



Sacred Heart
Year 6 Curriculum Newsletter
Summer Term 2022

People, Places, Crime and Punishment

Welcome back! This is the termly newsletter designed to give you an outline of the topics we are covering, this term and suggest ways in which you can help your child at home. We are developing a more immersive and enriching curriculum, this year and the topic of our Summer Term is 'People, Places, Crime and Punishment'

Class Information

- Miss O'Brien is the class teacher.
- Our Teaching and Learning Assistants in Year 6 are: Mrs Tennant (Monday-Wednesday), Mrs Stenning (Monday, Wednesday, Thursday and Friday mornings) and Mrs Boyle (Tuesday – Friday).
- Mrs Coney will teach the children for French during my planning, preparation and management time. – on a Tuesday afternoon.
- The children will also have Junior Jam on a Tuesday morning.
- 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@sacredheart.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. We will try to respond to emails received within 48 hrs. If urgent please notify the office.

Note: Friday 29th April – School Closure – INSET Day
Monday 2nd May – School Closure - Bank Holiday

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 and homework diary to school every day along with their reading book. Every child should have a water bottle (and a packed lunch if they have one).

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 skirt, white socks and trainers. They should also have the outdoor PE kit. PE will be outdoors as much as possible (weather dependent), 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.

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.

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 continue to 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 endeavour 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.

Spellings

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 need their Spelling Journals 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.

Curriculum

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

Catch-up Curriculum

As a school, we continue to ensure that our pupils have a broad and balanced education, while ensuring that they catch-up on fundamental skills in English and Mathematics they may have missed during disruptions to learning over the last two years.

English

This term we will spend the first part revising and consolidating knowledge of SPAG for our SATs – we will then be focusing on applying this to our written work consistently.

Writing Explanations

The SPAG focus:

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.

Persuasive Writing

The SPAG focus:

Create some expanded noun phrases using a given head noun.

Identify and list useful connectives for formal persuasive text.

Identify the uses of apostrophes: to indicate omission in contractions and to show possession.

Use apostrophes when converting formal text into informal dialogue.

Define modal verbs.

Identify modal verbs used in persuasive texts

Narrative Writing

The SPAG focus:

Subjunctive mood

Imagery

Similes, metaphors, hyperbole and personification

Reported speech

Relative clauses

Subordinate clauses

Direct speech punctuation

Past perfect and past progressive verbs

Holes – Fiction Narrative

Maths

This term we will be revising and consolidating our skills in preparation for our SATs. We will also be ensuring we can apply our skills to reasoning style questions.

As well as revising the key concepts and consolidating our knowledge and understanding this term, we will also be focusing on:

Geometry- Properties of Shape.

- Draw 2-D shapes using given dimensions and angles.
- Recognise, describe and build simple 3-D shapes, including making nets.
- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Statistics

- Interpret and construct pie charts and line graphs and use them to solve problems.
- Calculate and interpret the mean as an average.

Religious Education

The children will be following the Come and See programme. This term's themes are "Witnesses", "Healing" and "Common Good". Lessons are a combination of discussion, written/art work, reflection and prayer. The children will also take part in whole school assemblies, every week.

Science

This term we will be covering the topic 'Evolution and inheritance'

Evolution and Inheritance

In this topic, the children will learn:

- how living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- how living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

This topic will 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.

Learning Themes:

Computing

Programming A – Variables in Games

This unit explores the concept of variables in programming through games in Scratch. First, learners find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, learners experiment with variables in an existing project, then modify them, before they create their own project. In Lesson 4, learners focus on design. Finally, in Lesson 6, learners apply their knowledge of variables and design to improve their games in Scratch.

Programming B - Sensing

This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 – 'Programming A'). It offers pupils the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit. The unit begins with a simple program for pupils to build in and test within the new programming environment, before transferring it to their micro:bit. Pupils then take on three new projects in Lessons 2, 3, and 4, with each lesson adding more depth.

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

Geography

This term we will continuing to look at North America, in particular, Mexico and compare it to another area of the world.

The children will:

- Understand geographical similarities and differences through the study of human and physical geography of a region in North America in relation to another area of the world.
- Describe and understand key aspects of:
- Physical geography, including climate zones, biomes and vegetation belts.

- Human geography, including types of settlement and land use, economic activity, including trade links and the distribution of natural resources including energy, food, minerals and water.

History

This term we will be looking at Crime and Punishment across eras and comparing them.

The children will:

- Study multiple time periods and use their knowledge and understanding of the historical eras studied to make comparisons about crime and punishment.

Art

This term we will completing our work on Mexican Landscapes and Day of the Dead Art and moving onto looking at Modern Day Artwork.

The children will:

- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
- Be taught about great artists and designers in history

DT

This term we will be looking at Mexican Food and Chocolate.

The children will:

- Prepare and cook a variety of predominantly savory dishes, using a range of cooking techniques.
- Understand and apply principles of a healthy and varied diet.
- Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processes.
- Design purposeful, functional, appealing products.
- Generate, develop, model and communicate ideas through talking, drawing, templates, mock ups and communication technology.

PE

The children will take participate 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 Athletics, Golf, Rounders and Fitness.

