

Meet the teachers
Mrs Deacon
Mrs Tredwell



We have already made a good start to our studies in Year 6!
For your information we have outlined the learning that will be covered this term in Year 6.

This year we are continuing to focus on the expanding of children's vocabulary by ensuring all lessons include the teaching of subject specific words so we have included the vocabulary being discussed and taught too.

An extended list of each subjects key vocabulary is available in each Year's Autumn Subject overview on the school website.

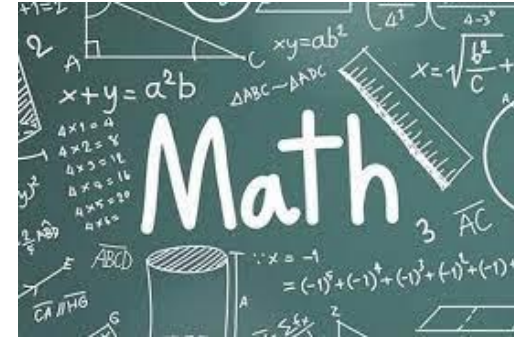
We are also focusing on ensuring that new learning is memorable and linked to prior learning. We know that a well taught knowledge-rich education is potentially the driver for true equality for children from different backgrounds. Knowing things, not just recalling the bald facts but deeply understanding them, gives children confidence.

English Autumn Term:

- **Poetry:** Class read and respond to performance poems and experiment with own poems.
- **Narrative:** Stormbreaker. Pupils use a familiar class text to explore extended writing opportunities.
- **Stories with flashbacks.** Recount - Titanic. Children will reflect on real past events and include factual information within their fiction writing.
- **Non-fiction:** Letter based on Shackleton's Expedition. Non-chronological reports based on animals.
- **SPaG:** (Spelling, grammar and punctuation):
- Extending the range of sentences by using a variety of tenses including within flashbacks.
- Revising and using all prior grammar knowledge from previous year groups within writing.
- Considering different word types: Adjectives, nouns, adverbs, verbs, prepositions, determiners, pronouns.
- Introducing and using subjunctive form within writing.
- Considering use of Active and Passive voice within writing.



Look out for the Maths Termly Updates that come out each term to learn about what your child is covering and how you can help them at home.



Mathematics Autumn Term:

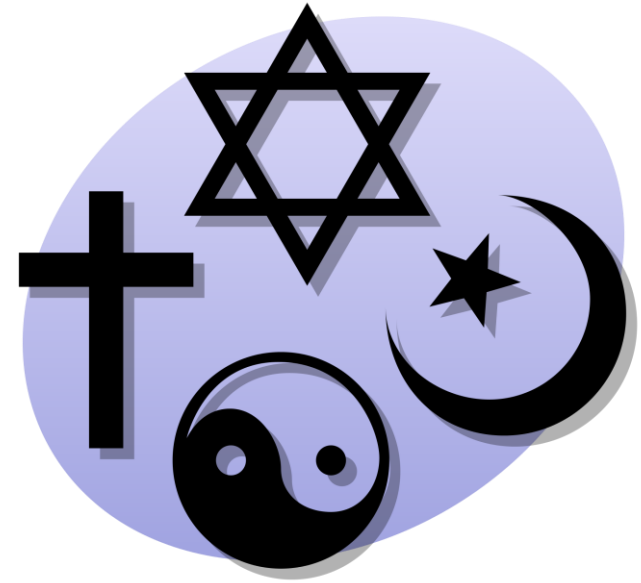
- Recapping Year 5 objectives
- Place value
- Multiply and divide by 10,100,1000
- Choosing effective mental calculation strategies
- Problem solving using the four operations
- Application of factors, multiples and primes
- Simplifying fractions
- Comparing and ordering fractions
- Adding and subtracting fractions
- Fraction and decimal equivalents
- Fractions, decimals and percentages
- Calculating percentages
- Formal written methods for multiplication
- Area
- Formal written method for short division
- Properties of shape.

Topic

- Children will be taught about where the Mayans were from, in relation to Central America today. How cocoa beans were vital to Mayan life. Farming and building techniques in the Mayan culture. Religious aspects of their culture. The geographical features of Central America and how maps of then and now can show how land use has changed



RELIGIOUS EDUCATION



Identity and belonging

- Pupils show and express insights into the challenges of individual commitment, belonging and faith. They also raise questions on guidance and leadership in their own and others' lives. Pupils' will learn about Christianity and Judaism and their key beliefs, ideas and teachings. They will explore religious leaders, the commitment of faith and the importance of commandments/rules.

