the hijab, the Clonskeagh Mosque or the Kaaba.

Discuss the rules of the communities they belong to and how this impacts their feelings, actions or behaviour.

Discuss the concept of internal struggle (a struggle within a person's mind over a problem or question).

Discuss the feelings and emotions that result from an internal struggle, such as frustration, lack of understanding, disbelief, incredulity.

### Nirvana (Buddhism)

Contextualise (children create connections between concept and belief system)

Recall the story of Siddhattha Gotama, who became the Buddha.

Engage in research on his life and quest for Nirvana.

Identify some of the questions the Buddha may have struggled with before reaching Nirvana.

Discuss the meaning of Nirvana (learning the true nature of everything).

Debate and discuss the challenges involved in reaching Nirvana.

Debate and discuss the importance of striving to reach Nirvana for some Buddhists.

Without (from children's perspective)

Debate and discuss whether it will ever be possible to live in a utopia.

## Rights Respecting Schools

This term we will focus in particular on these three rights:

Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 24: Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

**Global Goal Link:** 13 – Climate Action

**Value:** Integrity

## English

### Writing

Our focus book this term is Kensuke's Kingdom by Michael Morpurgo which is an adventure story where a young boy Micheal is shipwrecked on a desert island. The children will write several pieces of writing to entertain, inform and persuade.

Week 1: Highlight vocabulary

Week 2: Recap narrative features

Week 3: SATs week  
 Week 4: Recap instructions features  
 Week 5: Recap persuasive features  
 Week 6: Recap diary features

**Reading**

Our focus will be the VIPERS skills within the context of Kensuke's Kingdom and then we will move onto a range of different text types practising SATs style questions.

**Maths**

*Below is an outline of the intended progression of learning – this may be altered where needed.*

**Revision Weeks 1 - 4**

- 1. Long division
- 2. Long multiplication
- Reasoning
- 3. Percentages
- 4. Area and perimeter
- Reasoning:
- 1. Translating shapes and points
- 2. Reflecting shapes and points
- 3. Coordinates
- 4. Circles
- Reasoning:
- 1. Inverse questions: think of a number...
- 2. Algebra
- Surgery

**Block Title Weeks 5 - 6**

- Shapes - same area
- Area and perimeter
- Area of a triangle - counting squares
- Area of a right-angled triangle
- Area of any triangle
- Area of a parallelogram
- Volume - counting cubes
- Volume of a cuboid
- Line graphs
- Dual bar charts
- Read and interpret pie charts
- Pie charts with percentages
- Draw pie charts
- The mean

**Wider Curriculum**

**Enquiry**

As geographers children will:

- Understand how tectonic plates move
- How earthquakes and tsunamis are linked and how they are caused
- Research famous natural disasters and their impact

Vocab: tsunami, wavelength, devastate, submerge, amplitude, tidal wave, monitor, alert, motion, Richter scale, epicentre

**Electricity**

As scientists children will:

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- Compare and give reasons for variations in how components function in a circuit e.g. brightness of bulbs, loudness of buzzers
- Use recognised symbols when representing a simple circuit in a diagram

Vocab: Cells, wires, bulbs, switches, buzzers, battery, circuit, series, conductors, insulators, amps, volts.

<p><b>Art: painting Hokusai</b></p> <ul style="list-style-type: none"> <li>• Develop a painting from a drawing.</li> <li>• Experiment with different media and materials for painting.</li> <li>• Create imaginative work from a variety of sources e.g. observational drawing, music, poetry.</li> <li>• Mix and match colours to create atmosphere and light effects <ul style="list-style-type: none"> <li>• Identify, mix and use primary, secondary, complimentary and contrasting colours.</li> </ul> </li> </ul>	<p><b>PE</b></p> <ul style="list-style-type: none"> <li>• Athletics (Wednesday)</li> <li>• Tennis (Friday)</li> </ul>
<p><b>Music</b> Children will continue to have music taught by professional musicians from Preludes on Fridays.</p>	<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• Children will use a program called 'Tinkercad' to create media using 3D modelling.</li> <li>• They will learn to move, duplicate and resize objects.</li> <li>• They will create a model of a desk tidy and examine the benefits of grouping and ungrouping objects.</li> <li>• Finally, children will plan, develop and evaluate a model of a 3D building.</li> </ul>

## Home Learning

### Homework Books

Children are working well to complete their English and maths homework books. Inside the front cover of each book there is a list of work set which we will go through every Monday. This is to revise work covered in class, prepare them for SATs and their transition to secondary school.

### Spelling Journals

Before Easter, your child should have brought home a copy of their spelling assessment of the statutory word list. Please keep this copy and work with your child on the spellings they are still yet to learn. Your child has a Spelling Journal which needs to be brought into school **every day**. Spellings will be checked and a new set given out every Monday. Children will have 12 spellings in total; six from the year 5/6 statutory list and six from the No Nonsense spelling patterns. Please help your child to practise at home by completing the 'Say, cover, write and check' worksheet and using the different strategies such as using rainbow colours for vowels or pyramid words shown on the termly sheet in their spelling books.

### Reading

Your child has chosen a banded reading book which needs to be brought into school every day with their Reading Record. It is essential for your child's learning to hear them read regularly at home. Your child should change their book as soon as they have completed it.

Date	Book title and page number	Comments
6/9.	The Boy in the Tower p1-15	Found this a bit tricky, but answered questions.
7/9	p16-30	More confident today
8/9.	p31-45.	New vocab: arduous: difficult solemn: sad and serious
9/9.	P46-60.	Excellent understanding and answered questions well

Children have been shown how to record the date, pages read and comments including new vocabulary learnt and definitions in their Reading Record. Please check these and then sign in the comments box. It is ideal for your child to read four or more times a week for around 20 minutes. Whilst your child reads aloud to you, it is important to ask them questions to check their understanding. E.g. How do the descriptions of ..... show that they are ..... How can you tell that..... What impression of ..... do you get from these paragraphs? Why did the character behave like that? After visiting the Library on Thursdays, children will also choose a book to read for pleasure which you can enjoy with them for one week.

### Times tables

Many of you will be familiar with Times Table Rockstars which the children will be continuing to use in school. If you can practise this at home, it will really help with the speed of your child's mental recall. Their progress will be celebrated when children are practicing their times tables at school. Children have their log in details in their reading record book.

### SATs Week

Day		Before break		After break
<b>Monday 13<sup>th</sup> May</b>	<b>Breakfast from 8:15</b>	9:15-10:00  English grammar, punctuation and spelling Paper 1: Questions  45 minutes	<b>Break</b>	10.30- 10:50  English grammar, punctuation and spelling Paper 2: Spelling  30 minutes
<b>Tuesday 14<sup>th</sup> May</b>		9:15-10:15  English Reading Paper  60 minutes		
<b>Wednesday 15<sup>th</sup> May</b>		9:15-9:45  Mathematics Paper 1: Arithmetic  30 minutes		10.30-11.10  Mathematics Paper 2: Reasoning  40 minutes
<b>Thursday 16<sup>th</sup> May</b>		9.20-10.00  Mathematics Paper 3: Reasoning  40 minutes		