



Avenue Junior Year 6 Newsletter

Summer 2019

Welcome back

We hope you had a relaxing Easter holiday. We have a busy and important half term ahead of us!

SATs will begin on Monday 13th May. The timetable of the week is as follows:

Monday 13th May

English: grammar, punctuation and spelling

Paper 1: Grammar and Punctuation

Paper 2: Spelling

Tuesday 14th May

English: Reading

Wednesday 15th May

Mathematics Paper 1: Arithmetic

Mathematics Paper 2: Reasoning

Thursday 16th May

Mathematics Paper 3: Reasoning

All tests take place in the morning.

SATs reminders

- Children need to arrive on time to school every day between 8:30am and 8:40am.
- Children should aim to have a suitably early bedtime to ensure they are not tired taking the tests and therefore can perform at their best.
- Pupils should have a good breakfast before arriving at school, and make sure they have a water bottle in class.

All equipment will be provided by the school.



Mary Poppins

As I am sure you have heard, our end-of-year performance is to be Mary Poppins. The main cast has been auditioned and roles allocated to those that wanted them. Lots of hard work lies ahead for all of the children so that they can give us all the send-off they deserve!

Dates for your diary

Monday 29th April and Thursday 2nd May – Parent Consultations

Monday 6th May – Bank Holiday

Week beginning 13th May – SATs week

Monday 27th May – Friday 31st May – half term

Homework:

This half term, reflect on things you find trickier in class. If you know you need to work on something, it is in your control to do something about it.

Maths:

<https://www.bbc.com/bitesize/subjects/z826n39>

The website is organized into topics, with videos, hints and practice questions.

Grammar:

<https://www.bbc.com/bitesize/topics/zhrd2p>

Lots of spelling practice and revision of key grammatical terms.

If you would like any further information please contact the class teacher via the school office:

office@avenuejunior.norfolk.sch.uk or 01603 441034.

Summer 1 - Curriculum Map - Year 6 – 2019

<u>Subject</u>	<u>Phase 1</u>	<u>Phase 2</u>	<u>Phase 3</u>	<u>Phase 4</u>	<u>Phase 5</u>
English	<p>Non-chronological Reports ‘The Land of Never-believe’ Exploring the book and looking at how the creatures are described. Designing our own creatures that could be included in the book and considering the scientific language to describe it. Writing an introduction to our reports based on our creatures.</p> <p>Grammar Revising key terminology taught this year and applying it to SATS style questions.</p>	<p>Non-chronological Reports ‘The Land of Never-believe’ Continuing to draft, write and edit our reports. Use of the following headings to guide: habitat, diet and appearance. Consider presentational devices as the writing progresses.</p> <p>Grammar Revising key terminology taught this year and applying it to SATS style questions.</p>	<p>Non-chronological Reports ‘The Land of Never-believe’ Final editing and finishing of reports.</p> <p>Grammar Revising key terminology taught this year and applying it to SATS style questions.</p>	<p><u>SATS WEEK</u></p> <p>While mornings will be busy this week, in the afternoons we will be doing a range of activities, such as: PE, art based around our ICC and English topics, practical science activities.</p>	<p>‘Take One Book’ Week</p> <p>During this week, each class will study a different book and take all their learning across the curriculum from this book. Although the children will be off timetable this week, they will still be covering the full range of curriculum subjects.</p>

<p>Maths</p>	<p>Data Handling</p> <p>Reading data from a variety of graphs and tables</p> <p>SATS revision Recapping of key skills: 4 operations of calculation, calculating with fractions, decimals and percentages</p>	<p>SATS revision</p> <p>Recapping of key skills including: BODMAS, identifying 2-d and 3-d shapes, rotation, reflection and translation, calculating missing angles, symmetry, circles, rounding numbers, place value, calculating with fractions, decimals and percentages</p>	<p>SATS revision</p> <p>Recapping of key skills including: area, perimeter and volume, using and applying algebra, Roman Numerals, calculating with fractions, decimals and percentages, prime and square numbers, factors and multiples.</p>	<p><u>SATS WEEK</u></p>	<p>'Take One Book' Week</p>
<p>Science</p>	<p>Light</p> <p>Understanding refraction/dispersion. Using prisms and glasses of water for dispersions to create rainbow effects</p>	<p>Animals</p> <p>Linked to our English work, we will be considering habitats, food chains and a creature's place within it, adaptations and evolution and ecosystems.</p>	<p>Animals</p> <p>Linked to our English work, we will be considering habitats, food chains and a creature's place within it, adaptations and evolution and ecosystems.</p>	<p><u>SATS WEEK</u></p>	<p>'Take One Book' Week</p>

