

CURRICULUM OVERVIEW

Sharing our learning



Y6 INFORMATION

- YEAR: 2023-24 • TERM: 5
- CONTACT: year6@st-johnfisher.org

Y6 TEACHING & LEARNING TEAM

- Mr MacInnes
- Mrs Olarens Shaw
- Mrs C Raynes
- Mrs Steenson
- Mrs H Ahmed
- Miss N Flynn

Dear Parents and Carers,

This is our fifth curriculum overview of the school year and its purpose is to again share information about what your children will be learning this term. A reminder that good punctuality and attendance are important for ensuring that your children feel confident in school so they are able to enjoy and achieve. Term 5 is a very busy term, with children in all year groups facing key statutory and non-statutory assessments as set out below:

- **FS2** - a formal check on children's progress during their key foundation year (against national Early Learning Goals)
- **Y1** - National Phonics Screening and internal assessments and writing moderation
- **Y2** - end of Key Stage 1 non-statutory assessments (SATs) & follow-up National Phonics Screening*
- **Y3** - internal assessments and writing moderation
- **Y4** - formal multiplication tables assessment, internal assessments and writing moderation
- **Y5** - internal assessments and writing moderation
- **Y6** - end of Key Stage 2 statutory assessments (SATs) *for children who did not achieve the standard in Y1

As usual this overview also contains important information about your child's Term 5 curriculum, including those key words that the children need to know as they develop skills and knowledge across all curriculum areas. You will also find the usual tips for helping your children at home.

Please encourage your children to complete homework tasks and challenges. If they struggle with anything, but have done their best, please reassure them and tell them to stop. Try to avoid the temptation to over-help, as this can mask issues and delay them getting the help they need. Simply let us know and we will follow it up positively, whilst offering lots of encouragement.

If you have any questions or need support yourselves, please contact us. We would also like to hear from you if you have specific knowledge, experiences or artefacts, related to our topics, that you would like to share.

Yours sincerely,


Headteacher

TERM 5 LEARNING VALUE: TEAMWORK

In Term 5 we focus on our 'Teamwork' value. Teamwork is key in both learning and sport. When we pull together, we can often achieve more than we could if we tried to do the same things on our own, separately. Being part of a team also gives us an opportunity to share our own experiences and knowledge whilst learning from the knowledge, experiences and examples of the teammates we work with.

Being part of a team gives us opportunities to learn what it means to both lead and take direction from others. We can learn how to be a supportive teammate and as well learn how to accept the support of others too.



"The strength of the team is each individual member. The strength of each member is the team." **Phil Jackson**



ST CLARE
Catholic Multi Academy Trust



RE & CATHOLIC LIFE

Click [here](#) to view our RE overview for Terms 5 and 6. Information about our celebrations, Masses and services is available via our online calendar; website news; and in our newsletters (click [here](#)). Recordings can be viewed [here](#).

In Terms 5 and 6 we focus on the virtues of **forgiveness**, **honesty** and **service** - all key to our spiritual formation.



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Citizenship & Statement of Belief Assembly (Headteacher)</p> <p>Chaplains' Celebrations (Years 1, 5 and 6)</p>	<p>'Virtues to Live By' Class Assembly (Teachers & Chaplains)</p>	<p>Themed Assembly (Staff-Led)</p>	<p>Celebration of the Word (Class-Led)</p>	<p>Celebration Assembly (Headteacher & Deputy Headteacher)</p> <p>Chaplains' Celebrations (Years 2, 3 and 4)</p> <p>Story Celebration (FS2)</p>

Y6 HOMEWORK

Homework is given out on Friday and it is expected back by the following Friday. It will consist of:

- a mix of 'MyMaths' online homework (www.mymaths.co.uk) and other Mathematics homework
- 'Bug Club' for reading homework
- spellings for a weekly spelling quiz each week (please work hard on these to meet new standards)
- cross-curricular theme-related homework at various other times
- times tables (Times Tables Rock Stars)

ENGLISH

Spelling, Punctuation, Grammar & Handwriting

All children will have daily handwriting and spelling practise, and regular grammar and punctuation sessions focused on meeting their individual needs. Children have individual targets for writing that will be worked on.

You can support your child's learning at home by:

- ✓ supporting them to learn their weekly spellings
- ✓ looking at synonyms and antonyms for words that you come across

Reciprocal reading

All children will have daily access to reading resources and twice each week will be completing reciprocal reading which will help to improve their confidence, enjoyment and develop comprehension skills.

