Year 6

Term 1 Newsletter

Welcome to Year 6!

From all of us on the Year 6 team, we hope you have a fantastic Summer and the children return ready for what promises to be a very exciting academic year ahead!

There are lots of things to look forward to and we are here to support you and the children with their transition into Year 6 - if you have any questions, please let your class teacher know and they will be happy to help.

What will we be learning this term?

Across Term 1 and 2, we will be exploring World War Two, a topic which always fascinates and engages the children. Lots of our learning will be cross-curricular with this topic and we have lots of opportunities for the children to learn about the impact of this historical event both globally and closer to home.

Term 6 Curriculum Overview

History

In History, we will be exploring the critical question “Why did Britain go to war in 1939?”. As part of our learning about World War Two, we will learn about a range of aspects including the events that triggered the war, evacuation, the roles of men and women and The Battle of Britain.

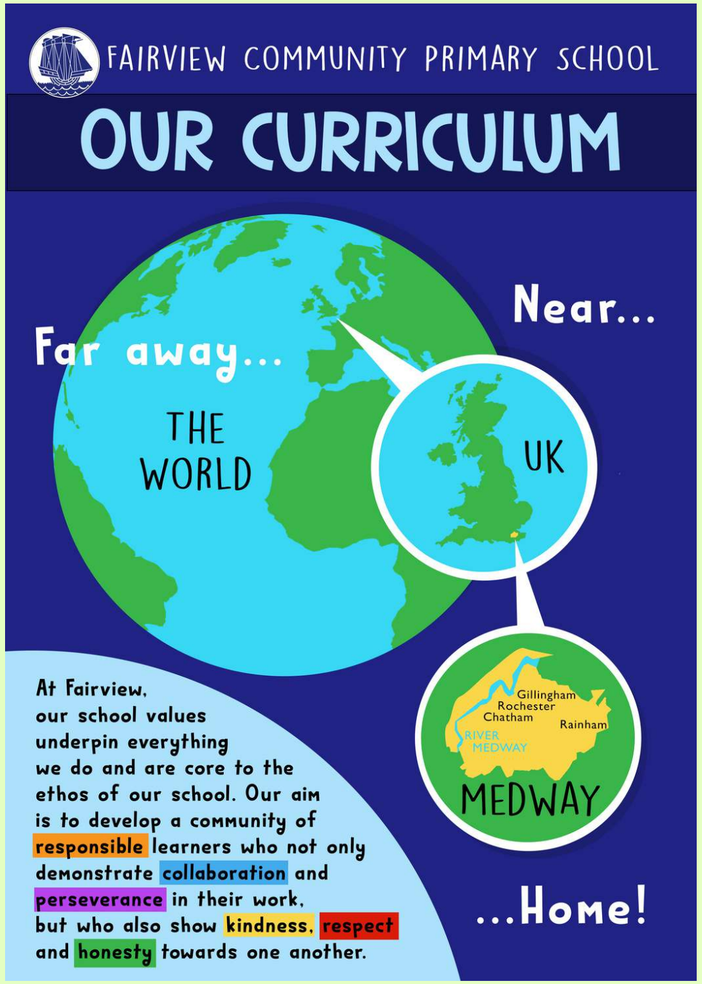
We will also explore the impact of the war closer to home through our second critical question, “What was life like in Britain and Medway during WW2”.

Links with home, near and far:

We are very lucky to have so many interesting links with WW2 in both our ‘home’ and ‘near’ areas. In order to support your child with exploring this term’s topic, you may like to visit the following locations:

- The Medway Queen (Chatham)
- The Royal Engineers Museum (Chatham)
- The Imperial War Museum (London)
- Churchill War Rooms (London)
- Dover Castle





Term 1 Curriculum Overview

English

In English this term, we will be exploring the story of Anne Frank through the illustrated book written by Josephine Poole.

Although a picture book, this story deals with complex historical topics such as the Holocaust and the treatment of Jewish people during World War Two. Children may be familiar with the character of Anne Frank and this book will allow further exploration of her experiences prior to war, including relationships with her family and friends and their subsequent treatment as war progressed.



Maths

Our first focus in Maths this term will be number and place value. We will explore numbers up to 1 million, comparing and ordering numbers, rounding any integer and negative numbers.