<p>ICC (International Creative Curriculum)</p>	<p>Shang China</p> <p>Explore historical sources relating to Fu Hao, whose tomb was found in the 1970s- what can we learn about her?</p>	<p>Shang China</p> <p>Children discovering more about the life of Fu Hao, and how we might use information to make judgements about why she is important, and how we can use information to support our ideas.</p>	<p>Shang China</p> <p>Children communicating historically to create a monument to Fu Hao- deciding whether she is a hero/ villain, and how we should portray her.</p>	<p><u>SATS WEEK</u></p>	<p>'Take One Book' Week</p>
<p>Computing</p>	<p>Coding with Python</p> <p>Introduction to Python and the controls. Exploring the difference between Python and Scratch.</p> <p>Beginning to create an algorithm to create a Python story.</p>	<p>Coding with Python</p> <p>Continuing with our Python story by exploring more of the basic functions and code within the program.</p>	<p>Coding with Python</p> <p>Working with variables. Exploring what a variable is within some code and using them to improve out Python story.</p>	<p><u>SATS WEEK</u></p>	<p>'Take One Book' Week</p>

<p>French</p>	<p>I can say what I am going to do (future tense)</p> <p>Learning the song 'Je vais jouer!' (I am going to play).</p> <p>I can say what I will do this weekend (ce weekend)</p>	<p>I can describe what I and others will do tomorrow (demain)</p> <p>Speaking practice using these structures :</p> <p><i>"Qu'est-ce que tu vas faire demain?"</i> ("What are you going to do tomorrow?")</p> <p><i>"Je vais X."</i> ("I'm going to X.")</p> <p><i>"Qu'est-ce que Y va faire demain?"</i> ("What is Y going to do tomorrow?")</p> <p><i>"Y va X."</i> ("Y is going to X.")</p>	<p>I understand how nouns and adjectives need to agree (masculine and feminine).</p> <p>Making a wordsearch using the vocab the vocab learnt so far, with particular focus on the noun-adjective agreement. e.g. une <u>petite</u> princesse; un petit troll etc.</p>	<p><u>SATS WEEK</u></p>	<p>'Take One Book' Week</p>
<p>PE</p> <p>P.E. may vary according to class, location and weather.</p>	<p>Athletics (Running, jumping, throwing)</p> <p>Tennis</p>	<p>Athletics (Running, jumping, throwing)</p> <p>Tennis</p>	<p>Athletics (Running, jumping, throwing)</p> <p>Tennis</p>	<p><u>SATS WEEK</u></p>	<p>Athletics (Running, jumping, throwing)</p> <p>Tennis</p>

<p>Music</p>	<p>End of year production</p> <p>Learning songs and rehearsing music and dance in readiness for the end of term production.</p>	<p>End of year production</p> <p>Learning songs and rehearsing music and dance in readiness for the end of term production.</p>	<p>End of year production</p> <p>Learning songs and rehearsing music and dance in readiness for the end of term production.</p>	<p><u>SATS WEEK</u></p>	<p>End of year production</p> <p>Learning songs and rehearsing music and dance in readiness for the end of term production.</p>
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<p>RE</p>	<p>How does being a Buddhist affect your life?</p> <p>To understand what Buddhism is. To learn more about the life of Siddhartha Gautama and the 4 Noble Truths.</p> <p>To consider what can be done in order to reduce our own and other's suffering.</p> <p>Creating our own 8 steps to achieving this and comparing them to the 8-fold path in Buddhist teachings.</p>	<p>How does being a Buddhist affect your life?</p> <p>Does a religion need to have a god? Can you worship without one?</p> <p>To understand how Buddhists live their faith, the importance of a Buddhist Shrine. Understanding meditation and considering when, in their lives, they can benefit from having somewhere quiet to be able to think</p>	<p>How does being a Buddhist affect your life?</p> <p>To understand the level of symbolism in different depictions of the Buddha.</p> <p>Drawing the Buddha's face accurately using guidelines left in a Buddhist legend and understanding the symbolism contained within it.</p>	<p style="text-align: center;"><u>SATS WEEK</u></p>	<p>How does being a Buddhist affect your life?</p> <p>To look further in to Buddhist symbolism in other images and teachings.</p> <p>Following instructions carefully in order to create our own origami lotus flower.</p> <p>To explore Buddhist stories and teachings, looking for the moral of the stories and understanding what aspects of belief they illustrate.</p>
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