



Year 6

Curriculum Information

Spring Term 2023

Staff:

6W: Mr Williams

(Year 6 Teacher & Computing subject leader)

jack.williams@st-teresas.merton.sch.uk

6H: Mr Humphrey

(Year 6 Teacher, Science subject leader & Key Stage 2
Coordinator)

ian.humphrey@st-teresas.merton.sch.uk

Support:

Mrs. Lawler

Mrs. Dhanajayan

*“Love proves itself by deeds, so how am I to show my love?” St Therese of
Lisieux*

Welcome to Year 6

PE

PE lessons for Year 6 are on **Monday and Wednesday afternoon, one hour per session.** Children should wear their full P.E kits into school and remain in them for the day. Deodorants are permitted however **they must be roll-on, not aerosol/spray cans.**

Home Learning

Children will receive a **Maths** and an **English** homework weekly. The English homework will consist of either a GPS (Grammar, Spelling and Punctuation) task or a reading comprehension. This is set on a **Friday** and due the next **Friday**. Occasionally, other topic related research tasks or projects will be set however children will be given a longer time period to complete. In addition, children will also be expected to complete any unfinished class work at home ready for the next day.

Parent Consultations, Assessment and Reports

Children are assessed regularly during lessons by their teachers. Formal assessments in Maths, GPS, and reading take place during each term.

MOCK SATS (week beginning 13th March 2023)

In Year 6, children do not receive a report in March as in previous years. Instead, reports will be sent home at the end of the summer term and will contain both SATs test results and teacher assessments. We will, instead, have parent-teacher meetings during this Spring term to discuss your child's progress and attainment.

*Parents Consultations will take place on **Tuesday 7th March 2023.***

Parent Reading Workshop **26th January 2023**

SATs information meeting for parents – **29th March 2023**

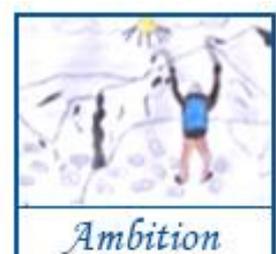
**SATS Week - Tuesday 9th May 2023
– Friday 12th May 2023.**

Key Skills

Please encourage your child to practise telling the time and using money to calculate change.

There is a greater emphasis on problem solving, working out a variety of ways to solve mathematical problems and reasoning will be areas well worth practising at home.

Children are **expected to read each evening** (20mins) and we ask parents to record this in their child's **reading record diary** as well as practise their timetables up to 12 x 12.



Learning Journey

Romeo and Juliet: This unit of work offers the children the opportunity to look at a well – known play by Shakespeare. Within this unit, children will be exposed to the features within a play script and complete a retelling using the guidance of the carefully planned decisions of the film director - allowing them to build upon their ability to complete an impactful retelling, directly drawing their audience into the action of the scene.

Disasters: During this Geography topic we will explore two kinds of natural disasters: earthquakes and tsunamis. Children will engage in a range of activities to promote an understanding of how these natural disasters occur, their primary and secondary effects and how they impact on countries environmental, socially and economically. We will also consider different strategies countries have put in place in order to avoid and prevent the destruction that these natural disasters cause.

War: During this topic, children will be looking at the causes and consequences of WWII, reading a range of WWII fiction, writing a range of narrative and formal texts, studying the work of war photographers, writing some war poetry and dressing up for WWII day.

Floodlands: The book by Marcus Sedgwick is set in an all too believable near future when many parts of England are submerged in water and people drift into gangs, divided due to the scarcity of resources, especially food. Zoe has been left behind on an island which used to be the city of Norwich and discovers a boat which she wants to use to try and find her parents. She has to cope with human cruelties and frailties but the story ends on a note of hope. This is an exciting story which raises some key questions about how we can cope in times of crisis and will give the children lots of opportunities to explore character development, emotional response and setting in narrative fiction. It is also a great opportunity to make some cross-curricular links by looking at climate change and environmental movements which will provide children with a rich bank of knowledge and understanding to draw from in understanding the text.



RE



This year we are continuing with the RE scheme, ***Come and See*** to deepen children's understanding of faith, please see details of units below:

Sources: In this unit children will explore The Bible, the special book for the Church.