On-line Safety

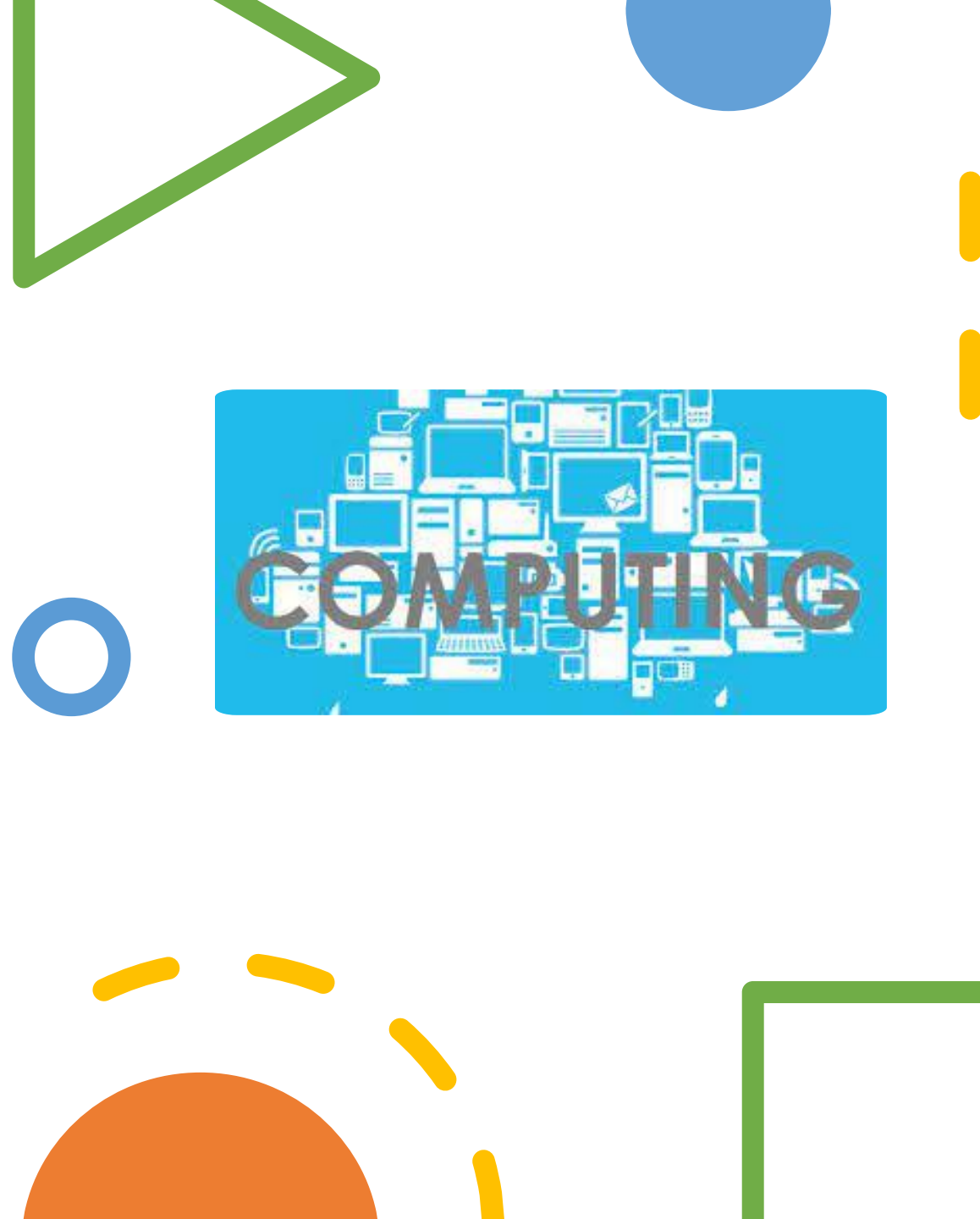
- The children will identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location. • They will identify secure sites e.g., https, padlock icon. • As well as identifying the benefits and risks of giving personal.

Coding

- Children will design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts; design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

Spreadsheets

- The children will be able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole.