You can support your child's learning at home by:

- ✓ reading their own books with them for a few minutes every day
- ✓ choosing another book by the same author, to read with your child
- ✓ encouraging your child to read a wider range of more challenging books, to widen their experience
- ✓ discussing their personal targets for reading (as shared on their record sheet)

MATHEMATICS

This term the children will focus on:

- understanding the properties of shape and investigating angles in triangle and quadrilaterals
- understanding, creating and interpreting graphs and charts
- calculating volume and converting between different units of measurement

Key words we will be using are:

- ✓ internal angle ✓ imperial ✓ metric ✓ metres (m) ✓ data set
- ✓ correlation ✓ line graph ✓ symmetrical

You can support your child's learning at home by:

- ✓ playing games to practise the skills
- ✓ investigating different angles that are found around the home
- ✓ continuing to learn times tables and related division facts

HUMANITIES

We will be learning about The Maya civilisation. We will use maps, atlases and globes to locate countries where the Maya live. We will also look at how the Maya were organised and their trade and farming patterns. We will conclude by considering the Mayan's legacy.

Key words we will be using are:

- ✓ Mayan ✓ aqueduct ✓ codices ✓ baktun
- ✓ hieroglyphs ✓ Batab ✓ cocoa ✓ city-state

You can support your child's learning at home by:

- ✓ researching The Maya through books and the internet
- ✓ discussing what has been learned and what

PE

The children will continue to benefit from our REAL PE programme as they focus on physical co-ordination and balance. The children will develop bat and ball skills as we focus on the games of cricket and rounders.

Key words we will be using are:

- ✓ fielding ✓ batting ✓ bowling ✓ teamwork ✓ co-ordination

You can support your child's learning at home by:

- ✓ encouraging your child to demonstrate what they have done in their REAL PE lesson
- ✓ playing games in your garden or in the park, particularly running, chasing and practising ball skills

SCIENCE

This term we will be investigating light. The children will learn about the how light travels from a source and how we need it in order to see. We will investigate how shadows are formed and how we can manipulate shadows using our knowledge of how light travels. We will also be investigating how light can be reflected in mirrors and will link this to our work on angles in mathematics.

Key words we will be using are:

- ✓ reflection ✓ spectrum ✓ opaque ✓ translucent ✓ prism ✓ transparent

You can support your child's learning at home by:

- ✓ researching about how light travels
- ✓ looking at shadows and how they change when light sources change

MUSIC

The children will continue learning about lyrics and melody, this time through the medium of blues music. They will learn how repetition is used effectively in blues lyrics, and how rhyme schemes are used in blues songs.

Key words we will be using are:

- ✓ blues ✓ repetition ✓ structure ✓ rhyme ✓ a capella ✓ 12 bar blues

You can support your child's learning at home by:

- ✓ listening to blues music with your child – finding artists that you like and learning about their lives



ART

This term our focus will be on portrait drawing, paying close attention to the anatomy of the face and using a range of methods to help the children sketch the correct proportions of the human face. During this topic we shall also study the work of Mexican artist, Frida Kahlo.

Key words we will be using are:

✓ dimensions ✓ proportions ✓ facial features ✓ scale ✓ line

FRENCH

In this unit the children will learn to describe key environmental challenges in their area, at the same time developing their awareness of sustainability. They will learn how to use the immediate future to learn how to say what positive environmental actions they might take.

Key words we will be using are:

✓ dans ma ville ✓ déchets ✓ il y a ✓ verdure ✓ les actions
 ✓ beaucoup de ✓ poubelles ✓ je voudrais

You can support your child's learning at home by:

- ✓ downloading and completing the homework tasks from our Y4 class page
- ✓ click this [link](#) and check under the 'Year 4 French Homework' section

COMPUTING

This term the children will use software to create their own digital games, learning how to input instructions into the software to create variations.

Key words we will be using are:

✓ input ✓ output ✓ variables

You can support your child's learning at home by:

- ✓ visiting <https://classroom.thenational.academy/units/variables-in-games-a78e>

PSHCE/RSHE

We will:

- explore the potential dangers of communicating with others online
- understand how we can keep ourselves and others safe while online
- consider the rules and guidance that might help us to use the internet safely

Key words we will be using are:

✓ e-safety ✓ social media ✓ chatrooms ✓ Trusting adult

You can support your child's learning at home by:

- ✓ asking your child about their online lives and what they know about staying safe online
- ✓ looking at our SJF website together for advice on staying safe online by clicking [here](#)

