



Year 6

Spring Term 2 February/March 2025

Important Info

* PE this term will continue to be on a Monday and Friday (both sessions will be outside).

* Reading- continue to get as many circles ticked off across the week. Aim for at least 5 (20mins per circle) but this may be done independently. We are so impressed with how many bookmarks have been completed.

* Homework will continue to be on Seesaw and, in preparation for secondary school, we will continue to raise the expectation.

* 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.

Trips (dates TBC).

Reading Victorian Experience

News

Dear Parents and Guardians,

Welcome back to the second half of Year 6. We hope you all enjoyed a week off and our children had a chance to re-energise.

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. With this in mind, we will now be sending out extra optional homework which will include signposts to past SATs papers. This is to aid preparation for secondary school and our SATs. Alongside this, you may also like to review the random acts of kindness website.

In our learning last term, we completed some fabulous news reports and diary entries based around our class book (Wild Boy). Thank you for your support with the home-learning - it really did assist their writing in class. We were also hugely impressed with the drawings that were inspired by our topic about the Victorians.

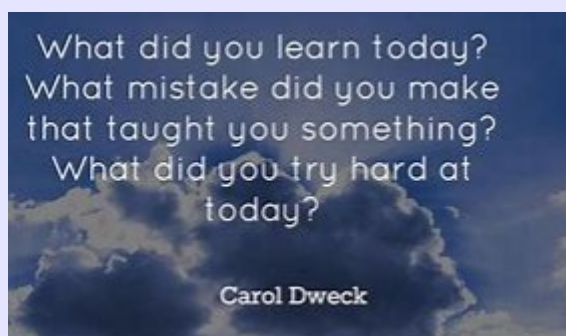
This term will also prove to be a busy one as we speed through to Easter. Although revision will be important, please do not overwork at this stage. Home learning will reflect the learning taking place in school and, when covered in detail, will be enough to prepare for SATs. We will run a SATs and residential meeting in the coming weeks (date TBC).

As always, please feel free to ask questions or speak with us at the end of the day.

Best wishes,

Mr Page, Mrs Ballard, Ms Deauville and Mr Frost.

The Year 6 team.





Year 6

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	Numeracy	Literacy
Week One	Ratio and proportion	News reports: Theft of the 20p fair money.
Week Two	Algebra Use simple formulae Generate and describe linear number sequences	Crime Scene: Final news paper report. The missing evidence from the Go-Pro.
Week Three	Algebra Express missing number problems algebraically Find pairs of numbers that satisfy an equation with unknowns Enumerate possibilities of combinations of 2 variables	Discussion text: is Wild Boy guilty?
Week Four	Angles of triangles, straight lines and turns	Using the text: Dominic's Discovery- to inspire character descriptions
Week Five	Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 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 3 decimal places Convert between miles and kilometres	Recounts of the events of the residential trip in Dominic's Discovery
Week Six	Volume of cubes and cuboids Area of parallelograms and triangles	Recounts of the events of the residential trip in Dominic's Discovery

Curriculum

In R.E., we will be examining the influences Christianity has in the world and evaluate

whether it is still a strong religion. In science, the focus will be learning about living things and classification. Whilst studying the Victorians, children will locate all the countries of the British Empire and consider the impact of the British Empire during that time compared to now. Children will create Blooket quizzes for each other about the locations of countries, capital cities and mountain ranges in the different continents In PE, we be focusing on hockey in our games session and the physical cog in our Real PE session. Please see our Curriculum overview for the finer details.

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>)

The screenshot shows the White Rose Education website interface. At the top, there is a navigation menu with links for 'Schools & teachers', 'Parents & pupils', 'Shop', 'About', and 'Help'. Below this, there are dropdown menus for 'Year' (set to 'Maths Year 6 (v3 schemes)') and 'Term' (set to 'All'). A 'FILTER' button is visible. The main content area displays a grid of subject categories for the 'Spring term':

- Number: Ratio (VIEW)
- Number: Algebra (VIEW)
- Number: Decimals (VIEW)
- Number: Fractions, decimals and percentages (VIEW)
- Measurement: Area, perimeter and volume (VIEW)
- Statistics (VIEW)

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~~ ^{and} unfortunately, I am compelled to say that the whole affair was chaos.

To start with, the waiter was impertinent, ~~unhygienic~~ ^{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 ~~food~~ ^{dish} 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~~ ^{hugely} disappointed by what we saw: ~~no~~ instead of a meatball surprise, ~~at~~ we got ~~was~~ a plate of cold beans with not ~~a~~ ^{single} 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~~ ^{really} inferior, we agreed to give the restaurant one final chance, by trying the dessert. We ordered the house specialty chocolate, which we ~~so~~ ^{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