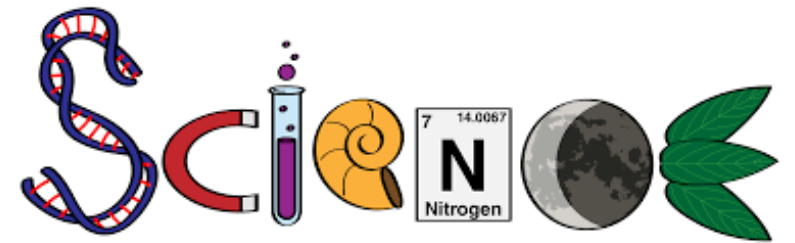


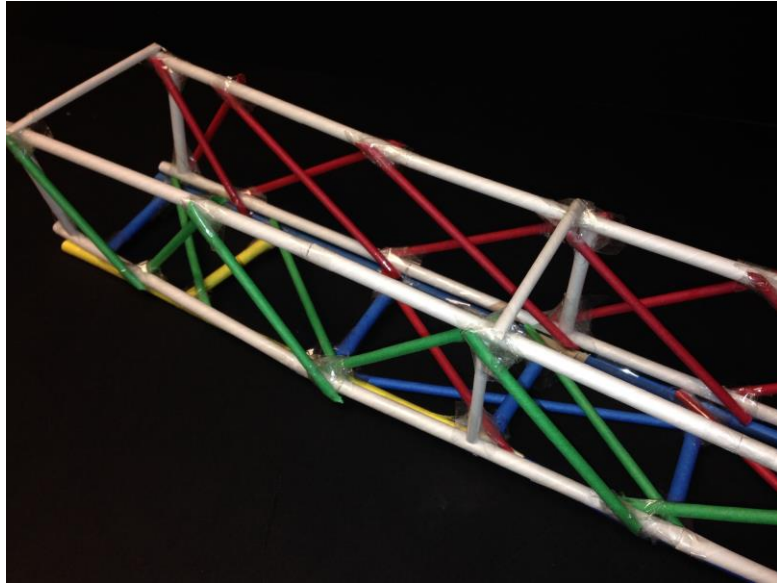
Living things and their habitat

- Children will describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Pupils will give reasons for classifying plants and animals based on specific characteristics.

Animals including Humans

- Pupils will identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. They will recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function and describe the ways in which nutrients and water are transported within animals, including humans.





Bridges

- Cross curricula link - English, Odd and the Frost, Science
- Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways. Plan the order of their work, choosing appropriate materials, tools and techniques
- To know how to stiffen, strengthen and reinforce a range of 3-D frameworks

Drawing Skills

Body and Movement

Pencil, chalk, charcoal.

- Building on skills learnt from years 3 and 4. Use a variety of techniques to create form, shading, and perspective. Sketches communicate emotions and a sense of self within accuracy and imagination. Explain why they have chosen specific drawing techniques. Say who and what their work has been influenced by. Children should make explicit reference to methods and skills used in art work they have created or artwork of others. Sketch books should contain research on artists and links to how this has impacted upon the work created. Children can use their sketch book to reflect on their work (and other children's work) and its meaning and purpose. Combine pattern tone and shape into their collage.



Yoga

- Pupils will know and understand how actions, dynamics, space and relationships blend in dance, therefore can: demonstrate an awareness of the value of other dancers in their relationship to each other within the dance; know how to develop motifs in relation to space, dynamics, relationship, rhythm (use a variety of rhythm) and a range of compositional devices (unison, canon, repetition, variation); explore the range of movements I can use and develop new skills when working with a partner, including taking weight, supporting, leaning, balancing and lifting; and perform more complex movements individually, in small groups or as part of a whole class, communicating ideas and feelings expressively.





Hakka Dance

- Pupils will know and understand how actions, dynamics, space and relationships blend in dance, therefore can: Students should explore and improvise dance movements inspired by pictures and video; know how to develop motifs in relation to space, dynamics, relationship, rhythm (use a variety of rhythm) and a range of compositional devices (unison, canon, repetition, variation); perform the basic actions (travelling, jumping, turning, gesture, stillness) in different combinations to increase the complexity of the dance; maintain the tempo and rhythm of particular patterns; and perform more complex dances individually, in small groups or as part of a whole class, communicating ideas and feelings expressively



Handball

- Pupils will explore the game and learn how to double dribble; use the concept of screening; identify the positions around the D; explain why it is important to be 'free' and play in attack; defend against an opposing team; make choices about which passes to use, counterattack during a game; and play competitively in a match following the rules.



