

# Year 6 Spring 1 Newsletter 2020

A warm welcome back to all of you. We hope you had a lovely Christmas and New Year and thoroughly enjoyed the break!



Dates for your diary:

- **SATS information evening**  
Tuesday 25<sup>th</sup> February,  
6:30pm
- **Half Term Week**  
W/B Monday 17<sup>th</sup>  
February
- **Year 6 Residential**  
Monday 16<sup>th</sup> March-  
Wednesday 18<sup>th</sup> March

## Residential to Norfolk Lakes



Our residential trip is approaching ever nearer!

Over the next few weeks we will be finalising the exact details of the activities we will be doing and we will let the children know as soon as we do. It promises to be a lot of fun!

The balance for the trip of £112.50 has been raised as a Parentmail item and will need to be paid by the end of this half-term (Friday 14<sup>th</sup> February).

## HOMEWORK

We will soon be sending out homework to be completed on a weekly basis. This is to prepare the children for both Year 7 and SATS.

## SATS

Just a reminder that SATS this year fall in the week beginning Monday 11<sup>th</sup> May.

Whilst these are not the main focus of Year 6, we want the children to be able to prove to themselves and to others exactly what we know they are capable of. If they perform to the best of their abilities they should be able to make a confident start to Year 7.

More information about SATS will be sent home later in the term and a parent meeting will be held at 6:30pm on Tuesday 25<sup>th</sup> of February.

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

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

This half term we will be starting a new ICC topic:

## 'Raging Rivers, Mighty Mountains'

We are going to be learning about the features of rivers and mountains and how they are formed. We will be investigating rivers around the world, thinking about how pollution is affecting rivers, and learning about the history of how the Rocky Mountains were mapped out.

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

**Masterchef:** Create a meal that provides enough energy for a mountain hike. Or, why not make a fruit and nut energy bar and ask friends and family to comment on your creation (remember to check for allergies!)

**Medical Matters:** Find out about one of the medical problems climbers may encounter and how to avoid or cure them: hypothermia; altitude or mountain sickness; dehydration; or frostbite.

**Survival Bag:** Decide what you would need for a trek up the Himalayan mountain range. You can only carry 10 items – explain your choices and why they might help you to survive.

