

# 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 Smith with any concerns/queries.



*Year 6 had a great time at Go Ape for their very well-deserved end of SATs treat! The children were so excited and were fearless going up on the high ropes course and zip wires! We were so proud of how they represented the school too.*

### PE days

→ Swimming - Tuesdays and Thursdays for selected children.

### Upcoming Dates

- **02.06.25** First day back to school
- **13.06.25** Schools of Sanctuary Curriculum Day
- **19.06.25** Years 4-6 Sports Day morning
- **Week Commencing 9th July** OVA and Taverham Transition Weeks
- **10.07.25** Summer Fayre
- **18.07.25** Leavers Assembly 9.30am
- **22.07.25** 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.

<p><b>Topic: Resilience</b></p> <p>This curriculum newsletter provides an overview of your child's learning in Year 6 for the Summer 2 Half term. Our topic is 'Resilience'.</p>	<p><b>Online Safety</b></p> <p><b>As safe users online we will:</b></p> <ul style="list-style-type: none"> <li>★ Explain how to use search technologies effectively.</li> <li>★ 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).</li> <li>★ Understand the concept of persuasive design and how it can be used to influence peoples' choices.</li> <li>★ Explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.</li> <li>★ Describe the difference between online misinformation and dis-information.</li> <li>★ 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).</li> <li>★ Identify, flag and report inappropriate content.</li> </ul>	<p><b>Computing</b></p> <p><b>As computer scientists we will:</b></p> <ul style="list-style-type: none"> <li>★ Explore sensing by designing and coding a project that captures inputs from a physical device.</li> <li>★ Apply knowledge of programming to a new environment</li> <li>★ Create a program based on my design</li> <li>★ Test a program against a design</li> <li>★ Use a range of approaches to find and fix bugs</li> </ul>
<p><b>English</b></p> <p><b>As writers we will:</b></p> <ul style="list-style-type: none"> <li>★ Complete our unit of work on the book 'Holes' by Louis Sachar.</li> <li>★ Write a series of linked pieces including a persuasive promotional brochure for Camp Green Lake, a negative TripAdvisor review and a response from Camp Green Lake's management.</li> <li>★ Use the range of expected punctuation to effect as well as</li> </ul>	<p><b>RHE</b></p> <p><b>To understand ourselves and others we will:</b></p> <ul style="list-style-type: none"> <li>★ Explore Health and Wellbeing</li> <li>★ Learn about the reasons why people use drugs; managing situations and peer influence.</li> <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>Science</b></p> <p><b>As Scientists we will:</b></p> <ul style="list-style-type: none"> <li>★ Explore the topic of Evolution and Inheritance.</li> <li>★ Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>★ Discover that living things produce offspring of the same kind, but</li> </ul>

<p>varied sentence structures to build cohesion in all three text types.</p> <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>	<p><b><i>If you have any queries about any of this content please speak to Miss Smith.</i></b></p>	<p>normally offspring vary and are not identical to their parents</p> <ul style="list-style-type: none"> <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>★ Complete a local study to explore the Norfolk Strangers.</li> <li>★ Understand which groups have taken refuge in the county, and what they have brought to the local area, including the Dutch and French refugees known as the Strangers.</li> <li>★ Discover the main reasons refugees leave their home countries.</li> <li>★ Find out what the Strangers first impressions were on arriving in Britain and Norwich.</li> <li>★ See how the Strangers integrated into Norwich society.</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>
	<p><b>PE</b></p> <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>	

