

# St Joan of Arc Year 6 Curriculum Newsletter Spring Term

## Topic: London: The Greatest City in the World

### Religious Education:

We will be covering the following topics this half term:

- Weeks 1-4 Local Church: Sources - Pupils will know and understand the importance of the Bible as the story of God's love, told by the people of God.
- Weeks 5-8 Eucharist: Unity – Pupils will know and understand that the Eucharist challenges and enables the Christian family to live and grow in common every day.
- Week 9-12 Lent/Easter: Death and New Life – Pupils will know and understand the Church's seasons of Lent, Holy Week and Easter. Pupils will also explore how the suffering, death and resurrection of Jesus led to new life.

### English:

- Poetry unit- *Poetic Voice*- In this unit, the children explore free verse poems as well as structured poems including Kenning and Haiku formats. They will be focusing in depth on the work of a variety of poets across different poetic genres. There will be a focus on imagery, use of figurative language and an exploration of different language patterns. They will write poems based on the models given.
- Non-fiction unit- *Journalistic Writing* - In this unit, the children explore journalism and writing articles to present information. They focus on answering the 5 w's – who, what, where, when, why as well as format features. They learn to use grammatical, presentational and organisational features to affect the presentation of information. They plan and write a newspaper/magazine article of their own.
- Fiction unit- *Scary Story*- Children will explore the structure and style of a scary story. The unit will be based around a self-written story (The Factory), which the children will discuss and analyse in order to plan and write their own using The Factory as a model.
- Fiction unit- *Mystery* - In this unit, the children will explore and compare style in different genres and identify common features amongst text types. They will develop inferencing skills through interactive mediums, expanding their ability to identify and apply these skills in their own work. Children will practise using speech to develop a character and move a narrative forward. They will use discussion and role-play to explore formal and informal language. They will develop editing, proof-reading and peer-review skills.
- Punctuation and Grammar- abstract nouns, synonyms and antonyms, active and passive sentences, formal connections: conjunctions and adverbials, speech punctuation, use of semi-colon, building sentences; formal and informal language, informal speech to formal writing, the subjunctive.



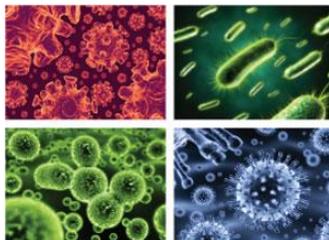
## Mathematics:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p><b>Number: Decimals</b> Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.</p> <p>Multiply one-digit numbers with up to 2 decimal places by whole numbers.</p> <p>Use written division methods in cases where the answer has up to 2 decimal places.</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy.</p>	<p><b>Number: Percentages</b> Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.</p> <p>Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.</p>	<p><b>Number: Algebra</b> Use simple formulae</p> <p>Generate and describe linear number sequences.</p> <p>Express missing number problems algebraically.</p> <p>Find pairs of numbers that satisfy an equation with two unknowns.</p> <p>Enumerate possibilities of combinations of two variables.</p>	<p><b>Measurement</b> <b>Converting Units</b> Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</p> <p>Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp.</p> <p>Convert between miles and kilometres.</p>	<p><b>Measurement: Perimeter, Area and Volume</b> Recognise that shapes with the same areas can have different perimeters and vice versa.</p> <p>Recognise when it is possible to use formulae for area and volume of shapes.</p> <p>Calculate the area of parallelograms and triangles.</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including <math>\text{cm}^3</math>, <math>\text{m}^3</math> and extending to other units (<math>\text{mm}^3</math>, <math>\text{km}^3</math>)</p>	<p><b>Number: Ratio</b> Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</p> <p>Solve problems involving similar shapes where the scale factor is known or can be found.</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Consolidation</p>					

## Science

### Micro-organisms

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.
- Give reasons for classifying plants and animals based on specific characteristics.



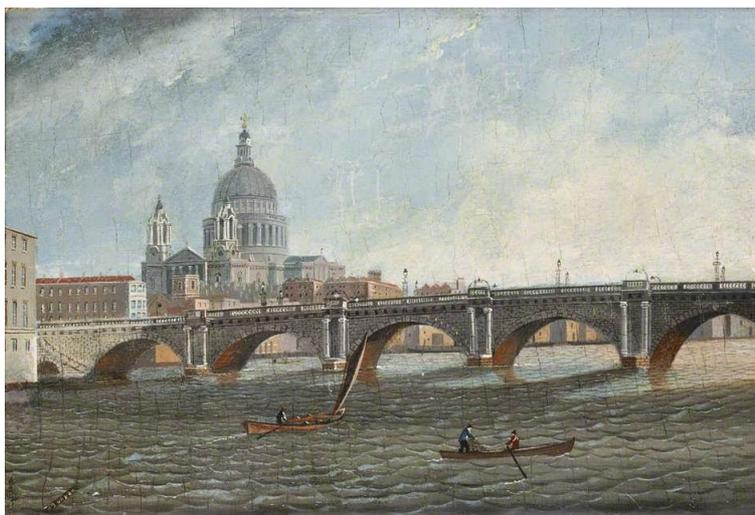
## Computing

- Coding: The children will continue to develop their computer coding skills, using HTML and WebTech Tutor.
- Multimedia and word processing: Using Microsoft Word the children will publish and edit their journalistic articles using formatting features such as text boxes and clip art. Children will use PowerPoint to prepare a presentation linked to topic.
- E-safety: Internet safety week- looking at ways to stay safe online and recognise that not all sources of information online can be trusted.
- Children will learn that most popular networking sites have age restrictions and require an account holder to be a minimum of 13 years old. They will explore why age restrictions apply to online communication tools.
- Children will learn how to use appropriate social networking sites safely and explore how to develop resilience to online behaviour and influences in an unfamiliar setting.
- Children will learn that everyone has a right to privacy and that they need to be mindful of protecting other people's personal information online.

