

## Our Teachers

Mr Newman 6N



Mrs Keynes 6KR



Mrs Ross 6KR

### Requests for help

If you would like to volunteer to help in school, please contact the office for details on DBS checks.

# Newbridge Primary School

## LEARNING IN YEAR 6 TERM 1 2022-2023

### The start of the school day

All pupils need to be in the classroom by 8:55am and can come in from 8:45am.

If for any reason you are late bringing your child to school, please proceed to the office and sign them in.

If your child is ill, please contact the office on each day of absence.

### Equipment your child needs every day

- A filled water bottle
- Back pack, reading book, homework folder, PE Kit.
- Reading Record, a coat.
- A school uniform in line with the school code of dress and named.
- A packed lunch, if your child is having one.

## Our Teaching Assistants



Mrs Milne



Ms Dennis

### Upcoming Dates

Tuesday 13th October - Parents' Evening  
Thursday 18th October - Parents' Evening  
Friday 21st October - End of Term 1

Please find a link to the  
[NATIONAL CURRICULUM](#)

## LEARNING IN YEAR 6 - TERM 1 2022-2023

### English

- I can write to entertain: a diary of an evacuee and short story
- I can write to inform: reporting on the Blitz and evacuation
- I can write to discuss: The Battle of Britain
- I can accurately spell Year 5 and 6 statutory keywords, suffixes and homophones
- I can identify and use: subordinate clause, apostrophes, relative clauses, parentheses, synonyms and antonyms and modal verbs
- Whole Class Reading
- Class Reader- 'Letters from the Lighthouse' by Emma Carroll

### History

- I can place current study on timeline
- I can use relevant dates and terms
- I can sequence up to 10 events on a timeline
- I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings
- I can choose a reliable source of factual evidence to describe: culture and leisure activities; clothes; ways of life; buildings; people's beliefs, religion and attitudes; differences between rich and poor
- I can name key dates of a significant event on a timeline

### Art

- I can draw from imagination and from observation (including life drawing, still life drawing and portraiture) in a representational and abstract style
- I can work with a range of mark making tools including pencils, pens, crayons, charcoal and oil pastels
- I can sketch things out lightly before finalising my drawings
- I can use a sketchbook and make preparatory sketches
- I can use tone in my drawings to show light and shade
- I can use patterning techniques for shading and decorating
- I can comment on and compare the characteristics of drawings by famous artists

### Modern Foreign Language

- I can understand the main points and follow when listening to stories, songs or passages read aloud.
- I can understand more complex phrases e.g. descriptions, instructions

### Design Technology

- I can prepare and cook a variety of predominantly savoury dishes, using a range of cooking techniques.
- I can investigate and analyse a range of existing products.
- I can evaluate ideas and products against their own design criteria and consider the views of others to improve their work.

### Science

- I can recognise that light appears to travel in straight lines
- I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- I can describe the movement of light beams off of reflective surfaces
- I can explain why shadows have the same shape as the objects that cast them
- I can recognise that white light can be split into 7 rainbow colours
- I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

### Computing

- I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- I can use sequence, selection and repetition in programs; work with variables and various forms of input and output
- I can use logical reasoning to explain how simple algorithms work and to detect and correct simple errors in algorithms and programs

### Religious Education

- I can show an understanding of why people show commitment in different ways
- I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others
- I can think of some ways of showing commitment to God that would be better than others for Muslims

### Music

- I can respond appropriately to different types of music
- I can explore composition
- I can understand and use pulse and rhythm effectively
- I can play a variety of tuned/untuned percussion

### Our Newbridge Journey

**Our enquiry is:** How can we learn from the past?

**This means we will be learning about: World War 2** Including: key events that took place, significant and influential people during this period of History, how we can use this understanding to learn from the past

**The key skills we will be developing are:**

- I can empathise with others and respect their feelings
- I can choose what is relevant and present information in an appropriate format
- I can use my imagination to create new and original works
- I can take risks and keep myself healthy and safe including online
- I can contribute to a team and motivate others

### Mathematics

- I can read, write, order and compare numbers up to 10,000,000 and determine the value of each digit
- I can round any whole number to a required degree of accuracy
- I can use negative numbers in context, and calculate intervals across 0
- I can demonstrate confidence in the four operations both mentally and written
- I can identify common factors, common multiples and prime numbers

### Geography

- I can locate the seven continents of the world on a map
- I can locate the 44 countries within the continent of Europe on a map
- I can identify and locate the capital cities of European countries
- I can make predictions about what the climate in different countries is like based on its geographical location
- I can use graphs and charts to explore the climate in different areas of Europe
- I understand why parts of Europe have no sunlight during parts of winter and no darkness during parts of summer

### PSHE

- I can explain and share my knowledge of universal rights for all children
- I can demonstrate an understanding of my own wants and needs
- I can demonstrate an understanding of how rewards and consequences feel

### Physical Education

- I can use a wider range of skills in game situations
- I can play cooperatively with a partner
- I can select the appropriate action for the situation
- I can use the rules of the game consistently
- I can create and sometimes use a variety of tactics
- I can lead a small group through a short warm-up routine
- I can identify my own and others' strengths and areas for development and can suggest ways to improve

### British Values

- I can demonstrate mutual respect and tolerance of those with different faiths, Rule of Law and Individual Liberty