

Year 6



Autumn Term 2023

Welcome to Year 6!

Welcome to Year 6! We are really looking forward to getting to know you all and getting stuck into some fantastic learning this year. There will be lots of hard work and lots of fun times, for your final year of primary school!

As a reminder, healthy snacks (such as fruit or cereal bars) are allowed in school for break times.
If you have any concerns, please don't hesitate to come and talk to us.

Miss Bentley and Mr Dickson

Reading Diaries and Books

Your child will regularly read their book in class and we will look at their diaries every week.

PLEASE make sure your child brings their book and diary to school every day. Please read with your child every day and sign their diary to show this. It is incredibly important that you list to your child read every day. If you would like support with listening to your child read at home, please speak to Miss Bentley or Mr Dickson

Children will receive a reading book at the start of this term. We will assess them on these books regularly to make sure they have the right book for them. If you are worried that these books are too easy or too challenging, please speak to your child's teacher.

PE Kits

On PE days, **children will need to come to school in their PE kits**. Children will be unable to join in with PE lessons, if they are not wearing their kit.

On PE days, please make sure earrings are removed and hair is tied up.

Year 6's PE days are Mondays and Wednesdays

Please make sure footwear is appropriate for running around and that you don't mind if they get muddy and wet. Inhalers must be in school on these days too.

Important Dates

<u>Event</u>	<u>Dates</u>
Hook day	Tuesday 12 th September
Year 6 SATs Meeting	Monday 2 nd October 3.30pm

Homework

Children are expected to read, practise their spellings and practise their times tables (on TT Rockstars) **daily**.

Spellings will be sent out weekly

Reading and maths homework will be sent out on Fridays to be returned the following Friday. This homework is compulsory and is designed to build on the learning we do in school.

TT logins can be found in the back of your child's home school diary

Follow us on social media, where we showcase our wonderful school and learning experiences.



Does an economy reflect success?

This term, our enquiry focusses on making a comparison between the countries of Ghana and Brazil and the UK and Italy. This will include comparing the socio-economic makeup of the countries and looking at how trade is important to support each other. Through this, children will build on their understanding of community, extending this into the wider world and therefore building their cultural capital. Our hook day will introduce children to one of the festivals of Ghana so that they can understand how life there is different to life in the UK.

Deepening Knowledge Tasks

Reading

Reading is the gateway to the curriculum. The more we learn to read, the more we can read to learn. We will be reading the text *The Kaya Girl*, and we will be focusing on the skills of reading to understand. Each day, when you read with your child, please ask them questions about what they have read so they can demonstrate their understanding and explain their thoughts to you.

The following are links to some of the texts we will be using:

[THE KAYA-GIRL CHAPTER 1 - YouTube](#)
[The Kaya Girl - Chapter 1 - 5 - YouTube](#)
[Anansi the Spider-Man - Anansi Stories - Extra Mythology - #1 - YouTube](#)

Writing

This term we will be writing narratives based on Anansi stories as well as researching and presenting our knowledge of the developing country Ghana in a non-chronological report.

To prepare for these perhaps you could begin to research in order to start making your own notes and inform your ideas.

[Anansi the Spider-Man - Anansi Stories - Extra Mythology - #1 - YouTube](#)

[The myth of Anansi, the trickster spider - Emily Zobel Marshall - YouTube](#)

[What Is Fairtrade? - YouTube](#)

Maths

We follow the White Rose scheme in Maths. Follow the link below and you can follow lesson by lesson what your child is learning in school.

<https://whiterosemaths.com/homelearning/year-6/> Autumn Week 1-14.

This is a great resource to support your child and for you to see how we teach maths.

Science

In science, our focus will be **physics** and we will be learning about **light**.

This will cover how light travels, how we see things, shadows and how we can use special optical equipment.

To develop your learning at home, could you set up an experiment to measure how a shadow changes through the different times of the day. Or you could have a go at making your own periscope!

Further support for science can be found here: <https://classroom.thenational.academy/units/light-6f3a>

RE

We follow the Derbyshire Syllabus. This term, we will be learning around the question: Is it better to express your beliefs in arts and architecture or in charity and generosity?

You can find out more using the following link:

[Sacred architecture Facts for Kids \(kiddle.co\)](#)

PSHE

We teach PSHE through the PSHE Association.

This term we will be focusing on the question:

How can we keep healthy as we grow?

Further support can be found here:

[Unit - Oak National Academy \(thenational.academy\)](#)

Computing

We teach Computing through Purple Mash. This term we will be learning about how to stay safe online. The following links maybe helpful

https://school-learningzone.co.uk/key_stage_two/ks2_computing/ks2_e_safety_for_kids.html

<https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s>

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

PE

In PE, there will be a variety of indoor and outdoor sports, including dance, gymnastics, netball and orienteering.

You can practice Gymnastics and orienteering skills using the following links

[Unit - Oak National Academy \(thenational.academy\)](#)

[Unit - Oak National Academy \(thenational.academy\)](#)

Year Six – Does and economy reflect success?



