



Curriculum Information - Year 6

Spring Term 2: Monday 24th February – Friday 4th April

Dear Parents/Carers,

English	<p>In English, we will be looking at:</p> <p>Narrative (fairy tale) unit featuring, 'Blackberry Blue and other fairy tales' by Jamila Gavin. Across the unit, children will create various incidental written works, including a recount, a written monologue, and an alternative ending to a fairy tale.</p> <p>Biography unit featuring 'Survivors: Extraordinary tales from the wild and beyond' by David Long and Kerry Hyndman. This assignment entails creating a biography that details key events in the life of an inspirational individual, organised in chronological order. The biography must incorporate several factual elements to furnish the reader with authentic information and must be written in a third-person narrative. Learning Outcome: pupils will enhance their biographical writing skills and develop the ability to present information cohesively and engagingly.</p>
Maths	<p>In maths this term, our topics will be: Exploring relationships between perimeter and area, Order of Operations and Algebra, Algebra and Sequences, Reflection and Translation, Ratio and Proportion and Volume. Children will also complete maths fluency sessions where they can revise topics already taught.</p>
Science	<p>Our topic for this half term is: Energy: Circuits, batteries and switches Revisiting electrical circuits, children learn to draw conventional circuit diagrams and use models to explain current, resistance and voltage. They compare different batteries and relate this to the effects on bulb brightness. Pupils apply their knowledge of switches and electrical circuits to design and produce their own practical devices.</p>
PE	<p>Our topic this half term is: Cricket</p> <ul style="list-style-type: none"> • I can select the appropriate action for the situation. • I can strike a bowled ball with increasing consistency and accuracy. • I can use a wider range of fielding skills with increasing control under pressure. • I can use the rules of the game consistently to play fairly. • I can work in collaboration with others so that games run smoothly. • I recognise my own and others strengths and areas for development and can suggest ways to improve. • I understand and can apply some tactics in the game as a batter, bowler and fielder.
RE	<p>Topic 5 – Unity Why are we happiest when we are united?</p>

	<p>Prior learning: the Eucharist keeps the memory of Jesus’ sacrifice alive and present in a special way This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> • What nourishes and what spoils friendship and unity – Explore • The Eucharist challenges and enables the Christian family to live and grow in communion every day –Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Catholic Social Teaching - Rooted in Love Community and Participation - As humans, we are made to live in community with one another. This means being active members of the world we live in. We are meant to look out for each other and build each other up. This is how God wants us to live.</p> <p>Topic 6 - Death & new life Can any good come out of loss and death? Prior learning: Lent, a time of giving in preparation for the celebration of the sacrifice of Jesus. Know and understand:</p> <ul style="list-style-type: none"> • Loss and death bring about change for people – Explore • The Church’s seasons of Lent, Holy Week and Easter; the suffering, death and resurrection of Jesus led to new life – Reveal • Acquire the skills of assimilation, celebration and application of the above – Respond
<p>Humanities Arts Computing</p>	<p>Geography - Where does our energy come from? Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.</p> <p>Art and Design - Drawing: Make my voice heard From the Ancient Maya to modern-day street art, children look at how artists convey a message. Exploring imagery, symbols, expressive mark making, and ‘chiaroscuro’ children consider audience and impact to create powerful drawings to make their voices heard.</p> <p>Computing - Text adventure To find out what a text adventure is; To use 2Connect to plan a story adventure; To make a story-based adventure using 2Create a Story; To read and understand given code for a text adventure game; To debug and improve a text adventure game.</p> <p>Music - Theme and variations (Theme: Pop Art) Children explore the musical concept of theme and variations and discover how rhythms can ‘translate’ onto different instruments.</p>
<p>RSHE</p>	<p>Continue - Life Cycles Session 2: Making Babies (Part 2) Session 3: Menstruation Session 4: Hope Beyond Death Session 5: Coping with Change</p> <p>Religious Understanding Session 1: God Calling you</p> <p>Personal Relationships Session 1: Under pressure Session 2: Do You Want a Piece of Cake? Session 3: Self – Talk Session 4: Build Others Up Classroom Shorts</p>

Home Learning	Daily Reading – 20 minutes (Boom Reader to be updated) Weekly spellings Google Classroom – activity set by class teacher Times Tables Rock Stars – 20 minutes 3x per week Share the weekly Wednesday word Gospel reading with your child. Use the discussion questions to talk about the Gospel reading.

Children will need to wear their PE kits to school on Thursdays for PE and Learning outside the classroom.

Children do not need pencil cases, we have stationary packs in school.

Continue to check the school newsletter, website and Facebook page for important dates and information.

Should you have any questions or anything you wish to discuss please email year6@holyfamily.herts.sch.uk or admin@holyfamily.herts.sch.uk or phone the school to make a telephone appointment.

Thank you for your continued support.

Mrs Kelly