

## Welcome to Year 6

Here is your curriculum information for Term 3, beginning Jan 2023

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| <p><b>Science- Electricity</b><br/> <b><u>Pupils will be taught to:</u></b><br/>         Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit<br/>         Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p>   | <p><b>Religious Education- RE: Islam: What does it mean to be a Muslim in Britain today?</b><br/>         LQs: What helps Muslims through the journey of life? What connections are there between Muslim practice of the *Five Pillars and their beliefs about God and the Prophet Muhamad?<br/>         Why do Muslims fast?<br/>         Where do people get advice and guidance from?</p>  |
| <p><b>Personal, Social, Health Education</b> –we will be following the ‘Jigsaw’ programme of study.<br/>         LQs What are my personal learning goals? What are my steps to success? What is my dream for the world? How can I make a difference?<br/>         What are my achievements?</p>  | <p><b>Design and Technology</b>-What are the 5 food groups and how can they affect health? What are the origins of some popular dishes? Which foods are grown, reared and caught in the UK, and abroad? <b>Can I design a healthy survival meal that contains the 5 food groups?</b> Can I confidently use a range of techniques to prepare ingredients and evaluate my finished product?</p>   |
| <p><b>PE- Dance (taught by C. Williams)</b><br/>         Can I listen to a piece of music and feel the pulse, then interpret that pulse through individual movements or actions? Can I link ideas and movements together to create a short sequence?<br/>         Can I use repetition effectively to develop a dance sequence? Can I link two different sequences of movement with a partner/group? Can I create and combine two dance sequences, with variations in speed and direction? Can I perform more difficult dance movements, and show control and fluency?<br/>         Can I perform my composition to the class?<br/>         Can I evaluate my own, and others’ performances?</p> | <p><b>Geography</b>- Use fieldwork to observe, measure, record and present the human and physical features in the <b>local area using</b> a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <hr/> <p><b>Forest School will take place every Tuesday</b></p> <hr/> <p><b>Music- Charanga! Learn to play the recorder</b> Children learn how to play and read the notes B A G, exploring them in varied short pieces of increasing complexity.</p> |

**Our English unit** is based upon ‘Floodland’ by Marcus Sedgwick and will include a range of letter-writing styles, persuasive speech writing and information writing. Regular spelling, grammar, punctuation and handwriting practise is also part of the curriculum. **Whole-class reading and comprehension activities will take place daily.** Maths will include learning about *fractions and decimals, measures and ratio, as well as applied problem-solving and reasoning.* We will also be teaching *area, perimeter and volume during some pm sessions*

Independent reading books can be changed on Monday, Wednesday and Friday and reading journals will be checked regularly to make sure that children are **reading daily at home.**

**Please read daily as well as practise times tables daily, in preparation for the weekly test on Friday.**

Please feel free to message me on **class dojo** if you have any queries or concerns regarding your child’s learning or well-being. Otherwise, please contact the school office to arrange a phone appointment.  
 Thank you in advance for your support,

**Mrs Williams**