



# Summer Curriculum Newsletter – Year 6

Dear Parents / Carers,

First of all, we cannot express how fantastic it is to have a group of smiling, happy, interested, enthusiastic children back in our classrooms after the Easter break. The children have certainly remembered what it is to be a Highfielder and have returned to school "Ready, Respectful and Safe." Thank you for instilling such behaviours in your children at home —it really does impact on their attitude to learning. As you will appreciate, this is a very busy and important term for the children in Year Six as we prepare them for the SATs exams and their transition to high school whilst ensuring they have an enjoyable and memorable conclusion to their Highfield career.

This term, the children will continue to be taught by the Year 6 team (Mr Gath, Mr Brassil and Mrs Homan) supported by Mrs Hollick. 6G are taught by Mrs Hollick on a Thursday afternoon.

Please remember that the **children will need to bring PE kit / leave PE kits in school to school to change into for PE sessions.**

## Homework

**Reading:** Year 6 children are expected to read for 20 mins per night. We encourage you to listen to your child read and discuss the content of a variety of genres.

**Homework:** We will continue to post homework on Seesaw on a Monday to be completed by the following Monday. There will be a balance of English, Maths and Topic work throughout the year. The work you have produced has been fantastic so far; please remember to complete tasks to the same high standard you would in school, as best you can. Please can you ensure that any photographs you upload are close up and clear to ensure we can read the work. Spellings arrive on a Thursday for a test the following Thursday. We also encourage your children to access Times Tables Rock Stars at home.

**P.E. is on Wednesday afternoon.**

**As the weather gets warmer, please ensure that each day your children have a sunhat, water bottle and have applied sun cream before they leave for school.**

## Important Days

### Monday

Homework set on Seesaw to be returned by the following Monday PE

### Thursday

Spellings tested and set for the following week on Seesaw, PE

### Friday

Musical Instruments

## Important Dates

1<sup>st</sup> May - RED exhibition

5<sup>th</sup> May - May day Bank Holiday- school closed

9<sup>th</sup> May - Harmony in diversity breakfast

12<sup>th</sup> -15<sup>th</sup> May – SATs

16<sup>th</sup> May - West Yorkshire Police Bike Marking

19<sup>th</sup>-23<sup>rd</sup> May - Walk to school week

20<sup>th</sup> May - Year 6 Mosque visit

23<sup>rd</sup> May - Finish for half term

2<sup>nd</sup> June - School opens

5<sup>th</sup> June - Book Look @3.30pm

5<sup>th</sup> June - Class photos

9<sup>th</sup> June - Residential week

9<sup>th</sup> June - Rehearsal for Leeds Youth Music festival

16<sup>th</sup> June - Health and wellbeing week

23<sup>rd</sup> June - Year 6 sports morning

24<sup>th</sup> June - Rehearsal for Leeds Youth Music festival

1<sup>st</sup> July - Leeds Youth Music festival - rehearsal and performance

1<sup>st</sup> July - Meet new class teacher in current classroom

3<sup>rd</sup> July - Moving up morning

4<sup>th</sup> July - Harmony in diversity breakfast

4<sup>th</sup> July - Orchestra perform for parents

7<sup>th</sup> July - Moving up morning

12<sup>th</sup> July - Summer Fair

16<sup>th</sup> July - Year 6 production @6.00pm

18<sup>th</sup> July - School closes for Summer

**English:**

Exam Technique and Preparation; Character description; Poetry Instructions; Diary writing, Formal letters; End of Year Play – Drama and Oracy focus.

**Grammar and Punctuation:** Adverbials, time conjunctions, prepositional phrases, headings, sub-headings, bullet points.

**Science: Light:** I can explore how light travels; I can explore Reflection; I can explore reflection and explain how it can be used to help us see; I can investigate how shadows can change; I can investigate how we can show why shadows have the same shape as the object that casts them.

**Earth Science- Looking After Our Environment** Climate change. What happens to our rubbish? How to reduce energy consumption. What happens when fuel is burned? Year 6 Curriculum Map Exploring the outcomes of COP26. Comparing data associated with the weather. Can I describe how to look after our environment and why we should be doing so?

**History**

**Local History study of Marrick Priory** The history of Marrick Priory and its links with The Tudors Residential visit and historical talk from Centre Manager. **How has Marrick changed?**

**Computing:**

**Scratch Programming:** Can I demonstrate programming skills using 'Scratch'?

**Online Safety** – Consolidation work Can I explain how to stay safe when using digital media?

**Music**

**Y6 Production: Can I sing and perform as part of an ensemble?**

**The Glockenspiel: Can I understand the notes on the stave and use them to play the glockenspiel?**

**MFL – French**

**Le week-end** Can I talk about my pass times in French?

**Moi dans la monde** Can I talk about myself and the world around me?

**Design and Technology**

**Marrick Slippers** - How do I design and make my own wearable slippers using all the different stitches I have learnt and a blanket stitch? **Can I design, make and evaluate a functional pair of slippers?**

**Food & Kitchen Safety (Pt. 2) – Quiche** How do I make short crust pastry? Can I prepare and cook a savoury dish using a range of cooking techniques?