Unity: In this unit children will find out about how the Eucharist enables people to live in communion.

Death & new life: Children will learn about celebrating Jesus' death and resurrection.

Reading

In Year 6 children should:

- Apply a growing knowledge of root words, prefixes and suffixes - both to read aloud and to understand the meaning of new words that are met. Increases familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Check that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to the individual and those that can be read independently
- Provide reasoned justifications for their views about a book.

By the end of Y6, a child's reading should be fluent and effortless across all subjects, not just in English. A child understands the majority of terms needed for discussing what they hear and read such as metaphor, simile, analogy, imagery, style and effect. A child applies the skills of information retrieval e.g: in reading history, geography and science textbooks, and in contexts where they are genuinely motivated to find out information, such as reading information leaflets before a gallery or museum visit or reading a theatre programme or review.

We are keen to expose children to as many good quality texts as possible. Please read with your child for **20 minutes each evening**, question their understanding and record this in the reading record books provided.

Suggested reading lists for children (aged 10-11 yrs) in Year 6 of Primary School

- 'The Wolves of Willoughby Chase' by Joan Aitken
- 'The Boyhood of Burglar Bill' by Allan Alhberg
- 'Carrie's War' by Nina Bawden
- 'The Midnight Fox' by Betsy Byars
- 'The Great Elephant Chase' by Gillian Cross
- 'Brother Eagle, Sister Sky: A Message from Chief Seattle' by Susan Jeffers
- 'Fireweed' by Jill Paton Walsh
- 'The Adventures of the New Cut Gang' by Philip Pullman
- 'The Silver Sword' by Ian Serraillier
- 'The Eagle of the Ninth' by Rosemary Sutcliffe

Writing

In Year 6 children will:

Composition

- Identifies the audience for, and purpose of, the writing
- Selects the appropriate form and uses other similar writing as models for their own
- Proof-reads for spelling and punctuation errors
- Ensures the consistent and correct use of tense throughout a piece of writing
- Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)
- Can describe settings, characters and atmosphere

GPS

- Use dictionaries to check the spelling and meaning of words
- Can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out - discover; ask for - request; go in - enter)
- Use the passive voice to affect the presentation of information in a sentence (e.g. 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken (by me)')
- Can use layout devices, such as headings, subheadings, columns, bullets, or tables, to structure text
- Use the colon to introduce a list
- Punctuate bullet points to list information

By the end of Y6 a child should be able to reflect an understanding of the audience for, and the purpose of, a piece of writing by selecting appropriate vocabulary and grammar.

Grammar and Spelling

There is an increased focus on grammar, punctuation and spelling in the year two curriculum. Over the term, we will be looking at a range of spelling patterns. Please spend time with your children, exploring these spelling patterns. We will also have a particular focus on learning key words and grammatical terms.

Spring 1

Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
able/ ible	ably/ ibly	words ending in <i>fer</i>	homophones	homonyms	common exception words

Mathematics

At St Teresa's our intent is to teach Maths for Mastery and this year we have invested in the use of The White Rose scheme of work in order to deliver our curriculum. In doing so, our pupils will be exposed to lessons that incorporate learning through the means of concrete, pictorial and abstract methods (CPA) while reasoning and problem-solving activities will be part of their weekly mathematical activities set in a wide variety of contexts. Mastery is not just being able to memorise key facts and procedures and answer test questions accurately and quickly. It involves knowing 'why' as well as knowing 'that' and knowing 'how'. It means being able to use one's knowledge appropriately, flexibly and creatively and to apply it in new and unfamiliar situations. Please see expectations for Year 6 overleaf.

The National Curriculum for mathematics aims to ensure that all pupils:

- **become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.**
- **reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.**
- **can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.**

End of Year Expectations for Year 6 Maths

Number – Number and Place Value

I can:

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across zero
- solve number and practical problems that involve all of the above.