Later in the term, we will explore addition, subtraction, multiplication and division. We will explore adding/subtracting using the column method, common factors/multiples, rules of divisibility, written multiplication and short division.



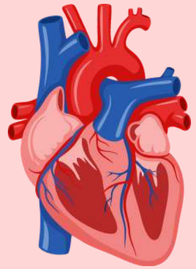
Science

In Science this term, we will be learning about the human circulatory system.

We will begin by exploring the function of the heart and its role within the body, before learning about the different blood vessels found in the circulatory system.

We will learn about the function and composition of blood and how water and nutrients are transported arounf the body.

We will conclude the unit by exploring what affects our heart rates and the potential impact of drugs and alcohol on the body.

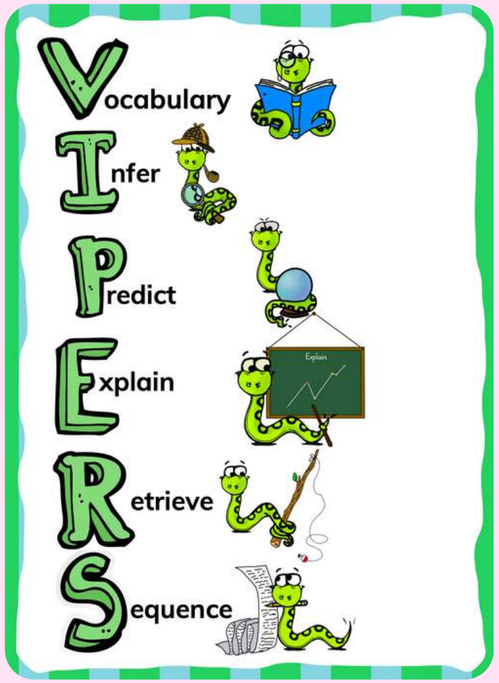




Term 1 Curriculum Overview

Reading

In Reading this term, we will continue to develop the children's VIPERS skills. We will be exploring a range of text types to explore each of the different reading skills within our lessons.



Computing

Our focus in Computing this term will be coding. We will be learning to use the programme 2Code to create our own text-based adventure games!

As part of the unit of learning, we will learn how to use flowcharts to test and debug our simulations.

Our internet safety focus for this term will be online research. We will be learning about the reliability of information found online and will become aware of the potential issues surrounding plagiarism and copyright.



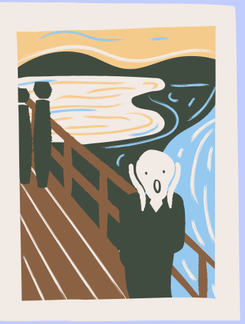
Art & Design

In Art this term, we will be developing our photography skills and techniques to create a range of creative photographic outcomes!

We will begin be exploring composition to create an effective photomontage, before learning about macro photography and digital art.

Later in the term, we will apply these skills to recreate famous paintings and will learn how to create photorealistic self-portraits.





Term 1 Curriculum Overview

Religion & World Views

This term, we will be exploring the critical question: Why does religion look different around the world?

We will be identifying key similarities and differences between Jewish, Muslim and Christian beliefs about Abraham.

During the unit, we will compare the ways some Jewish people observe Shabbat. We will also explore how a kippah can reflect someone's beliefs or identity within the Jewish community.

We will discuss the reasons that someone may wear a hair covering and will explain how some Christian techings link to beliefs and practices in different communities.

PSHE

The theme of our first unit is "feelings and emotions".
We will consolidate and extend our understanding of feelings and emotions as the children prepare for new experiences and greater independence.

We will be exploring how emotions such as worry may arise during times of change, including the transition towards secondary school, and how these feelings can affect thoughts and behaviour.

We will learn to develop strategies to manage emotions in positive ways, reflecting on communicating worries, seeking support from trusted people and taking responsibility for our emotional wellbeing.

PE

During our outdoor PE sessions this term, we will be developing our hockey skills.

In our indoor sessions, we will be woking on gymnastics.

Please ensure your child is wearing appropriate kit on their PE days. Details of this can be found on the next page.



PE Timetable:

Crocodiles - Mon & Thur

Elephants - Mon & Wed

Zebras - Mon & Tue



Term 1 Curriculum Overview

MFL - Spanish

We are excited to announce that Fairview's focus in Modern Foreign Languages across KS2 will be changing from French to Spanish this year!

