

Year 6 Spring 2 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 in the week beginning 23rd March 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 starting a new ICC topic:



'The Battle of Britain'



We are going to be looking at the events of the Battle of Britain, placing it within a historical context and finding out about the qualities needed of a pilot using a variety of historical resources.

If you wish to complete any optional homework on this topic, we would love to see it! Some ideas could be:

- Make a newspaper report of a bombing on your street.
- Create a timeline of the events that occurred during World War 2.
- Research what the blackout was and the effect it had on people.
- Design a parachute for a soldier that would keep them safe.
- Make an air raid / Anderson shelter. What materials would be best to use?
- Draw and label a great airplane from WW2 eg the Spitfire
- Research the Baedeker Raids and how the impact they had on Norwich. Take a look at the following website for inspiration - https://www.flickr.com/photos/osborne_villas/sets/72157625836754972/

Sporting News

Congratulations to our cross country team who have been doing extremely well in the Norwich league. The girls' team are in 3rd place out of over 20 teams, the boys' team are currently in 6th place (one point away from 5th!), and a special mention to Barney Brown who came 1st in the race at Woodland View!

Science

Light: the website www.optics4kids.org contains some great practical investigations and experiments that can be carried out safely at home to learn more about the topic of light.

Some quick reminders:

PE

Children need a plain white t-shirt for PE; any other colour or styles (including football tops) are not allowed. 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.

Dates for the half term:

5th March

World Book Day dressing up

6th March

Visit to Waterstones

11th March

St Andrews Music Festival for Y6 (instrument groups advised separately)

16th-18th March

Residential trip to Norfolk Lakes

23rd and 26th March

Parent consultation evenings

2nd April

Easter holidays begin for children (INSET for staff)

W/B 11th May

SATS week

Best wishes,
Nikki Teasdale, Baiba Zivtins,
Elliot Thorne, Jasmine Stedman,
Farah Rehman, Steve Leek, Rosie Riddell, Pip Sanders, Jenny Tilsley,
Lauren Pereira, Rosie Amies

The Year 6 Team

Year 6 Curriculum Map – Spring 2

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
English	<p><u>Biased argument</u></p> <p>Children will write a Trip Advisor style review of Camp Green Lake. Focus is on varied formality and inclusion of humour to get point across.</p>	<p><u>First person recount</u></p> <p>Using historical sources, including audio clips and written real-life accounts, to plan a first person recount of a pilot involved in a Battle of Britain dogfight.</p> <p>Focus on: descriptive and powerful vocabulary, build-up, use of short sentences to reflect increasing tension, show not tell technique</p>		<p><i>Norfolk Lakes</i></p>	<p><u>Information Texts</u></p> <p>Children will read and draw out features of information texts.</p> <p>Continuing to use historical texts, children will create their own information texts about aspects of the Battle of Britain.</p>	
Grammar, Punctuation and Spelling	<p><u>Grammar/Punctuation</u></p> <p>Parenthesis: Using commas, brackets and dashes to add extra information to sentences. Using a single dash at the end of a sentence to add extra information.</p> <p>Spelling Words ending in –ible and –able.</p>	<p><u>Grammar/Punctuation</u></p> <p>Phrases and clauses: Looking at the difference between a clause and a phrase. Recap of different types of phrase (e.g. adverbial phrase, noun phrase, prepositional phrase). Recapping the difference between a main clause and a subordinate clause.</p> <p>Spelling Common mistakes.</p>	<p><u>Grammar/Punctuation</u></p> <p>Active and passive: Identifying subjects and objects within a sentence. Identifying whether sentences are written in the active or passive voice.</p> <p>Spelling Plural nouns</p>	<p><i>Norfolk Lakes</i></p>	<p><u>Grammar/Punctuation</u></p> <p>Tenses: Defining the different tense types that we know. Identifying the past progressive form of verbs. Recap of perfect tense.</p> <p>Spelling Words that do not follow a taught spelling rule.</p>	<p><u>Grammar/Punctuation</u></p> <p>Apostrophes for omission and possession Recapping the use of apostrophes to show possession. Recap of apostrophes for contractions.</p> <p>Spelling Words that do not follow a taught spelling rule.</p>
Maths	<p><u>Perimeter, Area and Volume</u></p> <p>Converting between metric and imperial units. Recognising that shapes with the same</p>	<p><u>Perimeter, Area and Volume</u></p> <p>Calculating the area of parallelograms and triangles.</p>	<p><u>Properties of Shapes</u></p> <p>Looking at and investigating the properties of 2-d and 3-d shapes.</p>	<p><i>Norfolk Lakes</i></p>	<p><u>Calculating Ratio</u></p> <p>Solve problems involving the relative sizes of two quantities where missing values can be found by using</p>	<p><u>Using Scale factors</u></p> <p>Solve problems involving similar shapes where the scale factor is known or can be found.</p>

