

Dear Parents and Carers,

Welcome to Year 6! I am delighted to begin this important and exciting final chapter of your child's primary school journey. It is a privilege to support each pupil as they settle into their new class, build new friendships, strengthen existing ones, and continue to grow in confidence as they prepare for their transition to secondary school.

This year offers a wide range of enriching opportunities, both academically and personally, and I look forward to seeing each child thrive, achieve their potential, and shine in their own unique way. As the oldest pupils in the school, Year 6 children have many opportunities to demonstrate leadership, responsibility and independence, whilst creating lasting memories of their final year at primary school.

Below, you will find key information to help you understand what to expect over the coming months. Should you have any questions or wish to discuss anything further, please do not hesitate to contact me via the school office or speak to a member of the Year 6 team at the end of the school day. I look forward to a fantastic year ahead!

Kind regards,

Mrs L Burdon
Year 6 Sycamore Class Teacher

Who will be teaching my child?

Mrs Burdon will be the class teacher for Sycamore Class. We are also fortunate to have some support during the week by Mrs Gibson. Throughout the week, your child will be taught by other members of our dedicated staff team for specific subjects. Mr Rose will be teaching PE on a Wednesday afternoon, and Mrs Gibson will be teaching French, also on a Wednesday afternoon.

What your child will be learning about in Year 6: An overview

	Autumn	Spring	Summer
English	Fiction: <u>The Odyssey by Gillian Cross</u> Speeches (proclamation, persuasive, soliloquy), diary entry, dialogue, missing scene, postcard, advertisement, epic adventure story Fiction: <u>Hansel and Gretel</u> Setting description, character descriptions, narrative writing, dialogue. Non-fiction: <u>Politics for Beginners by Louie Stowell</u>	Fiction: <u>The Last Wild by Piers Torday</u> Non-Fiction: <u>On the Origin of Species by Sabina Redeva</u> Poetry: <u>The Tyger by William Blake</u>	Fiction: <u>Grimm Tales for Young and Old by Philip Pullman</u> Non-Fiction: <u>Incredible Journeys -Levison Wood</u> Poetry: <u>On the Move: Poems about migration by Michael Rosen</u>

	Poetry: <u>Poetry for Kids: William Shakespeare illustrated edition</u>		
Maths	Place value within 10,000,000 Four operations Fractions Imperial and Metric Measures	Ratio and Proportion Algebra Decimals Percentages	Statistics Revision and Consolidation Geometry
Religious Education	What does it mean to be a Muslim today? Why do some people believe in God and some not? Does faith help people when life gets hard?	How and why do people care about the environment? Why is the Last Supper so important to Christians? Why are Good Friday and Easter Day the most important days for Christians?	What does it mean for Muslims to follow God? So, what do we now know about Christianity?
Science	<u>Light</u> Children will recognise that light appears to travel in straight lines; use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye; explain that we see things because light travels from light sources to our eyes; use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <u>Electricity</u> Children will associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit; 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; use recognised symbols when representing a simple circuit in a diagram.	<u>Animals including humans</u> Children will identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood; recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function; describe the ways in which nutrients and water are transported within animals, including humans. <u>Evolution and inheritance</u> Children will recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago; recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents; identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	<u>Living things and their habitats</u> 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; give reasons for classifying plants and animals based on specific characteristics.
Art and Design	Japanese art – paint and print	Robot kitbashing sculpture – draw and 3D	Forest landscapes – sketch and water colour, textile collage
Computing	Computing Systems and Networks - Communication and Collaboration Creating Media – Web page Creation Scratch	Physical Computing – Programming A – Selection in Physical Computing. Data and Information – Introduction to spreadsheets	Creating Media – 3D Modeling Physical Computing – Programming B – Sensing movement Using the Micro Bit for Primary to Secondary Transition.
Design & Technology	Digital World: Monitoring Devices	Mechanical Systems: Automata Toys	Cooking & Nutrition: Come Dine with Me
French	<u>Phonetics 4</u> An introduction to the fourth set of phonemes. <u>At School</u>	<u>Healthy Lifestyle</u> Expressing what they eat and do not eat to stay healthy, using accurate articles/determiners.	<u>Habitats</u> Creating written and spoken presentations about plants and animals living in 5 different habitats.

