

# Year 6 Class Newsletter

Mrs Dodgson  
Class Teacher



Ms Anderson  
Teaching Assistant

Welcome back to a new year at St Peter's!

It is so lovely to welcome the children and families back to school this year!  
I have put together this newsletter to inform you of important information you may wish to know for the first half term of the new school year.

If you have any other questions, you can contact me by:

- A conversation after school on a **Monday, Tuesday or Friday.**
  - Class Dojo—after school up until 4.30pm
- Telephone—please call school to arrange a telephone conversation (0121 464 6921)

## Curriculum

Year 6 have an exciting and enriching curriculum. This half term, we are focusing on :

- The Human Body in Science
- World War I in History.
- Spatial Sense (how geographers view and understand the world) in Geography.
  - Art in the Italian Renaissance in Art.



## Class Dojo

Please sign up to class dojo. Keep a look out for posts about

## Our Class Read

We will be looking at Tom's Midnight Garden by Phillipa Pearce as our class read this half term. If you have the book at home or wanted to borrow it from a library, then please bring it in so your child can read along in class..



### PE

We are continuing to allow children to come to school in their PE kit on their named PE day.

Your child's PE day is on a **Monday**

#### A full PE kit is:

plain white t-shirt  
black or navy joggers (small logo)  
black or white trainers or school pumps.

A school jumper or cardigan must also be worn on this day.

Children must come into school wearing the correct PE kit.



### Water Bottles

Please ensure your child brings a water bottle to school **everyday**. Please label the bottle clearly to ensure there is no mix up with others. The bottle will be sent home every afternoon to be cleaned.



### Reading Books

In Year 6, children are expected to read each evening and to sign their diary themselves - or have it signed by an adult if they have read to one. There is no set day for reading books to be changed as the children will be reading much thicker books.

A member of staff will check diaries at least once a week. Messages will be sent home if your child is not reading frequently enough. As always, we thank you for your support in this.



### Spellings

Please see page 4 for this half term's spellings. Children in Year 6 are also expected to learn statutory spellings. For more information, please Google 'KS2 Statutory Spellings' where you will find the spellings for Years 3 and 4 and a separate document for Years 5 and 6.

We will be focussing on these spellings throughout the year and would appreciate you practising these with your child at home if possible.

### SATs & Homework

The biggest difference between Year 5 and Year 6 is the preparation for SATs. The children will be regularly assessed using past papers throughout the year in order for us to track progress, to familiarise the children with SATs-style questions and to help the children improve their test technique.

#### How you can help...

Encourage your child to make use of the online resources provided for them. These include CGP books, Times Table Rockstars and SATs Companion. Accessing these regularly will help develop your child's confidence and help with their understanding in class. Your child will also need to be reading each evening and completing all homework set. Homework will be set on **Thursdays** and is due back in on **Wednesdays**. If homework is not turned in, your child will have to complete it in during Wednesday's lunchtime.