Hockey

- Pupils will explore the stick-based game whilst learning to attack, shoot and defend as well as increasing their understanding of positioning strategies. They will consider marking and goalkeeping as well as developing team working abilities during games.





Being me in my World

- Includes understanding my place in the class, school and global community as well as devising Learning Charters. Children will: identify their goals for the year; know how to express fears and worries they may have for the future; understand that there are universal rights for all children but for many around the world these needs are not met; understand their actions affect other people locally and globally; learn how to make their own choices about behaviour and understand how an individual's behaviour can affect a group; and understand how democracy and having a voice benefits the school community.

Celebrating Difference

- Includes anti-bullying (cyber and homophobic bullying included) and diversity work. Children will learn to: understand there are different perceptions about what normal means; understand how being different could affect someone's life; explain some of the ways in which one person or group can have power over another; know some of the reasons why people use bullying behaviour; give examples of people with disabilities who live amazing lives; and explain ways in which difference can be a source of conflict and a cause for celebration.

You will have been sent the RSE content but please read through this. You can request that your children are removed from some sessions however this learning is sequential and builds upon what has been taught through infants and previously in the juniors. We would much rather all children be taking part in all of these sessions.

Combien de Paquets

- The children will engage in conversations, using familiar questions and answers; express opinions using aimer, détester and adorer and ask others' opinions. They will begin to manipulate language to create and say own sentences using familiar language. They will read and show understanding of the storybook and other short passages of text using familiar language, write familiar complex sentences from memory, changing words to create new sentences with understandable accuracy pronounce familiar words and phrases correctly



Unit 1: Happy

Style: Pop/Motown

- The learning is all based around one song: Happy by Pharrell Williams. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Pop/Motown songs.,



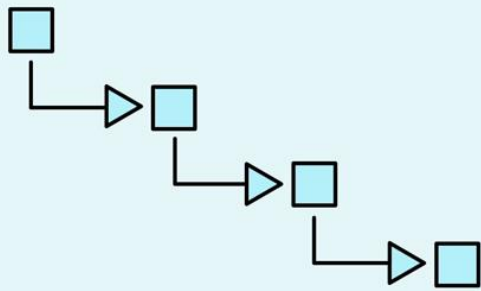
Unit 2: Classroom Jazz

Style: Jazz, Latin, Blues

- History of music - Jazz in its historical context. This unit of work builds on previous learning and is focused around two pieces of Jazz music: Bacharach Anorak and Meet The Blues.



Sequence



Curriculum sequencing.

- Your child's learning is sequenced in a way where each lesson builds on the last one. This means that even one lesson missed has an impact on their learning. It is very important they only miss school if it unavoidable.

Interventions:

- Your children will be partaking in a range of interventions this year. This is not based on ability and should be seen as a positive experience to help your child address a misconception or boost their confidence. We will try wherever we can to alter the timetable for these weekly so that children are not consistently missing the same subject.
- Responsive maths is used for multiple purposes and is always a positive.





Homework

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Spelling homework set on Google Classroom</p> <p>P.E. Kit brought to school</p>		<p>Reading and Maths homework to be returned via Google Classroom.</p>	<p>Reading Passport returned with at least four comments.</p> <p>Reading and Maths homework set on Google Classroom.</p>	<p>P.E. kit sent home to wash</p> <p>Spelling homework due in on Google Classroom</p>
	6T P.E.	6D P.E.	6D P.E.	6T P.E.

Children should complete as many of the Homework Challenges as possible.

They should be encouraged to use the Times Tables Rock Star website to continue to build up their fluency in both multiplication and division facts. Your child's login details are stuck in their link books.

Children should read four times independently, when appropriate, and write comments about what they have read at least four times in their reading record or passport. This should be signed by a parent/carer before returning to school on a Thursday.

Children are not automatically moved up a colour when they have read 12 books. Whilst reading 12 is the aim, some children may have to read more of one colour to improve their fluency.

Missing homework will be completed in school in their own time. This is so they can learn to be independent and organised ready for Secondary school.



