



Year 6

Spring Term 1 January/February 2025

Important Info

* PE this term will continue to be on a Monday and a Friday. Please continue to come to school in PE kit on those days.

* Reading- continue to get as many circles ticked off across the week. Aim for at least 5 (20mins per circle)

* Home learning will be on Seesaw on a Friday and expected to be completed by the following Friday.

* Children in Year 6 are able to walk to and from school by themselves. If you choose to do this, please just let us know so we can be sure of who is doing so.

* If you would like, children may bring in a roll on deodorant to use after physical activities. No sprays though please.

Year 6 News

Dear Parents and Guardians,

Welcome back and a happy new year to you all! We hope you all enjoyed a wonderful festive season and are fully refreshed and ready for 2025. Our Year 6 team would like to take this opportunity to say a big thank you for all of the gifts, cards and messages at Christmas. We do really appreciate you thinking of us.

It was lovely to hear about the acts of kindness that have happened over the holiday and it is important that we keep this at the forefront of our minds as we prepare to embark on an intense learning period. Not only are we trying to create young adults, with a thirst and curiosity for learning, but young people with an emotional awareness of themselves and those around them. It has been so wonderful teaching your child and seeing how great they are at learning together and looking out for each other.

In our learning last term, we completed an epic adventure based around spy stories. The final published books were a treat to mark and we hope you enjoyed reading them over the Christmas holiday.

Thank you for your support with the home-learning - it really does make a difference to the development of your child's learning journey. Through the forthcoming terms, in preparation for secondary school, we will start to raise the expectation of home-learning both the quality and the promptness of handing in.

This term will also prove to be a busy one as we speed through to February half term. We have lots of learning to get through in order to prepare us for our SATs and moving to secondary school. Although revision will be important, please do not overwork at this stage. Home-learning will continue to reflect the learning taking place in school but above all it is important that your child continues to grow as well-balanced young people, who are developing a strong moral compass and curiosity for the world.

As always, please feel free to ask questions or speak with us at the beginning or the end of the day. Best wishes, Your Year 6 team.

A year 6 Prayer that we created together.

Dear God,

Please guide us to a peaceful soul. Where we are centred and balanced. Where we are rooted in friendship and kindness. Lead us through a world of storms, where hands of love and respect hold tightly, living in true harmony- a symbiotic partnership of faiths. Please teach us to find the strength in the darkness; to show forgiveness when we lose ourselves, and in doing so, allow our little lights to shine brightly for a rainbow needs both rain and sunshine.

Amen



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	Numeracy	Literacy
Week One	We will review our place value knowledge and use this to find efficient ways to multiply and divide by 10, 100 and 1000 (where we will learn that each digit moves, we don't just add or take away zeros)	Character and setting description —We will analyse character descriptions of performers in Victorian side-shows
Week Two	Percentages — We will begin by understanding that percentages are special fractions out of 100. We will understand equivalent fractions and learn how to find 10% of a number.	Innovate and invent —We will use our learning from week 1 to invent our own character descriptions of a performer in a Victorian side-shows
Week Three	Percentages —We will learn how to find any percent of a number by using 10% as the key to the door. We will increase in confidence and find the most efficient ways to calculate any percent (e.g. finding 90% we may find 10% and take that away from the whole thing).	Further character and setting description —Using the stimulus of a short film called 'Little Freak' children will make comparisons between the main character and Wild Boy before writing a further character description. This will also include dialogue to convey the character and advance the action.
Week Four	Percentages —We will learn how to find out the whole number if we are given a percentage of that number.	Further character and setting description —Using the stimulus of a short film called 'Little Freak' children will make comparisons between the main character and Wild Boy before writing a further character description. This will also include dialogue to convey the character and advance the action.
Week Five	Fractions —We will revisit and consolidate our understanding of multiplication and division of fractions from before Christmas.	Newspaper Reports — Children will analyse the features of newspaper reports ahead of writing their own reports about the accusation of Wild Boy.
Week Six	Division — We will revisit and become more fluent when dividing by 2 digit numbers.	Newspaper Reports — Children will consolidate their learning and write their own newspaper reports about the further accusations concerning Wild Boy.

Curriculum

Our topic will be based around the Victorians and how Britain and our locality changed during that time. In art, we will be look at the print style of Banksy. We will also consider the themes that Banksy's art work prompt. Within Science, the focus will be learning about living things and the functions of the human circulatory system, this will also link in with our health and wellbeing learning for PSHE. In computer science we will look at If functions, nested loop functions and variables by following the activities in code.org. In R.E., students will be examining the influences Christianity has in the world and evaluate whether it is still a strong religion. In PE, we will be considering our social cog and how we can effectively work in a team. We will do this as we compete in seated volleyball, scorpion ball and hockey. In music, we will be learning the keyboard. Within Spanish, we will consolidate our learning of numbers and I am before moving onto sentences beginning I can.

How you can further support at home.

Ensure the home-learning tasks are completed to a good standard on Seesaw.

Maths— If you need further guidance on how to explain a strategy, please see the video links on the white rose website (<https://whiteroseeducation.com/parent-pupil-resources/maths/home-learning?year=year-6-new>)



Writing— Here is an example of a piece of writing from a child, who is working at the expected standard.

I am learning to select language that shows good awareness of the reader

Success criteria: ^{Personal pronouns} Subjunctive form and variety of conjunctions.

Review: Snappy Snacks Restaurant, Bracknell

Recently, I visited the world renowned restaurant Snappy Snacks to celebrate my birthday with my friends, but, ^{and} unfortunately, I am compelled to say that the whole affair was chaos.

To start with, the waiter was impertinent, ~~is unhygienic~~ ^{was} unhygienic and inept. For starters, he spilled water all over me ^{and} he refused to apologise. He then filled ^{our} my glasses with his own bottle and claimed it was special water from Vatican City. He also asked for a ridiculously high amount of money for a tip. And to put the final nail in the coffin, he only ~~even~~ let us order the meatball surprise even though we wanted the soup of the day.

Although we were not going to get the ^{dish} food we wanted, we still looked forward to trying the meatball surprise. However, when the food came, after almost ~~and~~ an hour of waiting, we were ^{hugely} disappointed by what we saw: ~~so~~ instead of a meatball surprise, ~~at~~

we got ~~was~~ a plate of cold beans with not ^{single} a meatball in sight. To sum it all up, we were expected to share plates and cutlery, which made the experience even worse than my friends and I anticipated.

Despite the fact that the waiter ~~was~~ was incompetent and the food was ~~really~~ inferior, we agreed to give the restaurant one final chance by trying the dessert. We ordered the house specialty chocolate, which we ~~so~~ awaited eagerly. Yet, when the chocolate came, we were disgusted as ~~the~~ it was cut in front of us with the waiter's teeth.

Ultimately, the whole experience was a disaster and I would not recommend it to anyone. The waiter's behaviour of the waiter was ~~was~~ intolerable and the food ~~waiter~~ was simply awful. I hope that the manager takes this information seriously and takes the necessary steps to make Snappy Snacks a place to enjoy.

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,² and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²