We hope the children enjoy the challenge and excitement of exploring this fantastic language during their MFL lessons, which will build progressively across the year and beyond to develop their foundational knowledge and fluency. Further details about what the children will be learning each term will follow in future newsletters.







School Uniform

We do see that, when children are in full school uniform, there is a noticeable impact on maintaining high standards and a strong sense of belonging to our school community — something we are all proud of.

On PPA days, children should come to school dressed in their PE kit, which is suitable for Performing Arts and Forest School. The only exception to this will be during the winter months, when children will need a change of trousers or waterproof trousers for Forest School. There is no need for any additional alternative clothing.

We will also be reminding children that they should wear only one stud in each ear and that hair accessories should be in school colours.





PE Kit

We are happy for subtle sports logos to be worn, but not prominent branding. We will also not permit items such as Nike Pro shorts or very short, hot pant-style shorts, as these are not an appropriate length for school.

Year 6 pupils may purchase and wear a navy leavers' hoodie, but this should be worn on PE days only. Colourful clothing should only be worn on a child's birthday or on designated non-uniform (tag) days.





Home Learning

Weekly home learning in Year 6 is set on Fridays and is due the following Friday.

We set the following weekly activities:

Reading

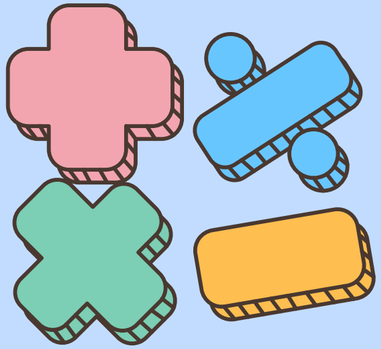
We ask that the children read at least 4 times per week and recorded this in their reading record. **Please can we ask that parents/carers sign the reading record each time your child records reading.**



Maths

Each week, we will set the children an activity in their CGP Maths Workout Book.

We will go through the activity in class together each Friday to mark and go through any questions.



Spellings

Each week, the children will be set a different group of words to practice on EdShed.

We ask that the children complete a minimum of 4 games each week in order to practice their spellings in preparation for their weekly spelling test each Friday.

EdShed

Knowledge Organisers

On the following pages, you will find further information about what your child will be learning in the foundation subjects this term.



History



Year 6 History – Term 1 & 2

Critical Questions:

Why did Britain go to war in 1939?

What was life like in Britain and Medway during World War Two?

WORLD WAR II VOCABULARY	
propaganda	Biased or misleading information used to promote a political cause.
allies	The 26 nations that fought against the Axis in WW2.
axis	The military alliance made up of Germany, Italy and Japan.
annex	Adding territory to one's own territory.
gestapo	The Nazi's secret police force.
rationing	Allowing each person to only have a fixed amount of something.
evacuee	A person evacuated from a place of danger.
evacuation	The action of moving a person or people from a place of danger.
blitzkrieg	An intense military campaign intended to bring about a quick victory.
holocaust	Destruction or slaughter on a mass scale.
dictator	A ruler with total power over a country.









1939

Summer 1939 Plans for evacuation in place

1 September 1939 1.5 million people took part in 3 day evacuation



1940

3 September 1939 Britain declared war on Germany



September 1939-April 1940 The Phoney war. As there was no fighting many evacuees returned home

January 1940 Food rationing began

May 1940 British troops had to leave Dunkirk



June 1940 France surrendered to Germany. Britain now fights alone.