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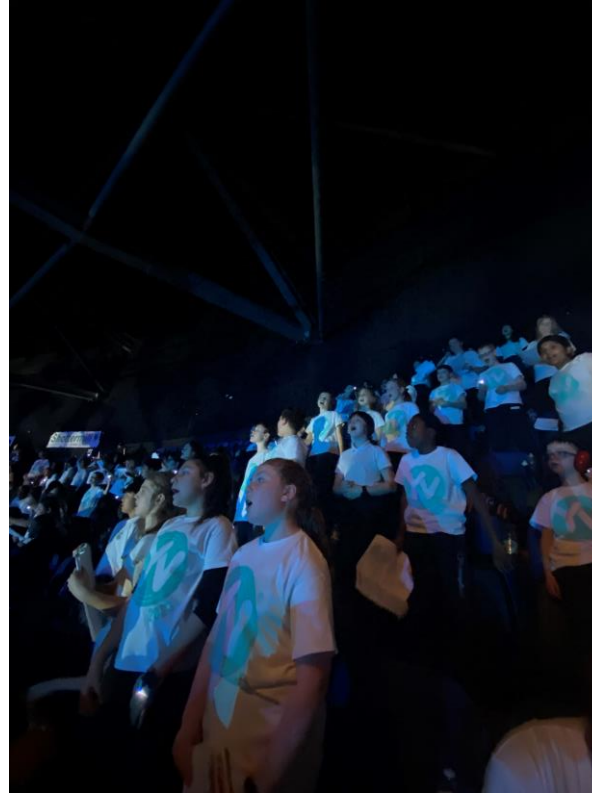
P.E. Kit

- Your child should have his/her PE kit in school every day and outdoor sports clothing (including socks and trainers) will be needed for outdoor games sessions (Timetables occasionally need to be changed).
- The school's P.E. kit is a white T-shirt and blue shorts which can be purchased from the school if needed. In winter, a pair of joggers and a jumper can be worn on top (tracksuit, hoodie etc).
- P.E. kit needs to be in school on a Monday and be taken home on Friday.
- It is a statutory requirement that all children must participate in P.E. sessions.
- If your child has a genuine medical reason why they cannot take part in a P.E. session, then a note must be provided.
- If your daughter wears tights to school, please ensure she has a pair of socks in her sports kit to wear for PE lessons.



Trips & workshops:

- We will be trying to organise a trip or a visit each term and will do our best to give as much notice as possible.
- This term we will be going to the Harry Potter Studio Tour and in January we will be attending Young Voices at the O2. Information about this will be coming home in the next few weeks
- Year 6 will also be having a Bridge workshop in December and a WW2 workshop in January.



Things to note:



- Water bottle must only contain water.
- Snacks at playtime and lunchtime should be fruit, vegetables, cheese or yoghurt.
- Fruit is provided daily by the school so is always available for your children to have.
- We will continue to communicate with parents and carers through children's link books.
- Formal 10-minute Learning Review Meetings will take place in the middle of the Autumn and Spring Terms (November and February). These meetings are attended by the children, parents and the class teacher. This is an opportunity to discuss progress, behaviour, social interactions and English and maths strengths and areas for development. An annual report to parents is produced in the summer term.

What you can do to help:

- Regularly check your child's online google classroom to ensure homework has been completed and handed in on time.
- Consider and use the strategies in the Maths Updates for supporting your child at home.
- Read with your child and make sure their passport has been filled in by them and signed by you.
- Encourage them to use Times table Rock Stars and/ or testing them regularly at home.



An illustration of a hand holding a white rectangular sign with the word 'Help!' written in large, bold, red letters. The hand is wearing a green sleeve and a white cuff. The background is a light blue sky with stylized white clouds. The sign is tilted slightly to the right.

Help!

What you can do to help:

- Encourage them to read as wide a range of books as possible e.g. fiction/non-fiction/poetry as well as specific books to them on their reading learning journey which they have selected from their Reading Passport/Record selection.
- Assist your child with research and other studies as appropriate.
- Ensure your child has appropriate named PE kit and is bringing it into school.

Marvellous Me:

Marvellous Me is a great way for us to communicate with parents and share good behaviour and work. We use it to share their successes with you.

Occasionally, it will be used to remind you of key events, trips, letters and other important things of note.

Therefore, please make sure you have signed up to this platform and can access it.



- If you have any questions regarding school life, including the curriculum, please write them in your child's Link Book and we will respond as soon as we can.
- We appreciate your support and assistance so far in this new academic year and we are confident that you will continue to work with us to ensure that your child has a happy and successful term. You can also email the admin team and ask them to pass on their query to the class teacher.
admin@holtsmerejm.herts.sch.uk

