



**Sacred Heart**  
**Year 6 Curriculum Newsletter**  
**Autumn Term 2021**  
**'Lest We Forget'**

In this termly newsletter, there will be: important class information, an outline of the topics we are covering this term and details concerning school routines.

**Class Information**

- Miss O'Brien is the class teacher.
- Mrs Furrer will be teaching Maths and Science.
- Mrs Tennant (Mon-Wed), Mrs Stenning (Every morning except Weds) and Mrs Boyle (Every afternoon except Mon), are our Teaching and Learning Assistants.
- Mrs Stenning will teach the children during my planning, preparation and management time. – on a Thursday afternoon.
- Mrs Coney will be teaching the children French- this will be weekly on a Thursday.
- Mrs Fogg will be teaching the children music – this will be weekly on a Wednesday.
- If you have any concerns regarding your child's well-being, please do not hesitate to make an appointment to see me via the office, or email [sobrien@sacredheat.richmond.sch.uk](mailto:sobrien@sacredheat.richmond.sch.uk) .
- The start of the day is a busy time preparing for lessons so we kindly ask that appointments be made for a convenient time after school. I will try to respond to emails received within 48 hrs. If urgent please notify the office.

**Covid-19 Routines and Practices**

The school holds a Risk Assessment detailing all the measures currently in place in school. Rest assured every precaution is being taken to ensure that children are learning in a safe environment.

- Tables continue to be disinfected at the end of every session and children are washing/sanitising their hands at the beginning and end of every lesson.
- Children are all sat at forward-facing tables with regular movements breaks.
- Any activities are done within the UKS2 bubble and the children are not mixing with other year groups.
- Assemblies are still being held remotely
- Ventilation of the classrooms is still a priority.

**School Routines and Equipment**

Children are expected to be in school between 8:45am and 9:00am and collected at 3:20pm. Year 6 need to enter the building, in the morning, via the back playground and through the side door. They will exit the building via the front entrance at 3:20pm, and should leave the playground via the main school gate.

Children should bring their reading journals, spelling journals, book bag to school every day with their reading books. Every child should have a water bottle (and a packed lunch if they have one). Your child will need to bring a coat in as the weather becomes cooler.

The children have PE every **Monday and Wednesday** and should come to school wearing their PE kit. Their indoor PE kit consists of a Sacred Heart Maroon T-shirt, navy blue school shorts or skort, white socks and trainers. They should also have the outdoor PE kit. All PE will be outdoors for at least the first half term so the children should always wear trainers.

All children are encouraged to bring water bottles and a healthy snack for break time. This should either be a piece of fruit or a fruit bar (no nuts/chocolate/crisps).

Children should not be wearing jewellery and long hair should always be tied back. Please ensure all clothing and belongings are still named.

Routines have been set regarding handwashing, sanitising and cleaning off equipment and tables etc... The children have been fantastic with these and we appreciate your support with this.

Please do ensure the school office have all up-to-date medical information for your child and up-to-date contact details for you, as parents.

If your child will be travelling home alone, please could you send me an email simply stating that you give permission for them to walk home alone from school when they tell me they are.

### **Reading**

Your child will need a reading book and their reading journal with them, in school, daily. Your child is able to write in their own reading journal to show what they have read. In addition, we would ask that you sign your child's reading record, having heard them read, at least once a week.

We will indicate your child's reading journal has been checked on a weekly basis.

Reading with your child is important, so please take the time, even in Year 6, to hear your child read and talk to them about the books they are reading

It is an expectation in Year 6 that children read for at least 20-30minutes per day. The children will be expected to summarise what they have read 5x a week. All reading journals will be checked weekly.

The children are now responsible for changing their own books and they do this from the class library. They can also bring in books from home or a local library. Although I want them to really enjoy their reading, I do expect them to challenge themselves and I will monitor what they are reading through their reading journal.

### **Parent Helpers**

As it stands, we are unfortunately unable to have parents helpers in school. I will inform you if and when this changes and inform you of how you can volunteer should you wish to do so.

### **Curriculum**

*Our curriculum theme this term is Lest we Forget. Where possible, learning will be linked to this, to contextualise our learning to encourage a deeper understanding and a real love of learning.*

### **Catch-up Curriculum**

As a school, our aim is to ensure that our pupils have a broad and balanced education, while ensuring that they catch-up on the fundamental skills in English and Mathematics missed during the summer term of 2020.

English and, in particular, reading underpins our understanding of everything we are asked to learn within school. If we cannot understand the information that is being presented to us, either orally or in written form, we cannot hope to move forward with completing the tasks/learning challenges being set.

As we move through this first part of the Autumn term, the curriculum will be heavily focused on getting the basics right. We will focus on reading and the skills for reading and comprehension, as well as, the basics for writing – Grammar, Spelling and Punctuation – these are non-negotiables for each year group

and build systematically across the school. Through our GSP focus, we will look to enthuse the children with a love of language which they will be encouraged to transfer into their writing.

With mathematics, we will continue to follow the White Rose curriculum, as this has been found to be systematic and effective in building pupils understanding. As a support to schools, White Rose have provided a recovery plan for each year group which we will be using to ensure that any gaps in learning are addressed.