Number – Addition and Subtraction

I can:

- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- perform mental calculations, including with mixed operations and large numbers
- use their knowledge of the order of operations to carry out calculations involving the four operations
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Number – multiplication and division

I can:

- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- identify common factors, common multiples and prime numbers
- perform mental calculations, including with mixed operations and large numbers
- use my knowledge of the order of operations to carry out calculations involving the four operations
- solve problems involving addition, subtraction, multiplication and division

- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Number – Fractions

I can:

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions > 1
- 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 [for example, $1/4 \times 1/2 = 1/8$]
- divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$]
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $3/8$]
- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- multiply one-digit numbers with up to two decimal places by whole numbers
- use written division methods in cases where the answer has up to two decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Measurement

I can:

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles
- 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 [for example, mm³ and km³].

Geometry – Properties of Shapes

I can:

- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Geometry – Position and Direction

I can:

- describe positions on the full coordinate grid (all four quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Statistics

I can:

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average.

Ratio and Proportion

I can:

- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Algebra

I can:

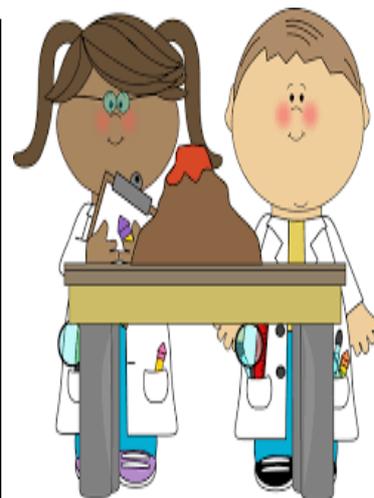
- use simple formulae
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with two unknowns
- enumerate possibilities of combinations of two variables.

Science

This term child will learn about **Living things and their habitats as well as Evolution and Inheritance**

During year 6 children will be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions.



The St Teresa's Growth Mindset



The St Teresa's Growth Mindset is a way of looking at learning - to encourage children to become more independent learners. At St Teresa's, we will be working with children to strengthen certain ways of working in order to help promote resilience and capacity to succeed both in school and beyond using the simple NED approach.

- N**ever Give Up
- E**ncourage Others
- D**o your Best

Children's understanding of our school core values of LOVE, TRUST, TEAMWORK and AMBITION will ensure that they

exhibit **L.O.V.E @ St. Teresa's** meaning "Living Our Values everyday".

Children will be rewarded for demonstrating this throughout the year through certificates, core value stickers and postcards home. Do look out for these!

What Can You Do At Home?

- Allow Thinking time – Ask your child to think about what a response could be to a question before they actually answer it
- Encourage your child to try again – tell them not to give up at the first hurdle; if the question is difficult, take time and then try it again.
- Encourage your child to have a go - it doesn't matter if they get an answer wrong, what does matter is the effort they put into that answer

Online Safety

It is vitally important to stay safe online and protect yourself from the unknown.



Useful Websites For Parents:

Keeping Children Safe Online

<https://www.internetmatters.org/>

<https://www.thinkuknow.co.uk/>

<https://www.common sense media.org/parent-concerns>

At home, children may have access to the web from many different devices, not just PC's and laptops. They often have tablets (e.g. iPads), mobile phones, X Boxes, PlayStation, Nintendo DS, e-Readers and other Wi-Fi-enabled devices. It's important to be aware of this and the best way to ensure their safety is to ensure that your child is supervised whilst having such access. With many of these devices they are able to access inappropriate sites & games, and may also be able to communicate with strangers online. Some devices do have the ability to impose parental controls. At the start of every academic year each child receives Digital Citizenship lessons that teach them how to be safe online at an age appropriate level.

Who Can You Talk To?

You should speak to your child's class teacher in the first instance if you have any worries or concerns about any aspect of your child's education here at St. Teresa's. You are more than welcome to make an appointment to speak with any of the senior management team through the office or email for a more formal correspondence.

Mrs Druce (Deputy Head teacher)

danielle.druce@st-teresas.merton.sch.uk

or

Harley Gregory (SENCo)

Harley.gregory@st-teresas.merton.sch.uk

W razie trudności ze zrozumieniem informacji prosimy o skontaktowanie się z szkolnym sekretariatem. Dziękujemy

இந்த பாடசாலை விண்ணப்பப் படிவத்தை பூர்த்தி செய்ய உங்களுக்கு ஏதாவது உதவி தேவைப்படின தயவு செய்து பாடசாலை அலுவலகத்துடன் தொடர்பு கொள்ளவும்.