

# Curriculum Newsletter

## Year 6 / Summer 2



The Year 6 team all hope that you had a restful and enjoyable half term and welcome you back to another busy and exciting term ahead. We will be focusing on preparation for secondary school and transition work, as well as starting weekly swimming lessons. Please speak to Miss Jordan with any concerns/queries.



Children enjoyed a well-deserved end of SATs trip to Thorpe Park.

### Home Learning

Children no longer need their CGP workbooks for weekly homework. **Please can we ask that the red and blue guides for Maths, and Grammar are returned to your child's class teacher.** There will no longer be weekly homework tasks sent home.

### PE days

→ Wednesdays and Thursdays. Swimming on Tuesdays and Thursdays.

### Upcoming Dates

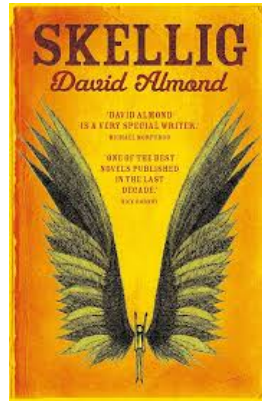
- **03.06.24** First day back to school
- **07.06.24** Peri Music Performance in Celebration Assembly
- **12.06.24** Friends Father's Day Shop
- **14.06.24** Schools of Sanctuary Curriculum Day
- **20.06.24** Years 4-6 Sports Day
- **Week Commencing 8th July** OVA and Taverham Transition Weeks
- **15.07.24** Year 6 Report Cards and Optional Parents Meetings
- **18.07.24** Leavers Assembly 10am
- **19.07.24** Last day of term

### Key vocabulary

<b>Persuasive Text</b>	A form of non-fiction writing that aims to convince the reader of a certain point of view.
<b>Investigation</b>	To examine, look into, or scrutinise in order to discover something.
<b>Growth Mindset</b>	Believing that your brain can grow and you can learn many new things.
<b>Misinformation</b>	False information that is spread by people who think it's true.
<b>Evolution</b>	The way that living things change over time.
<b>Inheritance</b>	When living things reproduce they pass on characteristics to their offspring.
<b>Coding</b>	Using a set of instructions to communicate with computers.
<b>Fair Trade</b>	A worldwide movement that aims to help farmers and producers in less economically developed countries.
<b>Abstract</b>	A form of art with no recognisable subject, it doesn't represent images of our everyday lives.

## Topic: Resilience

This curriculum newsletter provides an overview of your child's learning in Year 6 for the Summer 2 Half term. Our topic is 'Resilience'.



## Online Safety

### As safe users online we will:

- ★ Explain how to use search technologies effectively.
- ★ Define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).
- ★ Understand the concept of persuasive design and how it can be used to influence peoples' choices.
- ★ Explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.
- ★ Describe the difference between online misinformation and dis-information.
- ★ Explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation).
- ★ Identify, flag and report inappropriate content.

## Computing

### As computer scientists we will:

- ★ Explore sensing by designing and coding a project that captures inputs from a physical device.
- ★ Apply knowledge of programming to a new environment
- ★ Create a program based on my design
- ★ Test a program against a design
- ★ Use a range of approaches to find and fix bugs

## English

### As writers we will:

- ★ Complete our unit of work on the book 'Holes' by Louis Sachar.
- ★ Write a series of linked pieces including a persuasive promotional brochure for Camp Green Lake, a

## RHE

### To understand ourselves and others we will:

- ★ Explore Health and Wellbeing
- ★ Learn about the reasons why people use drugs; managing situations and peer influence.

## Science

### As Scientists we will:

- ★ Explore the topic of Evolution and Inheritance.
- ★ Recognise that living things have changed over time and that fossils provide information about living

<p>negative TripAdvisor review and a response from Camp Green Lake's management.</p> <ul style="list-style-type: none"> <li>★ Use the range of expected punctuation to effect as well as varied sentence structures to build cohesion in all three text types.</li> </ul> <p><b>As readers we will:</b></p> <ul style="list-style-type: none"> <li>★ Continue to focus upon a range of question types as we read 'Skellig' by David Almond.</li> <li>★ Explore the themes of the text and the changes in character as we read.</li> </ul>	<ul style="list-style-type: none"> <li>★ To learn that mixed messages about drug use in the media exist and that these can influence opinions and decisions.</li> <li>★ Explore asking for help.</li> <li>★ Look at the topic 'my body' and learn about how sexual intercourse leads to reproduction using the correct terms.</li> </ul> <p><b><i>If you have any queries about any of this content please speak to Miss Jordan.</i></b></p>	<p>things that inhabited the Earth millions of years ago</p> <ul style="list-style-type: none"> <li>★ Discover that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>★ Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>
<b>Maths</b>	<b>Geography</b>	<b>Art</b>
<p><b>As mathematicians we will:</b></p> <ul style="list-style-type: none"> <li>★ Discover maths in the wider world and recognise that it is all around us.</li> <li>★ Participate in a range of challenging investigations whilst applying knowledge of the four operations to scenarios.</li> <li>★ Take part in mathematical enterprise projects and use reasoning and logic.</li> </ul>	<p><b>As geographers we will:</b></p> <ul style="list-style-type: none"> <li>★ Learn about trade and economic activity</li> <li>★ Explore key vocabulary including: Primary, secondary and tertiary</li> <li>★ Explore how this links to finance and manufacturing.</li> <li>★ Answer the Big Question: 'Why is fair trade fair?'</li> </ul>	<p><b>As artists we will:</b></p> <ul style="list-style-type: none"> <li>★ Complete a unit of work on painting</li> <li>★ Explore the work of Patrick Heron.</li> <li>★ Explore the abstract elements of his style.</li> <li>★ Create an abstract piece in Heron's style.</li> </ul>
	<b>PE</b>	
	<p><b>As athletes we will:</b></p> <ul style="list-style-type: none"> <li>★ Complete Real PE: Unit 6 Personal.</li> <li>★ Take part in sports day in house teams.</li> <li>★ Participate in swimming sessions.</li> <li>★ Develop coordination and teamwork through athletics.</li> <li>★ Develop sportsmanship qualities which support all members of a team.</li> </ul>	