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| <p><b>Maths</b></p> <p><u>Number (Place Value)</u></p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.</li> <li>Round any whole number to a required degree of accuracy.</li> <li>Use negative numbers in context, and calculate intervals across zero.</li> </ul> <p><u>Number (Four Operations)</u></p> <ul style="list-style-type: none"> <li>Multiply multi-digit numbers up to 4 digits by a two-digit whole number .</li> <li>Divide numbers up to 4 digits by a two-digit whole number</li> <li>Identify common factors, common multiples and prime numbers.</li> </ul> | <p><b>English</b></p> <p><u>Book: The Arrival</u></p> <p>Writing Outcome: Narrative</p> <ul style="list-style-type: none"> <li>Identify audience &amp; purpose.</li> <li>Note and develop ideas.</li> <li>Select appropriate grammar and vocabulary .</li> <li>Ensure tense is consistent and correct throughout writing.</li> <li>Assess the effectiveness of their own and others' writing.</li> </ul>                                                                            | <p><b>RE</b></p> <p><u>The Story of the People of God</u></p> <ul style="list-style-type: none"> <li>In this unit children will be given opportunities to develop their knowledge and understanding of the structure of the Bible.</li> <li>The children will be introduced to stories of significant people in the Old Testament and will discover what some of these stories tell us about their relationship with God.</li> </ul> <p><u>The Followers of Christ</u></p> <ul style="list-style-type: none"> <li>In this unit we consider the call of the disciples by Jesus. The children will learn about the demands that the call of Christ placed on these first disciples and they will think about ways in which people answer the call of Christ today through the life of the Church.</li> </ul> | <p><b>Science</b></p> <p><u>The Human Body</u></p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> |
| <p><b>PE</b></p> <p><u>Invasion Games—Football</u></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>move with the ball using the correct technique in at least two invasion games with speed and control, including changing direction.</li> <li>pass and receive the ball in a variety of ways using the correct technique in at least two invasion games with control and accuracy.</li> </ul>                                                                                                                                                                                                                                                                                        | <p><b>History</b></p> <p><u>WWI</u></p> <p>Children will :</p> <ul style="list-style-type: none"> <li>Look at the similarities and differences between wars fought in the past and World War I.</li> <li>Look at how the role of new technology resulted in the introduction of new weapons such as armoured tanks.</li> <li>Learn about the lives of those on the Home Front and the important role that women, and even children, played in supporting the war effort.</li> </ul> | <p><b>Geography</b></p> <p><u>Spatial Sense</u></p> <p>Children will learn about:</p> <ul style="list-style-type: none"> <li>Key geographical concepts such as place, space, the environment and interconnection.</li> <li>Migration of both animals and people, studying the impact migration and colonialism had on places such as Australia and New Zealand.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Music</b></p> <p>Children will know:</p> <ul style="list-style-type: none"> <li>To know that music can create an emotional response and colourful image</li> <li>To know that we can tell a story through music, exploring the musical elements</li> <li>To create and perform a musical soundscape.</li> </ul>                                                                                                                                                                        |
| <p><b>Computing</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>Explore how data is transferred over the internet.</li> <li>Look at how the internet facilitates online communication and collaboration.</li> <li>Learn how to communicate responsibly by considering what should and should not be shared on the internet.</li> </ul>                                                                                                                                                                                                                                                                                                                                             | <p><b>PSHE</b></p> <p>Children will know:</p> <ul style="list-style-type: none"> <li>They are created individually by God who cares for us and wants us to put our faith in Him.</li> <li>That God calls us to love others.</li> <li>Ways in which we can participate in God's call to us.</li> </ul>                                                                                                                                                                               | <p><b>Latin</b></p> <p>Children will learn about:</p> <ul style="list-style-type: none"> <li>Subject and object nouns.</li> <li>Simple sentences in Latin.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Art</b></p> <p><b>Art in the Italian Renaissance</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>Be introduced to the art of the Italian renaissance</li> <li>Learn that Renaissance is a French word meaning rebirth, which is used to describe the revival of art that took place in Italy from about 1400 influenced by the rediscovery of classical art and culture.</li> </ul>                                                                               |

Y6 Spellings (Autumn 1)

| <u>Week 1</u> | <u>Week 2</u> | <u>Week 3</u> | <u>Week 4</u> | <u>Week 5</u> | <u>Week 6</u> | <u>Week 7</u> | <u>Week 8</u> |
|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| accommodate   | accompany     | according     | achieve       | aggressive    | amateur       | ancient       | apparent      |
| available     | average       | awkward       | bargain       | bruise        | category      | cemetery      | committee     |
| competition   | conscience    | conscious     | controversy   | convenience   | correspond    | criticise     | curiosity     |
| determined    | develop       | dictionary    | disastrous    | embarrass     | environment   | equipped      | guarantee     |
| suggest       | explanation   | familiar      | foreign       | forty         | frequently    | government    | especially    |
| existence     | immediately   | individual    | interfere     | interrupt     | language      | leisure       | lightning     |
| identity      | necessary     | neighbour     | nuisance      | occupy        | occur         | opportunity   | parliament    |
| muscle        | privilege     | profession    | programme     | pronunciation | queue         | variety       | recommend     |
| prejudice     | rhythm        | sacrifice     | secretary     | shoulder      | signature     | sincerely     | soldier       |
| rhyme         | symbol        | system        | temperature   | thorough      | twelfth       | recognise     | vegetable     |