

Year 6 Newsletter



Aldwyn Primary School - Every Child a Success

Summer Term 1

Monday 10th June to
Friday 26th July 2024

Theme – Groovy Greeks

'Little People, Big Dreams' focus: Billie Jean King and Muhammad Ali



What will we read this half term?



'Wonder' by R.J. Palacio

'My name is August. I won't describe what I look like. Whatever you're thinking, it's probably worse.'

August (Auggie) Pullman was born with a severe facial difference that, up until now, has prevented him from going to a mainstream school. Starting 5th grade at Beecher Prep, Auggie wants nothing more than to be treated as an ordinary kid—but his new classmates can't get past his extraordinary face.

We have always enjoyed teaching this novel as our last book in Year 6.

What will we learn this half term?

Please note that all the Curriculum Overviews for each subject can be found on the school website. These contain detailed outlines of the coverage and rationales for teaching. Please take time to read them.

English

In addition to writing extended pieces in class, based on R.J. Palacio's 'Wonder,' we will be developing the following skills for spelling punctuation and grammar:

- Appropriate use of tenses.
- Appropriate register
- Involving the reader/audience.
- Further extended punctuation - question tags, and the correct use of semi-colons.
- Idioms

In Year 6, we also consolidate objectives from all previous year groups and ensure that our children have a solid depth of understanding these various skills. For example: we revisit rules and conventions of spellings from Years 3, 4 and 5, such as apostrophe use, and spellings derived from other cultures, e.g., Latin and Greek. In addition to this, as the novel we are looking at deals with issues such as diversity and acceptance, we will be looking at using deliberate vocabulary choices within our own writing, with words such as: unique, prejudice and individual.

Maths

We are into our last half term here at Aldwyn, so we will be using this time, post-SATs, to revisit many of the skills and curriculum content covered in both Year 6 and the rest of KS2. Over the next couple of weeks, we will be attempting to explore how maths works in real life contexts, allowing the children to see how important maths is in all aspects of life. Some of the lessons will include such topics as dealing with profits and deficits, following cooking instructions by looking at measurements, converting distance tables (going between miles and kilometres), budgeting for holidays – accommodation and flights (including tax), bills, mortgages and dealing with annual salaries.

Research Topic

In our unit about ancient Greece, the children will gain an understanding of where and when some key events during the ancient Greek period took place. They will explore what is meant by the terms 'trade', 'civilisation' and 'empire' and explore how, towards the end of the ancient Greek period, Alexander the Great grew an empire resulting in the Greek civilisation spreading more widely. When learning about daily life in ancient Greece, children will explore what life was like for different people who were enslaved during ancient Greek times. They will then independently research and give feedback on different elements of daily life in ancient Greece. Children will also explore the differences between life in ancient Athens and ancient Sparta. They will learn about early democracy in Athens and take part in a debate about life in Athens and Sparta. Children will use ancient Greek pottery as a primary source to help them gather evidence about the ancient Greek Olympics and make comparisons between the ancient Games and the modern Olympics. In addition to this, children will learn about the beliefs of the ancient Greeks, producing fact files about the Greek Gods. Children will



then sequence a simple story map of a version of the Trojan War and will explore historical evidence relating to the Trojan War. Studying ancient Greece will help children to develop their questioning skills and make comparisons, learn to use historical sources and help them to understand how past events have helped to shape the world that we know today.

Computing

Our new unit explores the concept of variables in programming through games. First, learners find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard.

Our final Computing unit brings together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 – 'Programming A'). It offers pupils the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit. The unit begins with a simple program for pupils to build in and test within the new programming environment, before transferring it to their micro:bit.

Design + Technology

For our final unit in design and technology, we shall be using our knowledge gained in science lessons on electricity in order to make our own steady hand games. Our children will be designing a game to test hand control. Electricity will only flow if a circuit is in a continuous, unbroken loop. Once the wire of a handle makes contact with a loop, then a circuit will be complete – causing an electrical device such as a buzzer to work. The idea behind our steady hand game is that we will try not to make a circuit, so that a buzzer doesn't make a sound or a bulb doesn't light up. A platform for the box can be made out of cardboard.



PSHE

We are focused on transitions, moving on and forming new relationships this term in PSHE and will continue to use the Jigsaw scheme of work, which teaches children and young people emotional literacy, social- and lifelong skills, including RSE/RSHE and resilience in an age-appropriate manner.

Science

Our work in Science throughout this term will be focused on electricity. This unit will teach your children about circuits and symbols, providing the children with the correct terminology which will be useful for high school, with concepts such as volts, amps and ohms. We aim that – by the end of this unit, the children will be able to:



- € Know the main circuit symbols and use these to draw circuit diagrams.
- € Be able to plan and investigate.
- € Plan an investigation based on the results of a previous investigation.
- € Decide how to record data.

Music

This half-term, the theme of our lessons in music, will be 'Reflect, Rewind and Replay.' We shall be listening to, and appraising the work of several different musicians or artists. Included amongst them are Schubert, Bobby McFerrin, The Jackson 5, Duke Ellington and Katrina And The Waves. We will be

preparing for a musical performance in an upcoming assembly.

P.E.

P.E. sessions this half term will be based on striking and fielding games such as cricket and rounders as we shall hopefully be able to use the field as we see some improvement in the weather. We will also be focusing on celebrating individual talents, giving our children the chance to shine. This half term P.E. lessons will usually take place on Mondays, although there may be additional lessons in the week, so it is essential that children have their kits in with them all week.

R.E.

Our focus on religion this term is directed towards comparisons between Christianity and Humanism. Alongside looking at these different faiths and worldviews, we will be asking the children: what is it that matters the most to us. Throughout the term, we will be asking: what is important to a Humanist way of life? This will include looking at 'The Golden Rule.' In comparison, we shall then try to understand how belief in the teachings of Jesus shapes a Christian's life and role in society by exploring Christian values and what they look like in action.



M.F.L.

This half term our French topic is all about different towns, cities and countries in the world which speak French. We will complete research into these places and complete presentations, tourist guides and non-chronological reports so that the children can have a deeper understanding that the influence of French and French culture can be felt all over the world.



Throughout, as will all French lessons, our pupils will be taught:

- To engage in conversations; ask and answer questions, express opinions and respond to those of others.
- Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance: to build new sentences; and how these differ from or are like English.
- Read carefully and show understanding of words, phrases and simple writing.

Homework

Encouraging your child to read frequently at home and to develop a love of reading is the best way you can support your child's education. We have handed out reading books for the children and we expect our children to continue reading regularly throughout the summer term. We would like your child to get into the habit of reading books (where possible) for regular 15–20-minute sessions, and please record any sessions in their reading records. Any type of reading activity can count (e.g., school reading book, free reads, newspapers/magazines, comics, audiobooks, etc.)

Thank you

We really look forward to the term ahead. If you need to get in touch, please write a note in your child's planner, or speak to a member of our team at the classroom door.

Thank you for your continued support.

Kind regards,

Mr. Mitchell and Mr. Bonsall