



## Year 6

Autumn 1: 2022



WOW factor: World War II Day Wednesday 10<sup>th</sup> October

Homework: Received Wednesday and returned Friday

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Dear Parents,

I am delighted to be teaching your children once again! They have made an excellent start to Year 6 and I am sure they have started as they intend to continue.

Year 6 is an exciting and busy year in which we aim to make lots of lovely final memories of primary school. It is a time for extended responsibilities which include: team captains, sports captains, reception buddies and many more. Every child in Year 6 will be given some form of special responsibility and they have been asked this week to indicate those in which they are interested. They have been presented with their special Year 6 badges which signal them as role models throughout the school; something they have demonstrated very well already!

There may be times when you need to get in touch. Please do so via all the normal channels, including email or phone-call. You may catch me before or after school as well and we can arrange an appointment should it be required.

The Year 6 team consists of Mrs MacDonald, Mrs Balshaw and Mrs Yarker. We work well together to support your child's learning and well-being.

Thank you for letting us share in this journey with your child. We will make it a special year.

Kind regards,

Mrs Helen MacDonald, Mrs Debbie Balshaw, Mrs Jo Yarker

## Homework

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

Homework will be reviewed in class with the children. Additional support will be given by one of us to any child who requires it.

## Tests

Each Monday there will be a test of the spellings your child has been sent for homework. There will also be regular tests of spellings throughout the week, for which your child is not expected to do any special preparation other than general spelling practise; this can include accessing Spelling Frame. Times table tests will happen with great regularity, usually during Morning Work. Children will be tested on any key maths facts they have been given for homework on a Monday morning.

## Reading

Reading is a fundamental skill which positively impacts upon learning throughout the entire curriculum. It is also extremely good for mental wellbeing. A love of reading will inspire new ideas for writing; enhance vocabulary; improve spellings; expand knowledge, the list goes on! We have created a beautiful reading area in our classroom which the children can enjoy using throughout the week. They may borrow books from the class library as well as the school library. Please encourage your child to read a breadth and depth of literature, from novels to newspapers. The children will need to 'exercise' their reading skills so that they can read a large amount of literature within

a short space of time for their assessment. They will also be encouraged to read texts they wouldn't normally select, this is to broaden their comprehension skills. One example of this is their guided reading text. This should be taken home and brought back to school daily.

Your child should be reading daily, either independently or to an adult. Please sign your child's Reading Journal once a week. The journals will be checked on Mondays when they are handed in alongside their homework.

## English

Grammar, Punctuation and Spelling (GPS) will be practised daily.

This half term our novel as a theme is Letters from the Lighthouse by Emma Carroll. We will draw ideas from this story to create our own mystery narrative. Following this we will create a piece of writing based upon Aidan Gubbins 'The Piano.' Finally, Mr Walker, will visit school to show the children the skills involved in reporting and journalistic writing.

## Maths

Current research suggests that if a child has automacity in something then it will reduce the cognitive load required to do a task. For example, if a child can recall a times table fact without thinking, it will reduce the processing time required for their brain to solve a mathematical problem which includes a tables calculation. Because of this, we have a strong aim to ensure that all children can access key mathematical facts. Your child has been sent home with a laminated

copy of some key facts. Each week they will be required to focus upon one area. However, there is no limit to how many they wish to memorise each week, as knowledge of these facts will only enhance their learning in maths.

#### Fluency in 5

We are currently following the Fluency in 5 maths programme where children answer 5 arithmetic questions daily. We discuss and answer these questions. They are a fantastic tool to build confidence and promote speed and accuracy with arithmetic. They have made a very positive start to these lessons.

#### Maths curriculum:

Briefly, this half-term we will focus on: place value (upto 10,000,000); addition and subtraction and basic algebra.

We will use the Learning By Questions (LBQ) platform to support our maths learning.

#### **RE: Life as a Journey**

In RE we will look at examples of journey in scripture, as well as the physical (pilgrimage) and metaphorical journeys of inspirational people. We will think about what it means to describe life as a journey and how this affects us.

#### **Science: Animals including humans**

We will spend the entire autumn term investigating animals including humans. Building upon our prior knowledge, we will learn to identify and name the main part of the human circulatory system. Using this, we will know the functions of the heart, blood vessels and blood. Building upon Year 4, we will deepen our understanding of how nutrients and water are transported. Following this, we investigate the impact of diet, exercise, drugs and lifestyle upon the human body.

#### **PSHE:**

Using our 1Decision framework,

#### **History: local history study of the Royal Ordnance Factory (ROF)**

We will use our historical skills to inquire about the Royal Ordnance Factory which is now the site of Bucksaw Village. As a significant part of our local history, we will investigate a variety of sources to build a picture of what life was like in Euxton during World War II.

#### **WOW Day: Tuesday 10<sup>th</sup> October**

To enrich our understanding of World War II, we are going to host a war room and the children will become war correspondents for the day. This will be followed by an afternoon of war-time cooking (there may even be time to make-do-and-mend!). Children are welcome to come to school dressed as evacuees on this day; although please do not go to any great expense (and let's protect the environment); a white t-shirt and grey school shorts/trousers would be sufficient. If your

child owns or can borrow any other clothes then they are welcome to add to their outfits. A reminder will come out closer to the time.

### **PE: Invasion Games: Hockey**

We are going to develop our passes, including passing and moving into space. We are going to develop our understanding of the game which should include the ability to consider how passes can open up the pitch, faking/feinting passes, marking our opponents and considering defensive tactics.

### **Computing: Online Safety & Blogging**

We will review our online safety strategies before learning about the long term impact sharing things online can have upon our lives. After this, we will further develop our blogging skills which will extend to considering the audience. The children will be able to share posts and comment on blogs safely.

### **Art: Wilfred Stanley Haines the fireman painter**

Wilfred Stanley Haines was a firefighter during World War II. The blitz provided inspiration for much of his work. Mrs Yarker will explore the work of Wilfred Stanley Haines with the children. They will use this artist study as a basis to develop their own painting skills. The children will be encouraged to work in a sustained and independent way to improve their mastery and efficiency to create striking blitz-inspired work.

### **Design & Technology: frame structures and CAD**

We will learn about bomb shelters used in World War II and construct a replica Anderson shelter. We will then explore Remko Verhaagen's repurposed bunkers and use this as an inspiration for our own bomb shelters. Style and practicality will both be considered. We will work accurately through scaled drawings and the use of CAD to create appropriate 3D shapes.

### **French: Le Week-end**

Led by Mrs Tattersall, the children will learn conversational phrases about activities they like or dislike. They will also be able to ask others about what they do.

### **Music**

The children will revise notes and values skills with the class as they learn to play various instruments. As part of our musical appreciation, we will listen to Tchaikovsky's 1812 Overture and discuss, using the backdrop of World War II as inspiration for the journey to music takes place. We will also listen to the works of Billie Holiday, again, placing her music in the context of World War II. For our singing component, we are going to learn a song called 'Feel the Groove.'