	Expressing what they like and don't like at school, with justifications. <u>Around Town</u> Navigating around town using directions and prepositions. Performing an extended role-play as tour guides.	<u>At the Weekend</u> Writing detailed and personalised responses about what they may do at the weekend.	<u>Me in the World</u> Learning about other French-speaking countries around the world and consolidating all the language covered.
Geography	Why does population change?	Where does our energy come from?	
History	Legacy of the Ancient Greek Civilisation	What the census can tell us about the local area	Unheard Histories- who should go on a £10 note?
Music	<u>Hey, Mr. Miller</u> This unit explores swing-style jazz, helping students learn about Glenn Miller and big band music while developing syncopated rhythm patterns, improvisation, and group performance skills. <u>Shadows</u> This listening unit is based around the piece <i>Shadows</i> by Lindsey Stirling – an American violinist and dancer and ends with a creating response to music using shadows.	<u>Dona Nobis Pacem</u> Children will explore pulse work in 3-time, learn to sing the song as a round, learn about texture in music, and compare music with different textures. <u>You To Me Are Everything</u> During this unit, children will explore the key musical features of this track and develop an understanding of the term 'cover version'.	<u>Race</u> This unit uses clips from Chariots of Fire to inspire students to create new soundtracks by composing melodies, harmonies, and accompaniments for moving images. <u>Exploring identity through song</u> <u>Ame sau vala tara bal</u> Children will explore Indian music through the Gujarati devotional song Ame Sau Vala Tara Bal, exploring Bhairavi raga, bhanga, Bollywood, and classical styles, while composing their own rhythmic percussion piece.
Physical Education	Wide attack Grid rugby Tag rugby Group gymnastics	Making the grade Long and thin or short and fat?	Developing athletics Athletics scores
PSHE	<u>Health and Wellbeing</u> Children will learn how responsibility changes as we grow up, immunisation and vaccination, how our bodies and emotions change as we move through puberty.	<u>Relationships</u> Children will learn about the nature and consequences of discrimination, the differences between groups of people (including the protected characteristics).	<u>Living in the Wider World</u> Children will learn how information is presented by the media and on social media, the responsible use of mobile phones, enterprise, the politics of the United Kingdom.

What your child will need and homework

Your child will have weekly spellings and a piece of Maths and English homework (sent home on a Friday) each week; on occasion, this may be replaced by homework linked to science or a foundation subject like history, geography or DT. Completed homework should be sent into school by the following Thursday; this will enable us to mark it together and give out new homework. We will also be working on our times tables each day. If your child can practise their times tables at home, then this will help them with their fluency and rapid recall of facts.

Spellings - Children will be given 8 spellings each week to learn at home. Four of these spellings will be related to the week's spelling rule and four will come from the year 5/6 word list. Children will stick their spellings in their reading record and will be tested the following week.

Reading – Children will choose a reading book (from a scheme or a library book) and a library book from the school library. Please could these be brought in to school each day. Children will have the opportunity to change books during the week. Remember to record any books read and comments in their reading record. Children are encouraged to continue reading their own choice of books too. Any reading that you can do with your child is also highly valued.

PE and Forest Schools

P.E. takes place every Wednesday afternoon and is led by Mr Rose. On this day, children should come to school dressed in their P.E. kit, ready for active learning.

Each class will take part in Forest School sessions. On these days, children will be learning outdoors and engaging in hands-on activities, which may involve mud and messy play. Please ensure your child comes dressed in appropriate clothing, including waterproofs and sturdy footwear. We recommend older clothes that you don't mind getting dirty. Please remember to label all items of clothing.

Key Dates

Below, you will find a list of important dates, which we hope will assist you in planning for the term ahead. Other events and updates are communicated via Weduc, with regular reminders included in the weekly school newsletter. Please do keep an eye on these platforms, as new dates will be added and while we aim to keep plans consistent, changes may occasionally be necessary due to unforeseen circumstances.

- **Monday 14th September, Monday 28th September and Monday 5th October** – Year 6 Forest School sessions
- **Tuesday 15th September** – NSPCC workshops
- **Tuesday 29th September** – Flu vaccine
- **Wednesday 30th September** – Individual photographs
- **Friday 23rd October** – Half-term
- **Monday 2nd November** – Return to school
- **Week beginning 9th November** – Parents Evening
- **Wednesday 11th November** – Year 6 Remembrance Worship

Thank you for your support - I look forward to working with you to ensure this is a successful, enriching, and joyful year for our Year 6 pupils.

Kind regards,

Mrs L Burdon
Year 6 Sycamore Class Teacher