Subject Specific Vocabulary

Greenwich Mean Time (GMT)	The mean solar time at the Royal Observatory in Greenwich
Meridian	Imaginary lines which run from the North Pole to the South Pole to create time zones
Prime Meridian	The line of 0° longitude, the starting point for measuring distance both east and west around Earth.
Socio-economically developed countries	Countries such as Ghana and Brazil
Developing country	Countries such as the UK and Italy
The human development index	A system used to compare and rank different countries in terms of their development
Import	To buy goods or services into the country from abroad.
Export	The action of selling goods and services to another country
Fair trade	a way of buying and selling products that allows the farmers to be paid a fair price for their produce and have better working conditions
Mineral resource	Natural resources such as coal, oil, diamonds
Qualitative	methods of data that are written ideas or research
Quantitative	methods of data collection that involves amounts



Exciting texts!



	Sticky knowledge
	A - Time zones are divided by imaginary lines called meridians which run from the North Pole to the South Pole. A time zone refers to any region where the same standard time is kept. Countries to the east of the Prime Meridian are ahead of Greenwich Mean Time (GMT) by up to 14 hours. Countries to the west of the Prime Meridian are behind Greenwich Mean Time (GMT) by up to 12 hours. Greenwich Mean Time (GMT) does not change
	B - Many of the socio-economically developed countries are located in the northern hemisphere, with most of the developing countries in the southern hemisphere. England and Italy are socio-economically developed country which is in Europe, in the northern hemisphere and is one hour ahead of GMT. Ghana is a developing country which is in Africa; Brazil is a developing country which is in South America
	C - The human development index is a system used to compare and rank different countries in terms of their development. Population growth impacts development as the faster the population grows, the more pressure is put on a country to provide space, food, water and jobs
	D - Developing countries tend to have higher levels of unemployment, have high birth and death rates and lower life expectancy; tend to generate more income from service sector e.g. tourism; tend to have a lower standard of living; tend to have an unequal distribution of wealth; tend to have a higher illiteracy rate
	E - Economic activities include making, selling, providing, purchasing, distributing and consuming good and services. This can be done through activities such as trade, farming, fishing, running a small business, investing etc. Trade involves the buying and selling of goods and services. The premise of trading is an exchange of goods for money where the price is agreed between the two parties
	F - Import means buying goods or services into the country from abroad. Export is the action of selling goods and services to another country
	G - Fairtrade is a way of buying and selling products that allows the farmers to be paid a fair price for their produce and have better working conditions. There are other ways that trade can be done ethically – Fair for Life is another example.
	H - Countries with mineral resources (coal, oil, diamonds) are more likely to develop quicker as they can sell these for profit. Gold and Diamonds are mined in Ghana. Tin, iron ore and diamonds can be found in Brazil. Coal and natural resources can be found in the UK and Italy.
	I - Ports and industrial areas have strong links to economic growth. Ports allow for travel between different countries; they are the gateway to trading partners. Industrial areas and ports provide jobs. Industrial areas manufacture a wide range of resources that can be sold to support the economy. Some large ports in the UK include: The Port of Tyne, Port of Liverpool, Port of Hull and the Port of Grimsby
	J: To analyse is examine something in detail
	K: To draw a conclusion we consider evidence and theory and make up our own mind based on these ideas.
	L To present to a specific audience, we have to understand who the audience is and what messages we want to give.
	M: Qualitative methods of data are written ideas or research, and quantitative methods of data collection involves amounts



Enhancer Sticky Knowledge – DT



A. Some food items such as meat, fish, eggs, milk need to be stored in a cold place e.g. in a fridge. Some food items last longer without going bad if they are stored in a cold place e.g. fruit and some vegetable. Some food items can be kept for longer if they are frozen. Items that are frozen need to be defrosted properly. Many food items have a best before date, before which the food should be eaten, otherwise they may make you unwell



B. Savoury dishes are usually or salty or spicy rather than sweet and are eaten as the main dish of a meal. Sweet dishes are sugary and usually eaten as a dessert or pudding



C Working safely means taking precautions to minimise risk of injury to yourself or others To use a tool correctly is to use the tool the same way that it was modelled to you and to use it for its purpose



D Culture is the ideas, customs and social behaviour of a particular people or society. Society is a group of people living together in a community. When planning and designing it may be important to consider culture and society to be successful for a given audience.



E To pin is temporarily join materials in preparation for sewing. Pattern pieces can be pinned to fabrics to cut them to the correct shape for the product. To sew is joining materials using stitches. To stitch is using a range of methods to create joins with thread and fabric. Back stitch is a continuous line of stitches with no gaps



F To justify design choices we explain our reasoning as to why we used certain ideas to fulfil a given objective



G To evaluate a product we consider successes and challenges that we faced whilst completing a product or design in order to improve next time



Enhancer Sticky Knowledge – ART



A- **Proportion** is an element of art that compares the size of a part of an object in relation to the size of another part of the same object.

Perspective is the art of representing 3D objects on a 2D surface. **Depth** is the apparent distance from the foreground to background, or near to far, in a work of art.



B - Different paints create different effects (e.g. water, poster, acrylic) - Different techniques create different outcomes (e.g. pressure, layering)



C - **Composition** is the organization, design or placement of the individual elements in a work of art.



D We sometimes use artist's influence in our work to create different styles and techniques

