

# Year 6 November Newsletter



Welcome back to parents, carers and children in Year 6. We hope you all had a relaxing and enjoyable half term.

We are looking forward to meeting all our parents and carers during parent consultations on the 11<sup>th</sup> and 14<sup>th</sup> November this half term. This will be an opportunity to have a conversation about how your child is progressing and what they need to do next in order to be ready for Year 7.

This half term we will be continuing our Tudors topic. We will be continuing to look at Lady Jane Grey before moving on to Mary Queen of Scots, putting Sir Francis Drake on trial and carrying out some research into the Spanish Armada. We will also be continuing to study Shakespeare's Macbeth, starting the half term looking at persuasive letters and balanced or biased arguments. In Science, we will be finishing our work on the human circulatory system before moving on to electricity and circuit work. A more detailed curriculum map has been sent to you, and is also available on the school website.

## Optional Homework Ideas

Norwich boasts the only complete surviving street from Tudor times in England! Why not take a stroll down Elm Hill and look for the features and signs of the Tudors?

A visit to Strangers' Hall is also a great way to learn more about Tudor Norwich.

The Top Marks website is full of interactive games and ideas:  
<https://www.topmarks.co.uk/Research.aspx?q=tudors>

Best wishes,  
Nikki Teasdale, Jasmine Stedman,  
Elliott Thorne, Baiba Zivtins, Farah  
Rehman, Rosie Riddell, Jenny  
Tilsley, Pip Sanders

The Year 6 Team

## Some quick reminders:

### PE

Children need a plain white t-shirt for PE; any other colour or styles (including football tops) are not allowed. They may also need warm trousers and jacket in case we go outside. It is best if children keep their PE kit in school all week, as our two week timetable means that PE is taught on different days each week.

### Class Dojo

Your child's class teacher can continue to be contacted through Class Dojo. We cannot however guarantee that messages will be responded to the same day, so it is best to send any urgent messages via the school office to ensure your child's class teacher receives it in time.

Remember to look at the school website to keep updated. This can be found at:

[www.avenuejuniorschool.org](http://www.avenuejuniorschool.org).

## Dates for the half term:

11<sup>th</sup> and 14<sup>th</sup> November  
Parent consultation evening

Tuesday 12<sup>th</sup> November  
Odd Socks Day as part of Friendship  
Week

Friday 22<sup>nd</sup> November  
Deposits due for Norfolk Lakes trip

Thursday 28<sup>th</sup> November  
Open Evening for Y2s

Tuesday 3<sup>rd</sup> December  
PTA Christmas Wreaths workshop 7-9

Tuesday 10<sup>th</sup> December  
Christmas Concert  
7.00 St Thomas's Church

Wednesday 13<sup>th</sup> December  
Christmas Jumper Day

Monday 16<sup>th</sup> December  
PTA Christmas Fair 6-7.30

16<sup>th</sup> - 18<sup>th</sup> March 2020  
Residential trip to Norfolk Lakes

Please keep an eye on Class Dojo and  
the website for any updates.

**Autumn 2 - Curriculum Map - Year 6 – 2019**

<b><u>Subject</u></b>	<b>Phase 1</b>	<b>Phase 2</b>	<b>Phase 3</b>	<b>Phase 4</b>	<b>Phase 5</b>	<b>Phase 6</b>
<b>English</b>	<b>Authors and Texts</b> Use speaking and listening skills to explore internal turmoil of Macbeth using techniques such as conscience alley and hot seating. To understand the motives behind Macbeth's decision to murder Duncan.	<b>Authors and Texts</b> Exploring the complexity of Macbeth's emotions and exploring his inner turmoil and how this manifests within his words and actions as the play progresses. To plan, write and edit a soliloquy written in role as Macbeth.	<b>Authors and Texts</b> Looking at the scene in which Banquo's ghost appears. Writing a description of the scene, using creative language choices to create a gruesome atmosphere. To deliberate who or what is ultimately responsible for Macbeth's downfall and write an argument text debating this.	<b>Narrative Writing: Spooky Stories</b> Focusing on imagery and language throughout the text. Discussions about the layout and structure of a spooky story. Thinking about how the author has built suspense. Describing a setting using figurative language.	<b>Narrative Writing: Spooky Stories</b> Planning our own spooky stories and thinking about the types of language and features we want to include. Building suspense through sentence structure, language choices and point of view.	<b>Assessment and Consolidation</b> During the half term we will be carrying out reading and writing assessments. We will assign some time during this phase to help to consolidate skills identified through our assessments. We will also be ending the term with some fun writing based on The Grinch.
<b>Grammar and punctuation</b>	Use of dashes to add information and the use of hyphens.	Nouns and noun phrases, pronouns and collective nouns.	Identifying verbs. Keeping tenses consistent. Subject verb agreement. Modal verbs, progressive verb forms and the perfect tense.		Adjectives and adverbs.	Identifying and using conjunctions and prepositions.
<b>Maths</b>	<b>Fractions:</b>	<b>Fractions: Addition and subtraction</b>	<b>Fractions: Multiplying and dividing</b>	<b>Fractions: calculating</b>	<b>Geometry:</b>	<b>Geometry: Co-ordinates, translations and</b>