Best wishes,

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

The Year 6 Team

**Spring 1 - Curriculum Map - Year 6 – 2020**

<b>Subject</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>	<p><b>Extending Narrative</b> (Holes by Louis Sachar)</p> <p>Introduction to novel. Developing an understanding of the main protagonist, précising the plot and making predictions about future events.</p>	<p><b>Extending Narrative</b> (Holes by Louis Sachar)</p> <p>Writing a formal persuasive letter to Mr Sir about life at Camp Green Lake. Focus on level of formality, use of modal verbs, active and passive voice, and multi-clause sentences.</p>	<p><b>Extending Narrative</b> (Holes by Louis Sachar)</p> <p>Consider the viewpoint of the author based on evidence from the text. Write a newspaper report based on Stanley’s family history.</p>	<p><b>Extending Narrative</b> (Holes by Louis Sachar)</p> <p>Focus on the personal journey Stanley has undertaken since the beginning of the story. Write a description of the desert landscape that Stanley and Zero walk through using the five senses and figurative language to evoke the setting.</p>	<p><b>Extending Narrative</b> (Holes by Louis Sachar)</p> <p>Analysing Sachar’s authorial technique and using this to inspire the writing of a “missing chapter” from Holes.</p>	<p><b>Non-chronological report</b> <b>(Holes by Louis Sachar)</b></p> <p>Writing a brochure about Texas, focusing on the landscape and natural geography of the area (link to ICC work).</p>
<b>Spellings, Punctuation and Grammar</b>	<p><b>Spellings:</b> Silent letters, e.g. calm, autumn, whistle, solemn, doubt, lamb, guilt, knight, thistle, guitar.</p> <p><b>Punctuation and Grammar:</b> Articles and determiners</p>	<p><b>Spellings:</b> Orange words: available, category, existence, controversy, explanation, identity, variety, ancient.</p> <p><b>Punctuation and Grammar:</b> Formal and informal language. Standard/ non-standard English</p>	<p><b>Spellings:</b> The spellings <b>ei</b> and <b>ie</b>, e.g. piece, perceive, receive, believe, achieve, niece, ceiling.</p> <p><b>Punctuation and Grammar:</b> Use of an ellipsis. Me, myself and I.</p>	<p><b>Spellings:</b> Hyphens, e.g. co-operate, re-enter, re-open, co-ordinate.</p> <p><b>Punctuation and Grammar:</b> Accurate use of inverted commas.</p>	<p><b>Spellings:</b> Words ending in <b>-ible</b> and <b>-able</b>, e.g. comfortable, visible, understandably, responsibly.</p> <p><b>Punctuation and Grammar:</b> Subjunctive mood.</p>	<p><b>Spellings:</b> Commonly misspelt words, eg whose and who’s, its and it’s, your and you’re, their, there and they’re</p> <p><b>Punctuation and Grammar:</b> Parenthesis and the use of a single dash to add extra information</p>
<b>Guided Reading</b>	<p>Guided Reading sessions take place each week. They often focus around texts, extracts and sources to further our learning in ICC and science. This half term we will also be looking in depth at the novel Holes by Louis Sachar within our writing sessions.</p>					
<b>Maths</b>	<b>Decimals</b>		<b>Percentages</b>		<b>Algebra</b>	
	<p>Identify the value of each digit in numbers given to 3 decimal places. Multiply numbers by 10, 100 and 1,000, giving answers up to 3 decimal places. Multiply one-digit numbers with up to 2 decimal places by whole numbers. Use written division methods in cases where the answer has up to 2 decimal places.</p>		<p>Solve problems involving the calculation of percentages [for example calculating 15% of 360, increasing 360 by 20% and 30% of what is 90]  Using percentages for comparison.  Recognising that 15% x 100 is the same as finding 15% of 100</p>		<p>Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables.</p>	

	Solve problems which require answers to be rounded to specified degrees of accuracy.		Recall and use equivalences between simple fractions, decimals and percentages in different contexts.			
<b>Science</b>	<b>Introduction to evolution and inheritance.</b>  Introduction to evolution and inheritance. Exploring inherited and acquired characteristics and introducing some of the key vocabulary for the unit: variation, parent, fossil record, identical, non-identical, parent, offspring, adaptation, environment, characteristics, population, generation, acquired and inherited.	<b>Introduction to evolution and inheritance.</b>  Looking at how characteristics are inherited by an organism's offspring. Exploring a simplified picture of the role of dominant and recessive genes in passing down characteristics from parent to offspring.	<b>Adaptation and Evolution</b>  Understanding the importance of variation within a population. Finding out more about the work of Charles Darwin, particularly in the Galapagos Islands, and how this helped to develop theories on the evolution of species. Focussing on Darwin's study of populations of ground finches. Writing a diary entry in role as Darwin.	<b>Adaptation and Evolution</b>  Looking at natural selection in action through the survival of different colours of Peppered Moths in England during the Industrial Revolution. Exploring this through looking at the work of Dr Henry Kettlewell during the 1950s and how his studies supported the idea of Natural Selection.	<b>Adaptation and Evolution</b>  Looking at different ways fossils can be formed. Exploring the usefulness and limitations of the fossil record in studying evolution of organisms. Using the fossil records to discover similarities and differences between prehistoric animals and those found on Earth today, focussing in particular on the evolution of the whale.	<b>Adaptation and Evolution</b>  Looking at some of the more unusual adaptations of organisms found on the Earth today. Considering how these organisms may have evolved and creating a possible evolutionary journey for their chosen organism based on their learning from the unit.
<b>I.C.C. International Creative Curriculum</b>	<b>Raging rivers, mighty mountains</b>  Knowledge harvest to find out what the children already know about rivers. Learning the features of a river and investigating rivers of the world.	<b>Raging rivers, mighty mountains</b>  Comparing UK rivers to rivers around the world. Learning about how pollution affects rivers in different parts of the world. Writing an information text.	<b>Raging rivers, mighty mountains</b>  Look at lines of latitude and longitude. Identifying places on a map using co-ordinates. How were mountains formed?	<b>Raging rivers, mighty mountains</b>  Investigation into the Rocky Mountains and about the expeditions into the mountains during the Gold Rush. Writing a recount of this.	<b>Raging rivers, mighty mountains</b>  Using watercolours to paint images of mountains, with use of colour and tone to suggest distance.	<b>Raging rivers, mighty mountains</b>  Designing a fantasy map featuring mountains and rivers, using learning from the half term to inform the layout.
<b>Computing</b>	<b>Spreadsheets</b> Familiarising children with spreadsheets and beginning to format cells.	<b>Spreadsheets</b> Use the Sum function to calculate a league table.	<b>Spreadsheets</b> Create totals and averages for data. Use editing tools.	<b>Spreadsheets</b> Use the spreadsheet for problem solving in an investigation.	<b>Spreadsheets</b> Create a budget for a party plan.	<b>Spreadsheets</b> Open ended challenge to design a spreadsheet.