1941

Sep 1940-1941 The Blitz

1940 August Battle of Britain





1942

December 1941 USA enters the war on Britain's side

1943



June 1944 DDay landings

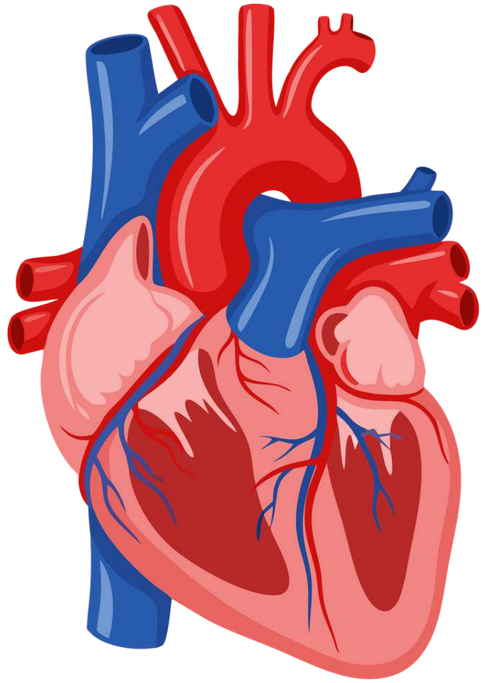
1944

1945

May 1945 End of the war



Science



Knowledge Organiser: Year 6 – Animals, including humans



Lesson Sequence



1. Understand the function of the heart and its role in the circulatory system



2. Identify and compare blood vessels



3. Explore blood



4. Learn how the body transports water and nutrients



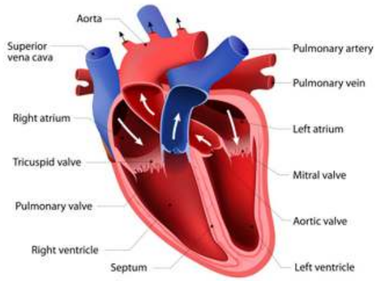
5. Investigate what affects your heart rate



6. Learn about the impact of drugs and alcohol on the body

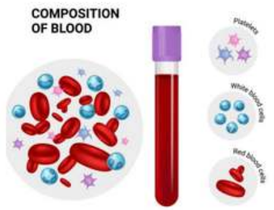
The Heart

The **heart** pumps **blood**, carrying nutrients and oxygen, around every part of the body.





The red vessels are **arteries** and the blue vessels are **veins**. **Arteries** have thick, muscular walls and carry **oxygenated** blood from the **heart** to the rest of the body. **Veins** carry **deoxygenated** blood back to the heart and have thinner walls. **Capillaries** are microscopic vessels which link the veins and arteries together.



Red blood cells carry **oxygen**. **White blood cells** fight infection as part of the immune system. **Platelets** help to clot (thicken) the blood and form a scab. **Plasma** is the fluid part of the blood, which transports

Looking After Our Heart



Healthy Food Pyramid

To keep our **heart** and body healthy, we need to:

- eat a balanced diet (not too much sugar or fat);
- exercise regularly;
- drink approximately 2 litres of water a day;
- limit alcohol intake, in adults;
- get approximately 8 hours of sleep.





Drugs, including alcohol, can cause liver damage, poor sleep, high blood pressure, and different types of cancer. Drugs can be classified into four groups – painkillers, stimulants, depressants and hallucinogens.

Art & Design



Year 6 - Craft and design

Arrangement	The composition of visual elements
Digital	Art made using electronic devices and computers
Layout	The arrangement of different elements within a given space
Macro	Very close-up photography, usually of very small subjects that are hard to see without using a magnifying tool
Monochrome	The use of one colour
Photography	The process of producing an image using a device that captures light
Photomontage	A collage of photographs that are arranged or modified
Photorealism	A drawing or painting so detailed it looks like a photo
Prop	Objects that are in photographs to enhance a scene
Saturation	The intensity or strength of a colour

The difference between using a normal lens and a macro lens setting.



Normal lens



Macro lens

Artists

- Hannah Hoch
- Edward Weston
- Derrick O Boateng
- Chuck Close

Features of a camera



Religion & World Views



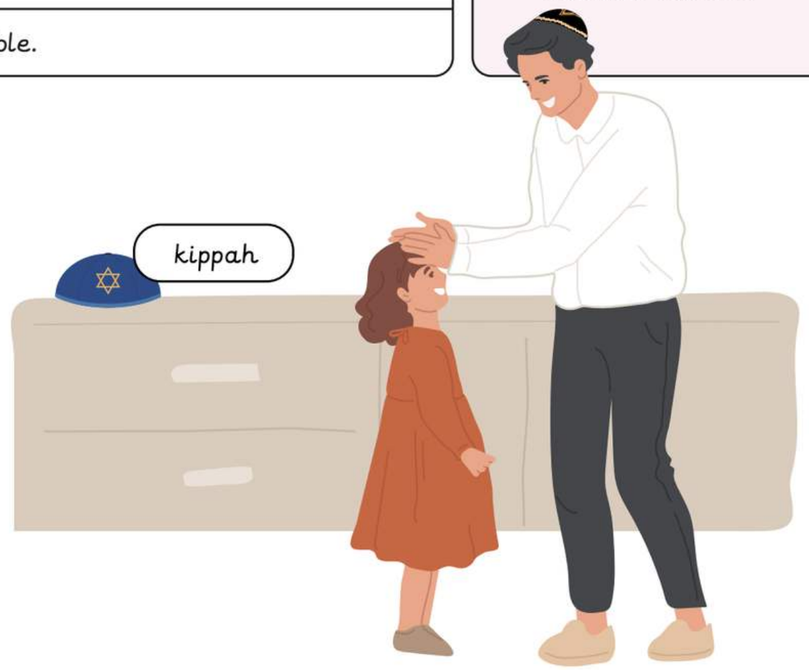
R&W - Why do religions look different around the world? (Part 1)

