



Thurston CE
Primary Academy

Year 6 Curriculum Newsletter Summer 1

We hope you had a wonderful Easter holiday.

Christian Value

Friendship

Key Information

Staffing: Miss Larsen (Leopards), Mr Wognum (Tigers)

Teaching assistants: Mrs Wallace

P.E: Leopards—Thursday Tigers—Friday

Spellings: Handed out on a Friday; tested on the following Friday.

Home Learning: Weekly home learning task sent out on a **Friday** (see weekly newsletter). To be completed by the following **Friday**.

Class Emails:

leopards@thurstonprimary.net / tigers@thurstonprimary.net

Subject	Coverage	Knowledge & Skills
English	<p>3rd person narrative: To write the next chapter of a story in the 3rd person including dialogue.</p> <p>In narratives, describe settings, characters and atmosphere. Integrate dialogue to convey character and advance the action. Distinguish between the language of speech and writing. Use semi-colons and hyphens.</p> <p>Newspaper report: To write a newspaper report detailing the events of a swimming pool break in.</p> <p>Show a difference between formal and informal language in writing.</p>	
Maths		<p>In maths, year 6 will be revisiting high content areas of the curriculum, such as the four operations and fractions. We will also be revising areas identified in our recent assessment.</p>
Science		<p>Summer 1 - Light Knowledge:</p> <p>Recognise that light appears to travel in straight lines.</p> <p>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.</p> <p>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.</p> <p>Use the ideas that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>Know that white light is made up of coloured light of the spectrum and know how the human eye perceives colours.</p> <p>Skill Focus:</p> <p>Take accurate measurements and records data on a graph.</p> <p>Identify different types of scientific enquiries to answer their own questions.</p>
Humanities	<p>Summer 1 History:</p> <p>Changes in crime and punishment from the Anglo-Saxons to the present.</p>	<p>How do we know what punishment was like 800 years ago?</p> <p>What does the legend of Robin Hood tell us about medieval justice?</p> <p>How did crime and punishment change between 1500 and 1750?</p> <p>Why did punishments become so bloody in the 18th century?</p> <p>Why did so much change happen in crime and punishment in the 19th century?</p> <p>Has the way we catch and punish criminals improved over the last 100 years?</p>

You will never have this day again so, with the guidance of God, make it count!

Computing	Summer 1 Big Data 2	<p>Understand how corruption can happen within data during transfer. Understand that computer networks provide multiple services. Use search and word processing skills to create a presentation. Create formulas and sorting data within spreadsheets. Learn about the Internet of Things and how it has led to 'big data'. Learn how 'big data' can be used to solve a problem or improve efficiency.</p>
RE	Spring 2 - Christianity	<p>Should believing in resurrection change how Christians view life and death?</p> <ul style="list-style-type: none"> Engage with the meaning of the word 'resurrection' Enquire into how believing in the Resurrection changes things for Christians Explore Christian ideas about the Resurrection in Biblical Narrative Explore Christian ideas about the Resurrection in Church practice Explore Christian ideas about the Resurrection in Christian living
DT	Summer 1 Art: Sculpture and 3D— Making Memories	<p>Pupils will create a sculpture depicting personal primary school memories, demonstrating experimentation, originality, technical competence, and craftsmanship.</p> <p>Key Skills: Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriate to fit with ideas. Give reasoned evaluations of their own and others' work which takes account of context and intention.</p>
PE	Summer 1 Athletics	<p>Accelerate quickly with speed and control in movement – timed/competitive races. Throw a javelin/vortex /shot put safely, with accuracy and power. Perform a jump for distance, varying techniques to improve performance. Develop long distance running- learning how to pace and show good technique. Pass a relay baton in competitive situations (timed). Run and jump over hurdles with fluency and speed, improving time to achieve a personal best.</p>
MFL-French	Spring 2 Rigolo 2, Unit 11: Le sport	<p>Reading: Read and understand questions about sports and read and write longer texts.</p> <p>Listening: Listen to information, instructions and preferences of sports from others.</p> <p>Speaking: Talk about which sports you like. Say what you think of different sports and give reasons for preferences. Talk about a sporting event.</p>
Music	Summer 1 Theme and Variations: Pop Art	<p>Discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles Represent changes in pitch, dynamics and texture using graphic notation. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Improvise coherently and creatively within a given style, incorporating given features. Compose a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</p>
PSHE	Summer 1 Safety and the Changing Body: Staying safe and growing bodies	<p>To know the steps to take before sending a message online. To know some of the possible risks online. To know some strategies I can use to overcome pressure from others and make my own decisions. To understand how to help someone who is choking. To understand how a baby is conceived and develops (with parental permission).</p>

You will never have this day again so, with the guidance of God, make it count!

Ways To Help At Home

Reading and Spelling

- Please listen to your child read regularly—daily is best.
- Continue to read stories aloud to your child.
- As explained in the included letter we will no longer be having weekly spelling tests as research and experience shows that many children tend to simply learn for the test. Instead please regularly practice a mixture of words from the Year 5 & 6 spelling lists – found on the website.

Maths

- Practise times tables on Times Table Rock Stars (TTRS) a few times a week.
- The teachers will set activities on Mathematics (maths) every other Friday. These will be linked to the topics that the children have been learning about at school. Please encourage your child to complete these every week.

Knowledge Organisers

We will continue to use knowledge organisers for many of our curriculum areas this year. Copies of these may be sent home at different points this term. When they do come home please spend some time looking at the information together with your child and helping them remember key facts.

Key Dates

- Tuesday 23rd April - Parents' Evening
- Thursday 23rd May - Maths Day (Dress as a Rockstar)
- Friday 24th May - PD Day
- Leavers events dates will be confirmed as soon as possible.

You will never have this day again so, with the guidance of God, make it count!