

Year 6 Newsletter

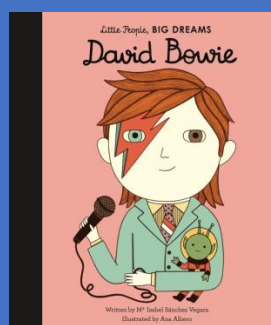


Aldwyn Primary School - Every Child a Success

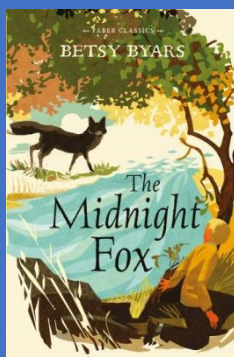
Autumn Term 2

Monday 24th February to
Friday 4th April 2025

Theme- Finding Your Way
Little People, Big Dreams Focus: David Bowie



What will we read this half term?



‘The Midnight Fox’ by Betsy Byars

Tom, a town boy, is horrified when his parents tell him to stay on Aunt Millie’s farm while they are away. He finds country life every bit as strange and uncomfortable as he feared until he makes an exciting discovery – a rare black fox with green eyes, living with her cubs in the forest. But will he manage to save her from his uncle’s gun?

The Midnight Fox is an atmospheric and heartfelt story, and one of Betsy Byars' best-loved classics. It is set in the United States, during a hot summer in the 1960's, and we have loved teaching this novel over the past few years.

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 Betsy Byars' 'The Midnight Fox,' we will be developing the following skills for spelling punctuation and grammar:

- Synonyms and antonyms.
- Incorporating dialogue into writing, in order to move the action of narratives onwards.
- Pronoun use.

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 is written by an American author, we will be looking at using deliberate vocabulary choices within our own writing, with words such as: pacifier, flashlight, drapes, zip-code, gasoline, vacation, etc.

We will also be engaging heavily in all-important SATs preparation in time for the tests, which will take place on the week beginning Tuesday May 13th.

Maths

Throughout year 6, there will be a strong focus on problem solving activities, and the children will develop a wide range of problem-solving strategies, and they will be supported in developing efficient and logical methods to organise and record their work.

In this half term, we will be looking at fractions, decimals and percentages, and area, perimeter and volume.

We have already explored common equivalents between fractions and decimals in Year 5. Over the Spring, we will be extending this learning to include more complex equivalents. A hundred square is a useful representation to allow children to explore equivalence. Using fraction and decimal walls will also enable children to see the relationship between fractions such as $\frac{1}{5}$ and $\frac{2}{10}$ and therefore their decimal equivalents. We will also be looking at methods for finding more complex equivalents by finding a common denominator of 100. These should include examples where children need to simplify fractions with larger denominators, for example $\frac{146}{200}$.

With perimeter and area, we will be finding the areas of shapes by counting squares and then identifying shapes which have the same area. It should become clear, over time, that shapes can look different but still have the same area. Rectilinear shapes are included here. Children will then explore instances when multiplication can be used to find the areas of shapes. They should begin to identify rectangles that will have the same area by using factor pairs rather than relying on counting squares. They can also use factor pairs to draw rectangles that have the same area.

Research Topic (continued from last term)



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 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.

Geography

We began to look at geographical skills and fieldwork (map and compasses) during the last half term. This half-term, we aim to build upon this knowledge by investigating our local area and region, which will include fieldwork. We will be looking at the layout of Audenshaw and how this has been shaped over time. We also intend to visit Daisy Nook to investigate the cross section of a river and some further geographical investigations, but this may come in the following Summer Term when we have some better weather and a lot more time to concentrate on this subject.

Art



In art lessons this term, the children will be exploring graffiti and street art. The overall theme of the work is 'Making Our Voices Heard.' We will be questioning the purpose and place of street art – prompting discussion and justifying views and opinion on what art actually is. In sketchbooks, children will begin to think about how they could create a powerful drawn image to shout about their chosen passion, cause or issue.

We will be asking the following questions of them:

- Will our work have bold colour – if so, what will these be?
- Will symbols be included to express meaning?
- Will the image draw inspiration from a particular style, like patterns from the Maya or another artist we have looked at?
- Will it include dramatic light and dark shades, or will the piece be tonal and use just one colour?

