

Year 6 Term 5 2017

Unsurprisingly, term 5 is very much dominated by preparation for SATs week. Alongside finishing our ‘Acropolis Now!’ topic, our new topic, ‘Where in the World?’, has a Geography focus and will begin by studying the range of different climate zones and land uses across North America. This will also provide us with plenty of opportunities to create artistic and written pieces of work as we revise vital areas for the SATs tests. The table below highlights the skills, knowledge and understanding which we are developing for each subject over the next few weeks. Please come and see me if you have any questions regarding your child’s learning this term.

English	<ul style="list-style-type: none"> • to write a diary recount • to plan and write an interview • to plan and write a newspaper report • to secure the use of all punctuation learned so far • to use commas accurately and consistently • to identify errors/areas for improvement within own writing • to use success criteria and checklists to aid independent editing • to revise and memorise key technical terms in preparation for the grammar test • to read texts with an understanding of the impact created by specific words/phrases/sentences • to choose strategies to become a better speller
Maths	<ul style="list-style-type: none"> • to explore the link between division and fractions/percentages • to gather data and present it in line graphs and pie charts • to understand and calculate the mean from a set of data • to solve algebraic formulae • to write formulae, using letters as symbols • to apply understanding of ratio and proportion to worded problems • to revise key areas in preparation for SATs week • to approach open-ended investigations in a methodical and logical way
RE	<ul style="list-style-type: none"> • to explore similarities and differences between accounts of the resurrection • to consider different perspectives on the resurrection • to explore the Hindu belief in reincarnation
Science	<ul style="list-style-type: none"> • to understand how our eyes see colour • to produce a scientific report that clearly explains investigative findings • to revise all areas covered in science for assessment purposes
PHSE / Citizenship	<ul style="list-style-type: none"> • to consider why rules are made • to appreciate the role of technology in making the world a fairer place
Computing	<ul style="list-style-type: none"> • to identify gender stereotyping within online media and consider the impact on young people • to select data to collect for an investigation • to present results from collected data • to interpret collected data • to apply known programming techniques to Lego software
Art/Design and Technology	<ul style="list-style-type: none"> • to use collage techniques to create images of North American geographical features • to experiment with 3D art techniques (junk modelling, paper mache etc.)
Geography	<ul style="list-style-type: none"> • to study maps to identify key geographical features • to analyse why land is used in a particular way • to collect a variety of information about a particular place, using a range of maps of the same area
PE	<ul style="list-style-type: none"> • to develop backswing, forehand and backhand action in tennis • to use a tennis racket to direct a ball accurately • to volley and half-volley a ball with appropriate pace and accuracy <p>Through athletics sessions with Chris Millard:</p> <ul style="list-style-type: none"> • to develop a range of running skills linked to stamina and speed • to develop throwing and jumping techniques for field events

Music	<ul style="list-style-type: none"> to analyse the structure of a song to learn to sing a song and add texture by playing instruments as an ensemble to rehearse and improve the quality of singing before performing to an audience
French	<ul style="list-style-type: none"> count to 20 and beyond and play with numbers in French to speak and write basic conversational skills in French to extend knowledge of French culture and customs

Year 6 – Homework Timetable

Term 5

Homework will contain three tasks related to any of the following: maths, reading comprehension, word/sentence activities, topic research work and handwriting. In addition to the homework tasks, you should be reading on a DAILY basis, exploring spelling rules and revising the key vocabulary from your grammar glossary. It is your own choice when to do homework tasks, as long as they are handed in on Friday. You each have a homework book in which to write your work; should you choose to complete a task directly on a sheet, please remember to stick it tidily inside your homework book. Presentation standards in homework and school work should MATCH.

<u>Day</u>	<u>Homework and Things to Remember</u>
Monday	Homework set for the week Reminder: spelling rules, grammar vocabulary and reading Does your library book need changing?
Tuesday	Reminder: spelling rules, grammar vocabulary and reading Does your library book need changing? Merit Assembly – Do you have anything to celebrate?
Wednesday	Outdoor PE kit required – Athletics with Mr Millard Reminder: spelling rules, grammar vocabulary and reading Does your library book need changing?
Thursday	Reminder: spelling rules, grammar vocabulary and reading Does your library book need changing?
Friday	Hand in your homework Outdoor PE kit required – Tennis Reminder: spelling rules, grammar vocabulary and reading Does your library book need changing?

In addition:

As we approach SATs week, if I feel there are any specific areas that you would benefit from revising, you may be sent home a few extra activities. Please make the most of these!

Also, it is your responsibility to consistently and accurately apply the things you already know how to do e.g. written methods, times tables, measurement conversions etc.