



# ClassDojo

Class Dojo will continue to be used in class to keep track of when the children have achieved their Bronze, Silver and Gold awards.

25 greens = Bronze award

50 greens = Silver award

100 greens = Gold award



## Year 6

Spring term 2022



We Will Survive: Adapting,  
Surviving, Thriving



# Happy New Year!

Here's to a healthy and happy 2022.

This term our topic is called *We Will Survive: Adapting, Surviving, Thriving.*

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## Routines and reminders

### Homework

Children will receive homework on Wednesdays and it is to be handed in on Mondays.

Homework will always include:

- (i) an English task
- (ii) a Maths task
- (iii) Spellings to practise and learn (a weekly online quiz will be available via Purple Mash)
- (iv) Times Tables & corresponding Divisions to practise and learn (no sheets will be sent home for this)
- (v) Daily reading at home...

### ...Reading, Reading, Reading!



**Please sign your child's Reading Journal once a week.** Evidence shows that reading for pleasure leads to increased attainment. Sadly however, research also suggests that a growing number of children in the UK do not read for pleasure. As I mentioned in last term's booklet,

to develop their reading stamina and speed, your child should be reading on a daily basis at home either independently or to an adult. In May when the children do their Reading SATs paper, they will be expected to read a large amount of material in a short space of time and then answer detailed questions about their reading; those children who are building their reading stamina and speed now will certainly be at an advantage when the time comes. Happily, I know that the vast majority of the class do read for pleasure with little or no encouragement. However, for those children who are still reluctant readers please support them by getting them to swap their Xbox, Playstation or Switch controllers for a good book for a few valuable minutes every evening. After all, reading is succeeding!

Kind regards, Mr Price, Mrs Yarker & Mrs Balshaw

# End of KS2 SATs

Due to the pandemic, the SATs tests were cancelled in 2020 and 2021. However, as it stands at this moment in time, the tests are scheduled to be administered on the following dates:

### **Y6 SATS 2022**

- Monday 9th May: English grammar, punctuation and spelling papers 1 and 2
- Tuesday 10th May: English Reading paper
- Wednesday 11th May: Maths paper 1 (Arithmetic) & Maths paper 2 (Reasoning)
- Thursday 12th May: Maths paper 3 (Reasoning)

It is always my aim to make the preparation for the SATs tests as stress free as possible and I believe it is not in the best interests of the children to do endless practice papers as many schools do; rather I prepare the class through a rich, engaging and varied curriculum and by providing them with opportunities to answer SATs type questions in their lessons. I have told the children that the SATs are nothing to feel worried about and that the tests simply provide an opportunity to show off how good they all are.

### **SATs meeting for Y6 parents**

In the coming weeks, I will hold a SATs meeting for parents (*date to be confirmed*). The aim of the meeting will be to let you know as much as possible about what your child can expect from the SATs tests and how you can support your child in the weeks running up to the tests. After the meeting, I will be available to answer any questions you may have.

## Computing

(i) Blogging: we will create a Blog and understand the approval process that our posts go through & demonstrate an awareness of the issues surrounding inappropriate posts & cyberbullying

(ii) Text Adventures: we will create our own text-based adventure based upon a map

## PSHE

- (i) Making Friends Online
- (ii) British Values

## Art & Design Technology

(i) We will use a variety of textile techniques to create different textural effects.

### (ii) Structures: frame structures

We will design, make and evaluate our own kites.

*“Let’s go fly a kite!”*



The following pages show an overview of what will be taught this Spring term.

## English

In addition to our daily Grammar, Punctuation and Spelling activities, we will be exploring the following genres & texts to support and stimulate our writing:

- **Argument and Balanced writing** focusing on animals in captivity and graffiti art
- **Biography and Autobiography** focusing on the lives of Charles Darwin, George Mallory and Roald Dahl
- **Detective / Crime Fiction** *Whodunit?* detective stories chosen by Philip Pullman; Agatha Christie's *Poirot*
- **Poetry** including *My Mother Saw A Dancing Bear* by Charles Causley
- **Reports and journalistic writing** focusing on the disappearance of mountaineer George Mallory

## Maths

Times Tables will be practised and chanted daily at the start of each Maths lesson with the aim of knowing them off by heart up to x12 and their corresponding division facts.

In lessons, these are the main areas we will be covering this Spring term:

- **Number: Fractions** factors; add & subtract fractions; multiply & divide fractions
- **Algebra** use simple formulae; express missing number problems algebraically; find pairs of numbers
- **Measurement** time & timetables; area of parallelograms & triangles; convert between standard units of measures
- **Statistics** interpret & construct pie charts & line graphs; calculate & interpret the mean as an average
- **Ratio & Proportion** find missing values using integer multiplication & division facts; solve problems involving percentages

## Science

### We Will Survive: Adapting, Surviving, Thriving

#### Evolution and Adaptation

Building on what we learned about fossils in our topic on rocks in year 3, we will find out more about how living things on earth have changed over time. We will explore the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles. We will also discover that variation in offspring over time can make animals more or less able to survive in particular environments, for example by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. We will find out about the work of palaeontologists such as Mary Anning and about how Alfred Wallace and Charles Darwin developed their ideas on evolution. We will be observing and raising questions about how animals are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions, for example cactuses, penguins and camels. We will analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.

#### Living things and their habitats

We will build on our existing knowledge about grouping living things in year 4 by looking at the classification system in more detail. We will explore the idea of broad groupings and how these subdivide. We will classify animals into vertebrates (reptiles, fish, amphibians, birds and mammals) and commonly found invertebrates (e.g. insects, spiders, snails, worms). We will discuss reasons why living things are placed in one group and not another. We will discover the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification. We will work scientifically by: devising classification systems and keys to identify some animals and plants in our immediate environment. We will research animals and plants in other habitats and decide where they belong in the classification system.

## Geography

#### (i) Mountains

We will find out about the major mountains of the world and the UK. We will find out the different ways in which mountains have been formed, and how different features of mountain ranges have been shaped over time. We will have the opportunity to consider what the weather is like in a mountainous environment and to evaluate the impact that tourism has on a mountainous region. Our case study will focus on Mount Everest and the disappearance of the famous mountaineer George Mallory.

#### (ii) Rivers

We will find out more about why rivers are so important to the towns and villages that have developed on their banks. By looking at the features of rivers, and the natural and human ways that rivers change over time, we will explore the life stories of rivers. We will learn the names and locations of the major rivers of the UK and the world. To provide real life context to this topic, we are aiming to visit Cuerden Valley Park for a full day of river studies.

## RE

#### (i) Celebrating the Eucharist

Why do Christians celebrate the Eucharist?

What is the reason for celebrating the Eucharist?

The Eucharist service has several names - Why is this time of worship called The Eucharist/Holy Communion/Mass/The Lord's Supper?

To help us better answer these questions, we will be speaking to Rev Jo; her experience and expertise will give us a greater understanding of the Eucharist and the deeper meaning of the symbolism and reasons for the celebration.

#### (ii) Easter - Who was Jesus? Who is Jesus?

Who was Jesus?

Who is Jesus?

Who did Jesus say he was?