### **Home Learning**

- I would be exceptionally grateful if you were able to assist with ensuring the children have a positive attitude towards their home learning. Pupils should have good time management and their home learning will be expected to be of the same high standard as their class work.
- It is imperative that we all encourage the children to foster their independence skills throughout Year 6 and ask them, as much as possible, to take some responsibility for their own learning and organisational skills. As part of this the children are expected to take most of the responsibility for ensuring that they have their home learning and that they hand each one in to me (complete) on the correct day.
- Homework will be set on Monday (due Wednesday) Wednesday (due Friday) and Friday (due Tuesday). Your child will be informed if these days differ, for different tasks.
- I will endeavor to mark the homework before the next piece is set – however, this is a very quick turn around and will depend on the type and format of the homework; I would greatly appreciate your support and patience with this.
- Children will be given their logins for MyMaths and Mathletics and these will be stuck into their homework diaries.

### **Spellings**

Children will be given short, sharp spelling lessons each day. In these, they will explore a range of spelling rules. They will be given a set of spellings to learn based on this spelling rule. The children will be given a week to learn these spellings. The children will be issued with a Spelling Journal and this will need to be in school each day.

The children will be tested on their spellings the following Friday. Sometimes, this test will be in form of dictation, so it is vital the children know the meaning of their words. The children will also be expected to punctuate this dictation correctly, in order to assist with their grammar learning.

### **English**

**This term we will hope to cover:**

#### **Power of Reading Book: Goodnight Mister Tom**

- Drama – freeze frames and conscience allies.
- Letter Writing
- Character Descriptions
- Setting Scenes
- Diary Writing
- Newspaper Article
- Building Tension and Suspense

#### **In Flanders Fields**

- Poetry

#### **Cake and Make Do and Mend**

- Explanation and Instructions

## **Skills**

- Revision of nouns, verbs and adjectives
- Use pronouns to aid cohesion and avoid repetition
- Perfect past and present perfect tense
- Revision of conjunctions
- Different clauses – main, subordinate and relative.
- Recognise vocabulary and structures appropriate for formal and written speech including the use of contractions.
- Use of modal verbs
- Rhythm and rhyme
- Explore the use of similes, metaphors and personification through reading and writing poetry
- Use brackets, dashes and commas to indicate parenthesis.
- Use semi-colons, colons or dashes to mark boundaries between main clauses
- Use colons to introduce lists
- Punctuate bullet points consistently

## **Maths**

### **This term we will be learning about:**

- Place value up to 7 digit numbers, rounding and negative numbers
- Mental addition and subtraction – up to 5-digit numbers
- Identifying common factors and prime numbers
- Estimate possible answers to check calculations
- Written addition and subtraction and use mathematical reasoning to investigate problems
- Mental and written multiplication and division – including use of money and 2-step problems
- Fractions - understanding terms associated with fractions and improper fractions and mixed numbers, comparing fractions, adding, subtracting, multiplying and dividing fractions
- Ratio and Proportion – solving problems involving the relative sizes of two quantities
- Solving problems involving the calculations of percentages
- Solving problems involving similar shapes and scale factors
- Solving problems involving unequal sharing and grouping
- Using simple formulae
- Generating and describing linear number sequences
- Expressing missing numbers algebraically
- Find pairs of numbers that satisfy an equation with two unknowns.

## **Religious Education**

The children will be following the Come and See programme. This term's themes are 'Loving', 'Vocation and Commitment' and 'Expectation'. Lessons are a combination of discussion, written/art work, reflection and prayer. There are whole school assemblies on Tuesday, and Friday – these will be held virtually. The children will take part in 'Collective Worship' on Thursdays which they will take it in turns to lead.

## **Science**

We will be covering two topics: 'Light' and 'Electricity'.

### ***Light***

In this topic, the children will:

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
- Investigate and create periscopes linked to submarines during WW2

### ***Electricity***

In this topic, the children will:

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram
- investigate and create own electrical circuit which recreates a Morse code system, possibly even with a different switch for the longer and shorter light flashes.

Both topics contain experimental and investigative work that will focus on thinking about what might happen, observing and making comparisons, making measurements, recording and presenting results supported by predictions and deciding whether our investigations are fair.

Both topics contain experimental and investigative work that will focus on thinking about what might happen, observing and making comparisons, making measurements, recording and presenting results supported by predictions and deciding whether our investigations are fair.

## **History**

**This term we will be looking at World War II.**

They will:

- Learn about events in WW2 and The Phoney War and know the timeline of these key events.
- Explore life as an evacuee.
- Investigate what life was like in WW2 – including Dig for Victory, Make, Do and Mend.
- Reflect on discrimination and learn about the persecution of Jewish people.
- Explore The Holocaust.

## **Computing**

We will be looking at the importance of e safety and ways in which we can stay safe online. Additionally, we will look at how computers and technology work within our lives.

Our outside computer agency- Junior Jam - will be enhancing our curriculum by teaching a computing session to Year 6 on a weekly basis.

