



## Year 6 Newsletter

### Welcome back to school!

Welcome to Year 6, we hope you've had a wonderful holiday and are looking forward to the year ahead. Mrs Walker and Miss Vaughan are our Class Teachers and Miss Pemberton is the Year 6 Team Teacher who will be working with the team to further support learning.

Year 6 is a very busy but exciting year; we have lots to look forward to. The big adventure this term is our camp, we will be travelling to Bude in October for an action packed week. We will keep you up to date with all of the information you need but if you have any questions, don't hesitate to ask! We are looking forward to getting to know our new Year 6, helping them aim high and watching them fly!



### Reminders to Parents and Children

- Please order your child's cooked lunch through live kitchen. An email will have been sent to you. Please contact the office if you need support with this.
- Please name all PE kit and school uniform. This helps us to return lost property to the correct person.
- Please ensure your child is wearing black school shoes.
- Hair that is longer than shoulder length must be tied back.
- Your child needs to bring a book bag/school bag every day to transport their Home Learning Diary, Reading Book and any other school equipment each day.
- Please ensure your child arrives in school, on time, ready to learn. Doors close at 8.55am prompt.

### Our class topic highlights...

The reverse of this letter shows you our curriculum overview for Term 1. Some of the exciting highlights the children can look forward to in their learning are...

- Learning how to make mono and block prints
- Looking more closely at how the heart works
- Spending a week living by the coast, experiencing outdoor adventure first hand!



### Class routines

PE will be on Mondays and Thursday (as part of the Masterclasses).

Spelling, Grammar, Big Maths and Reading sessions will take place every week.

The hand in day for homework is Thursday.

Big Maths CLIC and Learn its tests will be on Friday when new learn its will come home in homework books.

### Dates for your Diary

- Fri 15<sup>th</sup> Sept, 9am – House Captain (Yr 6) nominations and house meetings
- Mon 18<sup>th</sup> Sept, 6-8pm – Governing Body Meeting
- Wed 27<sup>th</sup> Sept – School Photographs (Individuals – Yr 1 -6)
- Fri 29<sup>th</sup> Sept – School Photographs (EYFS Individuals and all family groups)
- Fri 6<sup>th</sup> Oct, 9 – 10.30am – Parents in Partnership Meeting
- Tues 3<sup>rd</sup> – Fri 6<sup>th</sup> Oct – Life Education Bus visiting Stanbridge
- w/c Mon 23<sup>rd</sup> Oct – Half Term week
- Wed 8<sup>th</sup> Nov and Tues 14<sup>th</sup> Nov, 1.30 – 7pm – Parent Learning Meetings

#### Literacy cross curricular links :

- I can write a letter to persuade someone to join my fitness club.
- I can write a newspaper report about Year 6 camp.
- I can write an adventure story.

#### Numeracy cross curricular links:

- I can use 8 points of the compass to describe position and direction.
- I can use a frequency table to collect data for a land use survey.
- I can present the data collected from the land use survey in a pie chart.
- I can present data about pulse rate during different exercises in a line graph

#### Science:

- I can identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood
- I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- I can describe the ways in which nutrients and water are transported within animals, including humans.
- I can plan pattern-seeking enquiry.
- I can report causal relationships.
- I can record results using a line graph.
- I can present findings from enquiries.

#### French:

- I can learn to ask the time and how to say the time on the hour
- I can say the names of 5 places found in a town
- I can practise writing some complex sentences in French
- I can begin to say the numbers from 13 to 21 in French.

#### PHSE:

- To recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;
- To recognise why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- To recognise the different risks in different situations and then decide how to behave responsibly.

#### Religious Education:

- Is it better to express your beliefs in arts and architecture or in charity and generosity?

## Outdoor Adventure Objectives

#### Art:

- To create own designs using various objects/ materials and use these to explore printing.
- To create own designs, making them more complex.
- To discuss objects used within own work and positively respond to friends work and discuss techniques used.
- To ask and answer questions about starting points and predict whether particular objects/ textures will print effectively.
- To independently select appropriate tools
- To make own printing block and re-create own or others work on Perspex over original and take mono-print.
- To create 2 colour patterns, looking at different ways to place the print and create texture.
- To extend mono-print experience by adding texture.

#### Music:

- To listen an appraise "I'll be there"
- To learn the song "I'll be there"
- To played tuned instruments along with "I'll be there"

#### Computing:

- I can complete data collection and analysis.
- I can select, collect, check accuracy and analyse the data through selecting appropriate data manipulation tools, and present results.
- I can solve problems by manipulating and interrogating data and present their findings.
- I can question the integrity of data and identify where data may be compromised.

#### Geography:

- I can use eight points of a compass, 4 and 6 figure grid references, symbols and keys to build my knowledge of the United Kingdom.
- I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.
- I can describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links
- I can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

#### P.E:

- **Ball Handling)** To take a ball around one leg/alternate legs 16 times in 20 seconds, complete figures of 8 with ball around legs.
- **(Agility: Reaction/Response)** To be able to catch and balance on one leg (both legs) from a variety of distances, to catch with stepping and catching across the body.
- **(Game Skills)** To throw and catch with both hands, catch with balance.