<b>PSHE</b>	<b>Paths:</b> Discuss the views and perspectives of different people.	<b>Paths:</b> How to respectfully agree and disagree with other points of view.	<b>Paths:</b> Reflect on how to respond to complex issues that involve different peoples' point of view.	<b>Paths:</b> Prepare responses to a conflict situation and present ideas to the class.	<b>Paths:</b> Linking our learning to our reading of "Holes". Recognise the use of problem solving by the novel's main character.	
<b>R.E.</b>	<b>What would the world be like if everyone followed the Ten Commandments?</b> What are the 10 Commandments? Why are they important?  What might a modern version of the 10 Commandments look like today?  Children to create their own versions.		<b>What would the world be like if everyone followed the Ten Commandments?</b>  Watch Newsround and read First News. Can we find examples of the 10 commandments being met or broken? Is it ever ok to break the 10 Commandments? Discuss different scenarios.	<b>What would the world be like if everyone followed the Ten Commandments?</b>  Do you agree with the order of the Commandments? Can you put them in your own order of importance?	<b>What would the world be like if everyone followed the Ten Commandments?</b>  Design and create 10 Commandments for the school. Do you need to belong to a particular religious belief or are these relevant to all faiths?	
<b>P.E.</b> P.E. may vary according to class, location and weather.	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.					
<b>French</b>	<b>Family</b>	<b>Household tasks</b>	<b>Free Time</b>	<b>Birthdays</b>	<b>Cinderella</b>	<b>Cinderella</b>
	Drawing and labelling different family members. Asking the question: C'est qui? And answering using C'est...  Looking at when to use an accent on the letter è, <i>as words are not spelled correctly without it.</i> Practising writing out œ and ç and using mon, ma and mes to state it is 'my'	Talking about the tasks that we do to help out at home. Writing sentences about the household tasks we have done this week. Asking the question 'Tu as...hier?'  Moving on to replacing the word 'hier' (yesterday) for days of the week.	Drawing a picture of what we would like to do on a family weekend. Answering the question : Qu'est-ce que tu fais avec ta famille pendant le weekend? Learning the vocabulary and sentence structures needed to answer this question.	Learning the vocabulary around birthdays and how to describe family members at a birthday party.  Designing and making a birthday card for a family member in French.	Reading the story of Cinderella together in French. Working on our listening and reading skills.  Taking part in role play, responding to questions about the story.	Reading the story of Cinderella together in French. Working on our listening and reading skills.  Taking part in role play, responding to questions about the story.