Abrahamic	Religious groups (Jewish, Christian and Muslim) who believe God made the first covenant with Abraham.
monotheist*	The belief that there is only one God.
liberal*	Following adapted or modern practices.
mitzvot*	A Jewish word meaning the commandments or rules some Jewish people follow.
Orthodox*	Following traditional beliefs, practices, rules and customs.
Shabbat*	A Jewish word meaning a day of rest.
tabernacle*	A sanctuary or place of worship which is movable.

Many religious followers choose to wear a head covering such as a kippah or a hijab. This can be for a variety of reasons.

- Remembering that God is always with them.
- Showing their religious views.
- Showing modesty around others.





R&W - Why do religions look different around the world? (Part 1)

There are different denominations of the Jewish religion.

Traditional followers include **Orthodox** and **Charedi** Jewish people who follow traditional laws and practices more strictly.

Modern followers include **Reform** and **Liberal** Jewish people who have adapted the way they practise to the modern world.

Many Jewish families observe Shabbat from sundown on Fridays until sundown on Saturdays.



Christianity around the world does not always change people's cultures or beliefs, it can become part of the beliefs and cultures already there.



After leaving Israel, Jewish communities settled in different parts of the world. While their beliefs are generally the same, they often have different traditions, foods, languages and ways of practising their faith.



In some Christian communities, faith is part of everyday life, complementing local culture and values. This can look different from place to place.

PSHE



Feelings and Emotions

TOPICS: Worry and Summative Assessment - *Suggested for Year 6*

We have chosen to deliver this topic in year(s):

_____

Year Intent

In Year 6, children consolidate and extend their understanding of feelings and emotions as they prepare for new experiences and greater independence.

They explore how emotions such as worry may arise during times of change, including the transition to secondary school, and how these feelings can affect thoughts and behaviour. Pupils develop strategies to manage emotions in positive ways.

They also reflect on communicating worries, seeking support from trusted people and taking responsibility for their emotional wellbeing.

Curriculum Links

Statutory RSHE Links

General wellbeing; Families and people who care for me; Caring friendships; Respectful, kind relationships: Developing bodies

Ask me a question!

Who could you talk to to help you manage a difficult emotion?

How can you manage feelings of worry?

If someone you know is feeling worried, what could you do to help?

Knowledge & Skills Progression

Worry - *Pupils should...*

- recognise situations that may cause feelings of worry, including changes and new experiences such as moving to secondary school
- explain how worry can affect thoughts, behaviour and physical responses and why it is a normal emotion during times of change
- apply a range of strategies to manage feelings of worry in positive and responsible ways during challenging or unfamiliar situations
- reflect on ways to communicate worries and seek support from trusted people when preparing for new experiences such as secondary school

What I've Learnt - *Pupils can...*

- confidently apply and justify strategies that help them manage and express their emotions in positive and responsible ways
- evaluate situations and respond appropriately when emotions may affect their behaviour or relationships
- clearly explain and justify the difference between helpful and unhelpful ways of expressing emotions
- take increasing responsibility for managing their feelings and supporting the emotional wellbeing of themselves and others