SEAL, PSHE

We are focused upon 'Keeping Healthy' in PSHE.

We made a start on this work when we made our way through our previous Science unit. This half term, we are looking at ways in which we can make good lifestyle choices, and keep our hearts healthy. We will be looking at the importance of a balanced diet and regular exercise, whilst teaching about the long-term impact that drugs, cigarettes and alcohol can have. This ties in with our visit from 'Safe Squad' a long running group from the local authority that will teach children about safety – including first aid, fire risks and the dangers of smoking and vaping. This will be on March 3rd.

Computing

During the next few weeks, we will be using Google Earth and Google Earth Studio to plan a world trip. We will make decisions about where to go and how to get there and use the software to help us plan a realistic itinerary. There will be a chance to produce information sheets that will highlight the sights and sounds – similar to a travel brochure and a video too.

Music

All the work in music this term is based around the song, 'You've Got A Friend' by Carole King. The idea is that we will focus on the subject of friendship in music, and get to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. This will include commenting on, and giving opinions about music, all of which may be different to what the children normally listen to. We shall also be continuing our theme of the 'New Year Carol.'

P.E.

Please ensure your child has their P.E. kit in school all week. This half term P.E. lessons will usually take place on Tuesdays, however – we may have additional lessons if we can find suitable opportunities. P.E. sessions this half term will be based on dancing and further health related exercise. We will also be focusing on understanding what makes an effective leader and communicating as a leader.

Design + Technology



In Design and Technology this term, as we have been looking at the Victorians before Christmas, our focus will be on textiles, and we will attempt to make some waistcoats, alongside other items of clothing. We will be generating, developing, modelling and communicating our ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.

M.F.L.



This half term our French topic is all about planning for a French holiday. This unit will teach key vocabulary related to France and, in particular, Paris. Children will learn specific vocabulary to describe France's neighbours and positions/distances of a variety of cities. They will learn the French names for famous French landmarks and how to describe what people do when they visit Paris. They will also learn key phrases connected to the themes which run through this unit. They will use the knowledge and vocabulary to plan a visit to a French town.

Homework

Continuing to encourage 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 will hand out reading books for the children in the first week back, and we expect our children to read regularly throughout the spring term. We would like your child to get back into the habit of reading books (if they are not doing so already) for 15-20 minute sessions every day, and record any sessions in their reading records, which will be collected and checked at regular intervals. Any type of reading activity can count (e.g. school reading book, free reads, newspapers/magazines, comics, audiobooks, etc). In addition to this, your child will have a log-in for Reading Plus, which is a fantastic online scheme of work which the children can progress through at home, whenever they like. We have seen some great progress already from using Reading Plus and we would greatly encourage engaging with the texts and activities on there.

Don't forget that – in addition to Reading Plus, we have provided log-on details for your children to access past SATs papers for additional practice in reading and maths (SPAG.com, maths.co.uk, in addition to Interactive Resources, a website that we use in maths lessons.

In addition to this, you may find the following websites useful:

'Guardians Of Mathematica' <https://www.bbc.co.uk/bitesize/articles/zn2y7nb>

'Crystal Explorers' (SPAG) <https://www.bbc.co.uk/bitesize/articles/zbm8scw>

We shall also be continuing with our weekly SATs booster groups this term – these will be at the same time as they were last half term.

Your child will receive spellings every Friday, which will be tested on the following Friday. Please help your child to practise their spellings at least three times each week.

We will also get back into the habit of handing out two pieces of homework – one for English and one for maths – each and every Friday, and request that the homework is handed back in on the following Thursday to your child's teacher to check.

SAT's prep is vital over the coming weeks, and we would encourage your child to engage in this.

Year 6 children are also welcome to attend sessions in the I.C.T. suite on Thursday mornings from 8 a.m., in which we look at past papers online.

Thank you

We really look forward to the term ahead. If you need to get in touch, please speak to a member of our team at the classroom door.

Thank you for your continued support.

Kind regards,
Mr. Mitchell and Mr. Bonsall