## **PE**

The children will take part in a variety of activities which will allow them to develop their spatial awareness, agility, co-ordination, balance, and throwing and catching skills. They will also be developing their communication, co-operation, collaboration, problem solving and decision making skills. The children will have time to self-assess progress and consider how to develop personal performance.

All of the above will be developed this term through Basketball, Fitness, Netball and Gymnastics.

### **Basketball and Netball:**

- Show good technique when sending a ball with increasing control, accuracy and consistency under pressure.
- Demonstrate increasing consistency of catching under pressure in a variety of game situations.
- Demonstrate a wider range of techniques when tracking a ball under pressure.
- Demonstrate a range of dribbling techniques with increasing control under pressure.
- Show fluency and control when travelling, landing, stopping and changing direction.

### **Fitness:**

- Change direction with a fluent action and can transition smoothly between varying speeds.
- Show fluency and control when travelling, landing, stopping and changing direction.
- Can coordinate a range of body parts with a fluent action at a speed appropriate to the challenge.
- Can adapt running technique to meet the needs of the distance.
- Use their breath to increase their ability to move for sustained periods of time.

### **Gymnastic:**

- Combine and perform gymnastics shapes more fluently and effectively.
- Develop control and progressions of a cartwheel and a headstand.
- Explore counter tension balances.
- Develop fluency and consistency in the straddle forward and backward roll.
- Combine and perform a range of gymnastic jumps more fluently and effectively.

## **French**

The children will be learning to:

- listen and engage
- ask and answer questions
- speak in sentences using familiar vocabulary
- develop appropriate pronunciation
- show understanding of words and phrases
- appreciate stories, songs, poems and rhymes
- broaden their vocabulary in French

The first half term topic is about France's neighbours and positions/distances of a variety of cities. The children will learn the French names for famous French landmarks and how to describe what people do when they visit Paris.

In the second half term the class will learn how to tell the time: o'clock, half past, quarter past, quarter to and 5-minute intervals. They will learn how to use 24-hour times and the way in which the French represent a.m. and p.m. times. The children use airport arrival and departure boards and a school timetable to consolidate and practise the skills learned.

### **Music**

Mrs Fogg is the specialist music teacher and she teaches the children for one lesson each week, on a Wednesday.

### **PSHE**

#### **Zones**

In addition to readjusting to our school rules and expectations, the children will recap and consolidate their knowledge and understanding of the Zones of Regulation. This will include: identifying our zones; developing self-regulating strategies; using clue to determine how others are feeling and reviewing expected and unexpected behaviours. This will help them to consciously recognise their emotions and engage developing skills and problem-solving strategies to regulate their actions and emotions.

#### **SRE**

It is now a statutory requirement to include Sex and Relationships Education (SRE) lessons as part of the PSHE curriculum. After half term, we will explore more about how we are created and loved by God. Where possible, we will relate this learning to our RE and Science lessons too.

The children will continue learning about the rules and routines of being in school. We will be studying 'New Beginnings' which will consider the building of and developing relationships, showing respect for one another and ourselves, playing by the rules, valuing the things we are good at and identifying those skills we wish to improve and how to do this. There will be a big focus on the welfare of each child in Year 6, especially after returning to school after such a lengthy period of time.

### **Trips/Enrichment**

The Government has advised that, in the Autumn term, schools can resume non-overnight domestic educational visits. This includes any trips or placements connected with a pupil or student's preparation for adulthood (for example workplace visits, travel training, etc.).

At this time, a number of the planned educational visits have been cancelled by the providers as a result of their own risk assessments. In light of this, the school has taken the decision not to commence with educational visits until after the Autumn half term break and at this time, where trips are organised, these will be in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination.

The school is supported in its decision making around educational visits by an Educational Visits Adviser from our Health and Safety executive. The school makes use of this adviser to evaluate trips and the individual risk assessment for these trips.

Please be assured that as a school, we will do all we can to ensure your child receives as enriched a curriculum as feasible in the current climate.

## **Provisional dates for your diary**

Secondary School Transfer Meeting – Monday 20<sup>th</sup> September 2021.

- A copy of the PowerPoint will be sent to parents after the event and times can be arranged to speak to Mrs Smith, who is happy to support families at this time.

Sacred Heart Open Events – Week beginning 15<sup>th</sup> November.

Nasal Flu Vaccination – Monday 18<sup>th</sup> October 2021.

Parents Evenings – wb 8<sup>th</sup> November 2021.

- Please note: we will be sending out a survey in relation to how these will be held.

Christmas Concerts and Nativities- wb 6<sup>th</sup> December.

**These dates are provisional and may be subject to change, postponement or cancellation. The dates will be finalised towards the end of this half term.**

The children have made an excellent start to Year 6! Thank you for your support so far. I very much look forward to working alongside you for what is set to be a wonderful school year!

If you have any questions or any concerns regarding your child's well-being, please do not hesitate to contact me. As we are social distancing as much as possible at the start and end of each day, please email me [sobrien@sacredheart.richmond.sch.uk](mailto:sobrien@sacredheart.richmond.sch.uk)

Many Thanks  
Miss O'Brien