## Topic: The Greatest City in the World

An overview unit tracing the history and geography of London from its earliest settlement to the present day.

- **History:** a local history study - a study over time tracing how several aspects of national history are reflected in the locality. Roman Londinium, Viking settlement, Tudor palaces, trade and commerce, Great Fire of London (recap from Y2), Dickens' London, modern London and the future of London.
- **Geography:** Identify the UK's geographical regions and identify their key human and physical characteristics (use the eight points of a compass, four and six-figure grid references, symbols and key including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.
- **Art:** views of the Thames from Turner to Whistler, Banksy and Street Art, iconic buildings: Christopher Wren, Hawksmoor and Foster.



### PE

- **Football:**  
The children develop and improve their defending, attacking and team play skills. They explore the techniques and movement required in football. This unit builds on spatial awareness developed in previous games units such as invasion games.
- **Track and Field:**  
The children will train for the cross-country competition. They will work on pace, strength, endurance and confidence. This unit will support the children to keep a steady speed when participating in long distance running.
- **Gymnastics:**  
In this unit the children will develop flexibility, strength, technique, control and balance through the use of mixed apparatus. They will develop their ability to travel through spaces using a variety of different methods.

### PSHE (Personal, Social and Health Education)

- **Fun food and fitness**
  - covered through the micro-organisms and hearts and lungs science topic.
  - How to stay healthy- food choices and staying active.
- **How Drugs Affect Us**
  - About the effects and risks related to legal and illegal drugs
  - How to respond to drug use in different situations



### Music

- We will continue to explore lyrics and melody in basic songs. We will perform them in groups and explore some basic chord sequences.
- Key Stage 2 Singing Practice: This will take place on a Friday afternoon. The children will learn new songs for Mass.

### Ways you can help at Home:

- ☺ Homework is distributed on Monday and will involve spelling activities and weekly active learn maths work. In homework books you will find a summary of the spelling work and some maths mastery activities. The children should complete these activities for the following Friday when the learning will be revisited.
- ☺ Full PE gear is required on PE days. This includes the school t shirt, and dark blue or black shorts or track suit bottoms. Trainers or plimsolls need to be worn.
- ☺ Please ensure that your child has a rain coat with them on days when the weather is changeable. You may want to encourage them to check the weather forecast in preparation for the next day.
- ☺ Uniform is to be clean and worn in an acceptable manner. It is highly advised to label all items of uniform to ensure items can be returned if misplaced. Only school uniform is to be worn in school buildings.
- ☺ Should you wish to discuss a matter concerning your child, please feel free to make an appointment to discuss these concerns. Appointments should be agreed beforehand and can be arranged via the school office.
- ☺ Children are expected to read every night for at least twenty minutes. Reading logs are to be filled in by the child and signed by the caregiver. Fostering an enjoyment to read and continuing to encourage reading independence is a continuing focus. Please feel free to make comments in the log book. Even though Year 6 children are independent readers, it is still important that they read aloud to an adult two to three times a week, this fosters a greater focus on expression and understanding, as well as the opportunity to discuss themes and vocabulary from the text.
- ☺ All children in year 6 should confidently know the times tables and their related division facts up to 12 x 12. If your child has not yet reached this target, please continue to learn and practise these at home.
- ☺ In any case of absenteeism, it is requested that caregivers provide an explanation on the day or the day after the absence. If an absence is known in advance, a letter of explanation would be appreciated.

### Home Learning Opportunities

- Children can design their own 3D model of a London landmark.
- Children could create their own version of The Great Bear by Simon Patterson- a tube map where tube stations are replaced by famous people- more information can be found on the Tate's website <https://www.tate.org.uk/art/artworks/patterson-the-great-bear-p77880>.
- Task Master: Children can visit iconic London landmarks and take a selfie as evidence. Printed photos will be judged by the teacher. Most interesting photo wins.
- When reading with your child, see if your child can identify examples of passive sentences. A sentence is written in passive voice when the subject of the sentence has an action done to it by someone or something else. e.g. The dog was being washed by the girl.
- As we approach the season of Lent, discuss with your child what changes they might make during this time to bring them closer to God (giving up something/ giving to charity/ regular prayer).
- Linked to our science work this term, discuss how you can try to avoid food being contaminated by bacteria (sealing foods, refrigerating foods, washing hands, using different chopping boards when cooking). Let your child help in cooking and encourage them to wash their hands after handling raw foods. Ask your child to see if they can find foods that have used bacteria in their manufacturing- bread, yoghurt, beer, certain yoghurts.
- Linked to our London topic, discuss why you, your family or a family friend may have settled in London. Explore the benefits and the down sides to living in London.
- Students have been given login details for the website <https://www.interactive-resources.co.uk> - a collection of maths games and activities to support their understanding of the maths curriculum. Children can access the website on any device that supports Flash Player. This is not additional homework however it is an excellent learning tool with over 650 maths resources linked to the new maths curriculum; with games and tasks suitable for EYFS to year 6. To find resources suitable for Year 6 aged children, click curriculum objectives and choose the activities marked Year 6. The log in and user name are both [joanofarcn5](#)

### Other Information:

- **Can you help?** If you think you can help in any way with the topic we are doing this half term (The Greatest City in the World), please talk to the class teacher.

Thank you for your continued support,  
Mr Shreeves & Mrs Gyles