	<p>areas can have different perimeters and vice versa. Recognising when it is possible to use formulae for area and perimeter of shapes.</p>	<p>Calculate, estimate and compare the volume of cubes and cuboids using standard units.</p>			<p>multiplication and division facts.</p>	<p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>
Science	<p><u>Light</u></p> <p>Understanding and demonstrating scientifically that light travels in a straight line. Designing a test to prove that light travels in straight lines.</p>	<p><u>Light</u></p> <p>Understanding how shadows form and how they can change. Working out how you could create a sundial and what we would need to do to ensure we could use it again accurately after it had been moved.</p>	<p><u>Light</u></p> <p>Understanding how our eyes work. Completing a diagram of the human eye and writing an explanation of 'How we See'.</p>	<i>Norfolk Lakes</i>	<p><u>Light</u></p> <p>Understanding reflections and how they can be useful to us. Look at and discuss uses of periscopes then and make our own one.</p>	<p><u>Light</u></p> <p>Understanding refraction/dispersion. Using prisms and glasses of water for dispersions to create rainbow effects. Exploring the reasons as to why this happens.</p>
ICC	<p>The Battle of Britain</p> <p>What was World War 2? What were the main reasons that war broke out in 1939? Who was fighting and why? Where does Britain come into this?</p> <p>Looking at maps of Europe before and after the war. What could have happened? What information do the maps tell us?</p>	<p>The Battle of Britain</p> <p>What was the Battle of Britain?</p> <p>Ordering of historical events on a timeline to place the timing of the war in a historical context. Generating a suitable scale for the timeline.</p>	<p>The Battle of Britain</p> <p>How do you win a battle? Devising a plan to defend East Anglia, against enemy forces. Role playing the Battle to test how successful our plan was.</p> <p>Comparing our defence plans to the actual events of the Battle, and evaluating their success.</p>	Norfolk Lakes	<p>The Battle of Britain</p> <p>What is the RAF? Looking at some view points and diaries of pilots. What qualities does a good pilot need?</p> <p>What is an historical source? What can they tell us about the past? What could the limitations be?</p> <p>Finding out about the pilot Douglas Bader.</p> <p>Creating a job application for a pilot considering the qualities required and the evidence within the historical sources used.</p>	

Computing	Spreadsheets Familiarising children with spreadsheets and beginning to format cells. Use the Sum function to calculate a league table.		Spreadsheets Create totals and averages for data. Use editing tools.	Norfolk Lakes	Spreadsheets Use the spreadsheet for problem solving in an investigation. Create a budget for a party plan.	
French	<u>A weekend with friends</u> Describing weekend leisure activities.	<u>A weekend with friends</u> Describing our hobbies.	<u>A weekend with friends</u> Stating opinions about our hobbies.	Norfolk Lakes	<u>A weekend with friends</u> Reading a French story about a sleepover.	<u>A weekend with friends</u> Designing an invitation.
PE	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.					
RE	<u>What is the meaning of progressive Revelation to Baha'is?</u> Engage – Understanding the golden rule.	<u>What is the meaning of progressive Revelation to Baha'is?</u> Explore – Introduction to the Baha'i faith exploring the oneness of religions.	<u>What is the meaning of progressive Revelation to Baha'is?</u> Evaluate – How far do you agree with the Baha'i belief?	Norfolk Lakes	<u>What is the meaning of progressive Revelation to Baha'is?</u> Express – create a logo or image to illustrate the idea of a progressive religion.	