

Year 6 – Term 4 Information and Key Learning

Welcome Back!

Welcome back to an exciting term 4 everyone! We hope you have all had an enjoyable and restful half-term holiday and have come back ready to learn. This newsletter will cover all of the key learning taking place in Term 4 and any key events and information that you need to know about.

Our learning this term

Our topic for this term is the Vikings. As part of their learning, the children will explore the invasion that took place in Britain and the mythology that surrounds these fascinating people. To link with our topic, the children will be using ideas from the story of Thor to inspire their own narratives based in Norse mythology. We will start by looking at the basis of how Asgard and the other realms intertwined with daily Viking life, before learning about how Vikings are stereotyped. We will also cover the fundamentals of how and why their invasion took place. The children will then have the opportunity to apply many of the writing techniques that they have learned from their poetry and biography writing as well as new styles that will lead to fascinating, creative pieces of fictional writing.

In maths, the children will complete their learning on fractions, decimals and percentages before looking at basic equations and formulae in algebra. The children will then move onto looking at converting units of measurements as well as perimeter area and volume.

Our science topic for the term is Electricity, which also coincides with a design and technology project where the children are designing, creating and evaluating a product that will have an electrical focus and will enable the children to use and apply their scientific knowledge of electricity to greater effect. Throughout the term the children will be applying their music skills in the class band with Mr Miles with the wider aim of preparing the children for our end of year production – Matilda. Our PE sessions will focus on gymnastics and netball where the children will learn to apply skills learnt from previous lessons in sequences (gymnastics) and game situations (Netball).

Key Information

- Weekly Spellings:
Set – **Monday**
Tested – **Friday**
- Weekly home learning:
Set – **Friday**
Hand in – **Wednesday**
Please could you encourage your children to complete this and bring it back into school on a Wednesday to go through in class.
- PE days continue to be on a Monday (Gymnastics) and Friday (Netball). Please ensure your child has kit suitable for outdoor weather conditions.
- Buster Book club reading night is Wednesday. Children must have their bookmark or reading record signed in order for their minutes to count towards the final total.
- Please do encourage your children to read on a daily basis and get their reading record signed by an adult in order for them to earn points for their class towards the inter-school reading competition.



English Key Learning Facts

Key aim: To read and spell Year 5 & 6 common exception words

Spelling Shed

Along with the common exception words below, this term the children will also be set a list of words with a spelling rule each week from Spelling Shed every Monday. These words will be sent home on a Monday (as well as uploaded as activities on Spelling Shed for the children to practise at home) with a spelling test in class on Friday. Remember just 5 minutes' practice a day goes a long way!

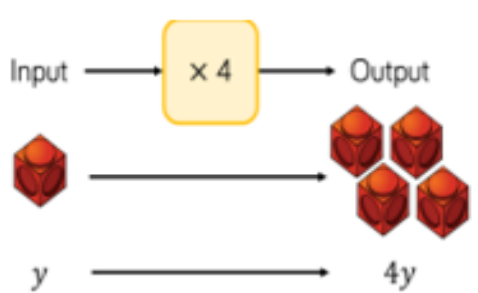
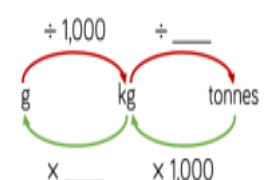
Also here is a reminder of some of the key words children should be able to spell by the end of Year 6.

profession	programme	pronunciation	queue	recognise	recommend	relevant
restaurant	rhyme	rhythm	sacrifice	secretary	shoulder	signature
sincere(ly)	soldier	stomach	sufficient	suggest	symbol	system
temperature	thorough	twelfth	variety	vegetable	vehicle	yacht

Mathematics Key Learning Facts

Key aim: To solve equations using a range of formulae

By the end of the term we will have covered the following.

Algebra	Converting measurements						
<p>Children understand that for each number they put into a function machine, there is an output. They should also be taught to "work backwards" to find the input given the output.</p> 	<p>Children will use their skills of multiplying and dividing by 10, 100 and 1,000 when converting between units of length, mass and capacity.</p> <p>There are ___ grams in one kilogram.</p> <p>There are ___ kilograms in one tonne.</p> <p>Use these facts to complete the tables.</p> 						
<h3 style="text-align: center;"><u>Calculating Percentages</u></h3> <ul style="list-style-type: none"> • % Percent means out of 100 • When finding 1% of an amount you divide by 100 • When finding 10% of an amount you divide by 10 • When finding 50% of an amount you divide by 2 • When finding 25% of an amount you divide by 4 <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">$1\% = 1/100 = 0.01$</td> <td style="padding: 2px 10px;">$10\% = 1/10 = 0.1$</td> </tr> <tr> <td style="padding: 2px 10px;">$20\% = 1/5 = 0.2$</td> <td style="padding: 2px 10px;">$25\% = 1/4 = 0.25$</td> </tr> <tr> <td style="padding: 2px 10px;">$50\% = 1/2 = 0.5$</td> <td style="padding: 2px 10px;">$75\% = 3/4 = 0.75$</td> </tr> </table> </div> <p>When finding 75% of an amount you would divide by 4 and then multiply by 3</p>		$1\% = 1/100 = 0.01$	$10\% = 1/10 = 0.1$	$20\% = 1/5 = 0.2$	$25\% = 1/4 = 0.25$	$50\% = 1/2 = 0.5$	$75\% = 3/4 = 0.75$
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Thank you for your continued support.