**Reading:** Exam Technique and Preparation. Reading comprehension.

**The Iron Man** - Understanding different levels of question. Using quotes to support answers. Comprehension. **The Highwayman** – Analysing the key features of poetry. Question focus, choice of punctuation and its effect on a reader, comprehension questions, subject specific vocabulary.

**Art- Marrick Landscapes-** Using residential as stimulus produce drawings and watercolour painting to replicate landscape. Look at a range of local artists' work – discuss, evaluate and analyse styles, techniques etc. Skills: drawing, painting, sculpture, printing. **Can I produce creative work exploring ideas and recording my experiences?**

**PSHE:**

**Mental health and emotional wellbeing Healthy minds** What is mental health?

**Preparing for high school and transitional visits. Can I explain strategies to help me look after my SEMH wellbeing?**

**Relationships Education** - How do we grow and change throughout the human lifecycle? **Am I aware of how I change as I grow and where I can go for help and support?**

**Physical Education –**

**Striking and Fielding- Physical Skills** – Can you show accuracy in striking and fielding skills? Can you select and use skills appropriately in a game situation?

**Real PE Coordination with equipment - Physical Skills** – Can you practise different techniques/equipment to find the most suitable for me? **Personal Skills** – Can you recognise my strengths, weaknesses and set myself a challenge?

**Athletics Physical Skills** – Can you run sustaining pace over a longer distance, jump showing power, control and consistency and throw with greater efficiency and increasing accuracy? **Personal & Social Skills** – Can you count, measure and time yourself and others and use this to set personal goals and give peer assessment? Pick out strengths and weaknesses in performances.

**Outdoor & Adventurous Activities** – Marrick residential.

**Geography**

**Marrick – Local area study:** Can I identify topographical features of Swaledale? What are the similarities and differences between The Dales and Leeds and how is the land used? Why is Marrick built around a river? Why would people visit Marrick? I can use fieldwork to observe, measure record and present the human and physical features of Marrick. **Can I compare the geographical features of Marrick and Moortown?**

## Maths

Use common factors to simplify fractions, use common multiples to express fractions in the same denomination

Compare and order fractions including fractions  $> 1$

Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions

Multiply simple pairs of proper fractions, writing the answer in its simplest form

Divide proper fractions by whole numbers

Associate a fractions with division and calculate decimal fraction equivalents for a simple fraction

Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 given answers up to three decimal places

Use written division methods in cases where the answer has up to two decimal places

Financial Education and Wellbeing- how money and spending decisions can impact someone's emotional wellbeing, what it means to be a critical consumer, and how spending decisions can affect others.

Solve problems involving the relevant sizes of two quantities where missing values can be found by using integer multiplication and division facts

Solve problems involving the calculation of percentages and the use of percentages for comparison

Solve problems involving similar shapes where the scale factor is known or can be found

Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Use simple formulae

Generate and describe linear number sequences

Express missing number problems algebraically

Find pairs of numbers that satisfy an equation with two unknowns

Enumerate possibilities of combinations of two variables

Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places

Use, read, write and convert between standard units of length, mass, volume and time, using decimal notation up to three decimal places

Convert between miles and kilometres

Recognise that shapes with the same area can have different perimeters

Recognise when it is possible to use formulae for area and volume of shapes

Calculate the area of parallelograms and triangles

Calculate, estimate and compare volume of cubes and cuboids using standard units,  $\text{cm}^3$ ,  $\text{m}^3$ ,  $\text{mm}^3$  and  $\text{km}^3$

Draw 2-D shapes using given dimensions and angles

Recognise, describe and build simple 3-D shapes, including nets

Compare and classify geometric shapes based on properties and sizes

Find unknown angles in triangles, quadrilaterals and regular polygons

Illustrate and name parts of circles, including radius, diameter (understanding that this is twice the radius) and circumference

Recognise angles that meet at a point, are on a straight line, vertically opposite and missing angles



### WAYS YOU CAN HELP AT HOME

- Reading with your child on a regular basis and holding discussions about what they have read.
- Helping your child to practise their times tables and arithmetic skills regularly.
- Making sure your child remembers to bring a water bottle every day.
- Be 'ready, respectful and safe' at home as well as in school.

Please see the school website should you require further information about the Year 6 curriculum.

## Don't be late through the gate!

School starts at 8.55am. Getting your child to school on time really matters. Arriving late is upsetting for your child and disruptive for the rest of the class.

**Being regularly late adds up to a loss of learning time.**

5 mins late everyday = over 3 days of learning lost every year

10 mins late everyday = over 7 days of learning lost every year

15 mins late everyday = over 2 weeks of learning lost every year

### Safeguarding and Child Protection

For any child protection issues please contact Mr Feeley, Mrs Bowker or Mrs Calvert and we will support you with any concerns or sensitive issues you may be dealing with.

Mrs Patterson is the school SENDCo and can help you with any questions or concerns.

Please contact [admin@highfield.leeds.sch.uk](mailto:admin@highfield.leeds.sch.uk) should you wish to speak to us.