	<p><b>Comparing and ordering fractions</b> Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions &gt; 1. Generate and describe linear number sequences (with fractions)</p>	<p>Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.</p>	<p>Multiply simple pairs of proper fractions, writing the answer in its simplest form Divide proper fractions by whole numbers</p>	<p><b>fractions of amounts</b> Associate a fraction with division and calculate decimal fraction equivalents (for example 0.375) for a simple fraction. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p>	<p><b>Co-ordinates, translations and reflections</b> 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.</p>	<p><b>reflections</b> 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.</p>
<p><b>Science</b></p>	<p><b>Electricity</b> Introduction to electricity and electrical safety. What do we already know and what do we want to find out?</p>	<p><b>Electricity</b> Learning to understand and draw circuit diagrams. Understanding the names of components and the symbols that represent them.</p>	<p><b>Electricity</b> To understand how to change the brightness of a bulb in a series circuit and to become more familiar with parallel circuits.</p>	<p><b>Electricity</b> Changing components in a circuit and designing a burglar alarm. Give reasons for variables and how components function.</p>	<p><b>Electricity</b> Exploring the use of light in Christmas displays. Using our knowledge of parallel circuits to design and construct circuits which include flashing lights to use in our own Christmas displays.</p>	<p><b>Electricity</b> Designing circuits including bulbs and buzzers to enable us to communicate Christmas jokes via Morse code.</p>

<p><b>I.C.C. International Creative Curriculum</b></p>	<p><b>The Tudors</b> The trial of Francis Drake – hero or pirate? Using available evidence to discuss and debate whether Francis Drake could now be considered a hero or a pirate, justifying decisions made.</p>	<p><b>The Tudors</b> Spanish Armada – group research using different historical sources to produce a display piece on the causes, events and eventual failure of the armada.</p>	<p><b>The Tudors</b> Understanding the distribution of natural resources and Tudor era trade and commerce.</p>	<p><b>The Tudors</b> Art: Printing Looking at the work of Andy Warhol and demonstrating his technique, looking specifically at his portrait of The Queen.</p>	<p><b>The Tudors</b> Art: Printing Painting backgrounds and etching tiles ready to print of Tudor style monarchs.</p>	<p><b>The Tudors</b> Printing three different layers to our portraits of Tudor monarchs, adding detail to the tile each time.</p>
<p><b>Computing</b></p>	<p><b>Game designers</b> Discussing what makes a good computer game. Brainstorming ideas for our own game that we could create.</p>	<p><b>Game designers</b> Planning the assets that we will need for our game (backgrounds, music, sound effects). Using Scratch to create the backgrounds and sounds we need for our game.</p>	<p><b>Game designers</b> Creating a prototype of our games using Scratch. Developing a way to track progress such as a point scoring system to include in our game.</p>	<p><b>Game designers</b> Debugging our games by using the ‘rubber duck debugging’ technique. Working in pairs to find bugs in our algorithms.</p>	<p><b>Game designers</b> Putting the finishing touches on our games and any debugging that is still required. Testing each other’s games.</p>	<p><b>Game designers</b> Creating a ‘splash screen’ for our games and writing instructions for the players. Evaluating our final programs.</p>
<p><b>R.E</b></p>	<p><b>What does Islamic art tell us about Muslim beliefs?</b> Children shown examples of Islamic art, and considering how this links to the idea of Allah.</p>		<p><b>What does Islamic art tell us about Muslim beliefs?</b> By creating their own examples of art using Islamic techniques, children are to explore how this relates to Islamic beliefs.</p>		<p><b>What does Islamic art tell us about Muslim beliefs?</b> Through using Islamic calligraphy, children are to explore how meaning is created through the techniques of Islamic art.</p>	