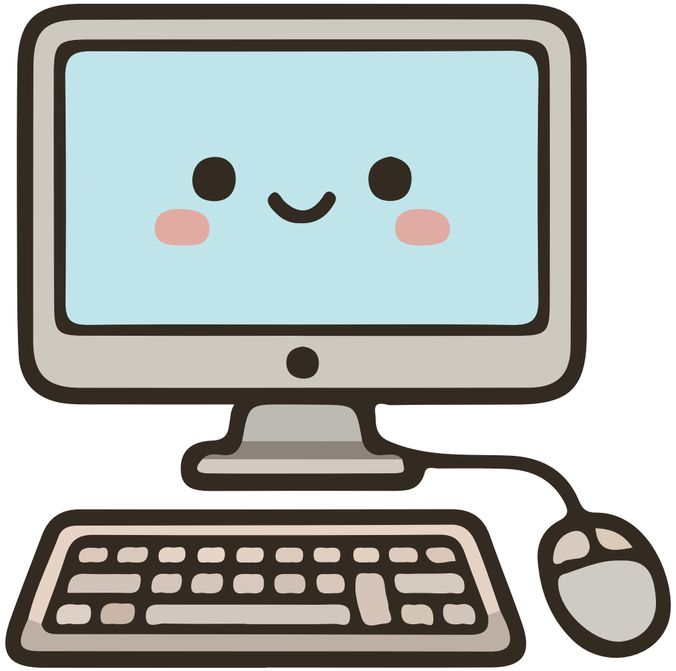
I will learn the following new words/phrases:

I now know...

Worry	To feel anxious or troubled over actual or potential problems.
Anxious	Feeling worried, nervous, or afraid about something certain or uncertain.
Troubled	Having problems or difficulties. Feeling nervous or worried.
Positive action	Doing something that results in a good or beneficial outcome.
Prepare for change	To make or get ready for something different.
Mindfulness	Slowing down to really notice what you're doing.
Strategies	A plan, method, or series of actions meant to perform a particular goal or effect.
Managing emotions	To look after and make decisions about your feelings.



Computing



Purple Mash Computing Scheme: Knowledge Organiser

Year 6
Coding

Key Learning

- To understand ways to use cloning in 2Code.
- To explore the use of hotspots in 2Code.
- To understand the different options of generating user input in 2Code.
- To use flowcharts to test and debug a simulation.
- To use program design documentation to produce a program.
- To understand how 2Code can be used to make a text-based adventure game.

Key Resources


2Code


2Chart

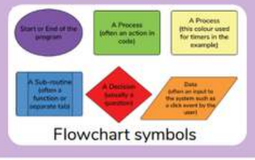
Key Images


Using clones



Variables


Using hotspots


Flowchart symbols



Functions

Key Questions

What is a function in coding? Give an example that you have used in 2Code Gorilla.

A function is a block of code that you can access when you need it, so you don't have to rewrite the same block repeatedly. You call the function each time you want it. In a turtle program you could have a button that will make the turtle draw a square each time you click it. In the text adventure, there were functions for each room that were called when the user navigated to the room.

In 2Code Gorilla, how can a program receive user input?

When the user clicks on an object, when the user presses keys or swipes the screen with the mouse, the 'Get Input' and 'Prompt for input' commands. On a touchscreen: when the screen is touched or swiped.

What variable types can you create in 2Code?

String, number and cloned object. The system also creates variables using object tabs such as 'any vehicle'.

Purple Mash Computing Scheme: Knowledge Organiser

Year 6
Coding

Key Vocabulary

Abstraction
A way of decluttering and removing unnecessary details in order to code the main task of the program.

Action
A type of command which causes an object to alter its behaviour. Actions could be used to move an object or change an attribute.

Algorithm
A precise, step-by-step set of instructions used to solve a problem or achieve an objective.

Attribute
A detail about an object in a program that can be changed. For example, its name, scale or position.

Clone
A variable type that makes exact copies of an object.

Concatenation
The action of linking things together in a series.

Decomposition
A method of breaking down a task into manageable components. This makes coding easier as the components can then be coded separately and then brought back together in the program.

Event
Something that happens in a program that causes a block of code to be run. Events include 'When Clicked', 'When Key' and 'When Swiped'.

Flowchart
A diagram that uses specifically shaped, labelled boxes and arrows to represent an algorithm.

Function
A named group of commands that a program can run when called by name, reducing the need to rewrite code repeatedly.

Hotspot
A type of object that can be used to make a specific area of the screen react to actions such as objects entering or leaving the area.

Initialize
Setting the starting value for a variable.

Object
An item in a program that can be given instructions to move or change in some way (carry out an action).

Prompt
A question or request asked in coding to obtain information from the user in order to select which code to run.