Athletics

- Compete within the rules showing fair play and honesty
- help others improve their technique using key teaching points.
- identify my own and others' strengths and areas for development and suggest ways to improve.
- Perform jumps for distance using good technique.
- Select and apply the best pace for a running event.
- Show accuracy and good technique when throwing for distance.
- Understand there are different areas of fitness and how this helps me in different activities.
- Use different strategies to persevere to achieve my personal best.

Golf

- Identify different areas of the gold course.
- Show control of distance when chipping and putting.
- Use a wider range of skills with increasing control under pressure.
- Use feedback provided to improve the quality of my work.
- Use the rules of the game consistently to play honestly and fairly.

- Work in collaboration with others so that the games runs smoothly.
- Recognise my own and others' strengths and areas for development and suggest ways to improve.

Rounders

- Strike a bowled ball with increasing consistency.
- Use a wide range of skills with increasing control under pressure.
- Use the rules of the games consistently to play fairly.
- Work collaboratively with others to get batters out.
- Work in collaboration with others so that games run smoothly.
- Recognise my own and others' strengths and areas for development and suggest ways to improve.
- Understand and apply some tactics in the game a batter, bowler and fielder.

Fitness

- Change my running technique to adapt to different distances.
- Collect, record and analyse scores to identify area where I have made the most improvement.
- Work with others to organise, manage and record information at a station.
- Encourage and motivate others to work to their best.
- Understand that there are different areas of fitness and how this helps me in different activities.
- Understand the different components of fitness and ways to test and develop them.
- Work to my maximum consistently when presented with challenges.

French

The children will continue to follow the programme 'Ici et Là?'. This term they will be focusing on writing simple phrases in French with increasing confidence and learning the grammar and vocabulary related to healthy food, the body, minibeasts and zoo animals.

Music

Mrs Fogg is the specialist music teacher and she teaches the children for one lesson each week, on a Wednesday, in addition to hymn practice sessions. Your child can attend the choir if they wish to but they will need to speak directly to Mrs Fogg about this.

PSHE

In PSHE this term we will be using the class profiles from our Thrive at Sacred Heart programme to work on a bespoke provision for the children in our year group. We will also be focusing on Transition activities and preparing the children for their move onto Secondary School.

Relationships and Sex Education

During the Summer term we will be focusing on our Relationships and Sex Education Programme. We have invested in the Ten Ten Programme which ensures that our children are equipped with the knowledge, understanding, skills and confidence to cope with the many pressures and challenges of modern society. Learning about friendships and family in RSE are the building blocks to help children to understand themselves and others. All of this is done within the doctrine of the Catholic Church, faithful to the Church's vision of human wholeness whilst recognising the contemporary context in which we live today in an age appropriate way.

RSE is taught explicitly in three modules across the school from EYFS to UKS2 in the Summer term:

Module 1: Created and Loved by God

Unit 1: Religious Understanding
 Unit 2: Me, My Body, My Health
 Unit 3: Emotional Well-being
 Unit 4 Life Cycles

Module 2: Created to Love Others

Unit 1: Religious Understanding
Unit 2: Personal Relationships
Unit 3: Keeping Safe

Module 3: Created to Live in Community

Unit 1: Religious Understanding
Unit 2: Living in the Wider World

In addition, **Year 5 and Year 6** children are offered the opportunity to explore puberty with the school nurse. The PowerPoint for this session is shared in advance with parents. Parents have the right to remove their child from this session should they choose to do so.

If you have any questions about the programme please do not hesitate to ask.

Trips/Enrichment

Monday 23rd - Wednesday 25th May 2022 – Residential Trip to Sayers Croft Outdoor Activity Centre.

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.

Please do also note that the timetable may be more fluid this term, as we prepare for SATs. We ask for your support and understanding with this and can ensure the children will be completing a broad and balanced curriculum.

We hope you can appreciate there is an awful lot to cover and we would like the children to be as well prepared as possible to show their full potential!

SATs

This half term, the children will be completing their SATs. SATs are a summative assessment tool used to evaluate the progress and attainment of children at the end of Key Stage 2 before they transition into Key Stage 3.

The children will complete 6 tests: 2 SPaG Assessment (1 Grammar and Punctuation and 1 Spelling), 1 Reading assessment, and 3 Maths assessments (1 arithmetic and 2 reasoning).

These tests will indicate whether your child is **working towards** the age-related expectation, **working at** the age-related expectation or **working at greater depth** within the expected standard..

In addition, as a school, we are required to inform parents as to how their child/ren is doing in relation to agreed national expectations for 11-year olds. So at the end of the summer, in your child's end of year report, you will be provided with information on how your child is doing in relation to the national age-related expected standard, how this outcome relates to the national picture (from 2019 – the last time attainment was formally reported to parents and analysed nationally by the government), and how this outcome also relates to the picture for your child's class.

Additional Information:

We will also be preparing for the children's final school production, where they will have an opportunity to display their musical, technical, and acting talents.

The children have made an excellent start to the new term and we are so delighted with all of them! Thank you for your continued support. We very much look forward to continuing to work alongside you for the rest of this year.

If you have any questions or any concerns regarding your child's well-being, please do not hesitate to contact me: sobrien@sacredheart.richmond.sch.uk

Many Thanks
Miss O'Brien and the Year 6 Team.