<p><b>P.E</b> P.E. may vary according to class, location and weather.</p>	<p>Children will carry out a range of activities focused on developing the 5 key areas of PE: agility, skill, strength, stamina and co-ordination. These can be applied to the skills needed for many games and sports and will be used within these. For example, after developing skills in throwing and catching, applying these in a game of cricket.</p>					
<p><b>French</b></p>	<p><b>Les actions (actions)</b></p> <p><b>I'm looking for the pirate</b> <i>Je cherche le pirate</i></p> <p><u>Vocabulary:</u> <i>je cherche</i> I'm looking for <i>en bas</i> down there <i>en haut</i> up there <i>à droite</i> to the right <i>à gauche</i> to the left <i>partout</i> everywhere <i>dans le magasin</i> in the shop <i>dans le parc</i> in the park <i>dans la bibliothèque</i> in the library</p>	<p><b>Les actions (actions)</b></p> <p><u>Vocabulary:</u> <i>je ris</i> I'm laughing <i>je pleure</i> I'm crying <i>je parle</i> I'm talking <i>je marche</i> I'm walking <i>je cours</i> I'm running <i>je danse</i> I'm dancing <i>je chante</i> I'm singing <i>beaucoup</i> a lot <i>un peu</i> a bit</p>	<p><b>Les actions (actions)</b></p> <p><b>In the cupboard</b> <i>Dans le placard</i></p> <p><u>Vocabulary:</u> <i>le placard</i> the cupboard <i>la peinture</i> the paint <i>le carton</i> the cardboard <i>le pinceau</i> the paintbrush <i>les paillettes (f)</i> the glitter <i>le papier de soie</i> the tissue paper <i>le papier feutre</i> the felt <i>la laine</i> the wool <i>le ruban adhésif</i> the sticky tape</p>	<p><b>Les actions (actions)</b></p> <p><b>More actions</b> <i>Plus d'actions</i></p> <p><u>Vocabulary:</u> <i>je bois</i> I drink <i>je frappe</i> I knock <i>je conduis</i> I drive <i>je monte</i> I go up <i>je descends</i> I go down <i>je tourne</i> I turn <i>j'écris</i> I write <i>vite</i> quickly <i>lentement</i> slowly</p>	<p><b>Les actions (actions)</b></p> <p><b>Treasure hunt</b> <i>La chasse au trésor</i></p> <p><u>Vocabulary :</u> <i>un fossile</i> a fossil <i>une bouteille vide</i> an empty bottle <i>une vieille botte</i> an old boot <i>une coquille</i> a shell <i>un galet</i> a pebble <i>du bois flottant</i> some driftwood <i>le trésor</i> the treasure <i>un canard en plastique</i> a rubber duck</p>	<p><b>Les actions (actions)</b></p> <p><b>A treasure hunt</b> <i>Une chasse au trésor</i></p> <p><u>Vocabulary:</u> <i>une bibliothèque</i> a library <i>une corde à sauter</i> a skipping rope <i>heureux</i> happy <i>en colère</i> angrily <i>ranger</i> to tidy <i>comprendre</i> to understand <i>une carte au trésor</i> a treasure map <i>dans tous les sens</i> from every angle <i>une salle de musique</i> a music room</p>
<p><b>PSHE</b></p>	<p><b>Study and organisation skills</b> Introducing the concept of study skills and their usefulness.</p>	<p><b>Study and organisation skills</b> Improving study skills and classroom behaviour by increasing attentiveness.</p>	<p><b>Study and organisation skills</b> Teaching about the importance of good listening.</p>	<p><b>Study and organisation skills</b> Discussing successful and unsuccessful approaches to school work.</p>	<p><b>Study and organisation skills</b> Teaching a way to get ready for approaching work.</p>	<p><b>Study and organisation skills</b> Teaching children to be better organised in school and at home.</p>

