

# Curriculum Newsletter



## Year 6 / Spring 2

The Year 6 team all hope that you had a restful and enjoyable half term and welcome you back to a busy and exciting Spring 2. We have lots to look forward to in our learning as we continue to consolidate Year 6 concepts in preparation for the upcoming SATs. Please speak to Miss Smith with any concerns/queries.



Children enjoyed using a string printing technique to create traditional Ancient Maya patterns.

## Home Learning

Children are expected to read their 'banded reading book' at least four times per week at home to an adult. This must be recorded in their reading diary in order for them to earn their 'Read for a Star' awards. Children should also record four 'Marvellous Maths' activities. You are very welcome to complete additional home learning using the CGP homework books. Please ask your child's class teacher if you would like some copies. Weekly spellings will be sent home for your child to learn; children will have a weekly spelling test on a Friday.

## Upcoming Dates

- **23.02.26** First day back
- **02.03.26 - 06.03.26** World Book Week - events throughout school
- **05.03.26** World Book Day
- **12.03.26** - Eaton Vale Meeting (15.00 in Golden Eagles)
- **13.03.26** Science Curriculum Day
- **17.03.26**- Coding Breakfast (9.00-9.45 in the Main Hall)
- **23.03.26 - 26.03.26** Year 6 Mock SATS
- **24.03.26** - Workshare
- **27.03.36** - Last day of Spring 2

## Key vocabulary

<b>Tolerance</b>	willingness to tolerate beliefs and opinions are different from our own
<b>Diversity</b>	many different cultures living within society
<b>Creation</b>	bringing something into existence
<b>Conflicting</b>	differing thoughts or ideas
<b>Complementary</b>	adding to or making it better
<b>Construction</b>	building something, typically a large structure
<b>Mountain</b>	a landform that rises high above its surroundings
<b>Relate</b>	show a connection between
<b>Empathy</b>	to understand and share someone else's feelings

## Topic: Tolerance

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



### Science

#### As scientists we will:

- ★ Use standard symbols when drawing series circuits.
- ★ Investigate and explain how voltage affects component performance (brightness/loudness).
- ★ Investigate materials and categorise them as insulators and conductors.

### RHE

#### To understand ourselves and others we will:

- ★ Explore what it means to live in the wider world.
- ★ Learn about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.
- ★ Learn about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.

### English

#### As writers we will:

- ★ Base our writing on a graphic novel, 'The Arrival' by Shaun Tan.
- ★ Use the picture clues to infer the story and piece together the action.
- ★ Uncover the key themes of migration and tolerance, linking to our topic focus this half term.
- ★ Write a short narrative which evaluates the key themes of the novel.
- ★ Write a letter home from the central character to his family, including a range of grammatical features of writing as well as ambitious vocabulary to really capture the emotion of the text.

#### As readers we will:

- ★ Continue to focus upon vocabulary choices; identifying key information; ordering main events and answering inference questions.

### Languages

#### As language learners we will:

- ★ Continue to develop our understanding of Chinese through weekly Mandarin lessons.
- ★ Say different places in Chinese.
- ★ Use different verbs for places correctly.

### Geography

#### As geographers we will:

- ★ Explore and identify key features of mountains.
- ★ Identify mountain ranges around the world.
- ★ Understand the words: longitude and latitude.
- ★ Investigate the climate of a mountain environment.

### PE

#### As athletes we will:

- ★ Continue with Real PE: Unit 4 - Physical.
- ★ Develop coordination and teamwork through striking & fielding in Tri-Golf.

### Computing

#### As computer scientists we will:

- ★ Explore and use spreadsheets to organise and calculate data.
- ★ Enter text and numbers into a spreadsheet.
- ★ Identify and refer to cells by row and column.

<ul style="list-style-type: none"> <li>★ Practise the skill of using precise evidence from the text to support an idea or opinion for longer answers.</li> </ul>	<ul style="list-style-type: none"> <li>★ Develop sportsmanship qualities which support all members of a team.</li> </ul>	<ul style="list-style-type: none"> <li>★ Begin to enter formulae with the SUM function.</li> </ul>
<b>Maths</b>	<b>Online Safety</b>	
<p><b>As mathematicians we will:</b></p> <ul style="list-style-type: none"> <li>★ Be developing our reasoning skills. More specifically we shall be learning about area, perimeter, volume and statistics.</li> <li>★ Continue to practise key methods for answering arithmetic questions whilst increasing speed and accuracy in timed conditions.</li> <li>★ Be applying this knowledge of the four operations to reasoning style word questions.</li> <li>★ Improve fluency with times tables which, in turn, will apply to long division and multiplication questions with increasing confidence and accuracy.</li> </ul>	<p><b>As safe users online we will:</b></p> <ul style="list-style-type: none"> <li>★ Identify and evaluate online content.</li> <li>★ Explain why it is important to reject inappropriate representations online.</li> <li>★ Identify worries online and how to seek help.</li> <li>★ Describe ways that people can manage passwords and explain what to do if they are shared, stolen or lost.</li> <li>★ Describe how and why people should keep their software and apps up to date.</li> <li>★ Explain what app permissions are and give examples.</li> <li>★ Describe ways to increase privacy on apps.</li> <li>★ Identify ways online content targets people to gain money and information and ways to avoid these.</li> </ul>	