

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 grow in confidence, deepen their learning, and 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 and shine in their own unique way.

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!

### 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
<b>English</b>	<p>Fiction: <u>The Odyssey by Gillian Cross</u>: Speeches (proclamation, persuasive, soliloquy), diary entry, dialogue, missing scene, postcard, advertisement, epic adventure story</p> <p>Fiction: <u>Hansel and Gretel</u> Setting description, character descriptions, narrative writing, dialogue.</p> <p>Non-fiction: <u>Politics for Beginners by Louie Stowell</u></p> <p>Poetry: <u>Poetry for Kids: William Shakespeare illustrated edition</u></p>	<p>Fiction: <u>The Last Wild by Piers Torday</u></p> <p>Non-Fiction: <u>On the Origin of Species by Sabina Redeva</u></p> <p>Poetry: <u>The Tyger by William Blake</u></p>	<p>Fiction: <u>Grimm Tales for Young and Old by Philip Pullman</u></p> <p>Non-Fiction: <u>Incredible Journeys -Levison Wood</u></p> <p>Poetry: <u>On the Move: Poems about migration by Michael Rosen</u></p>
<b>Maths</b>	<p>Place value within 10,000,000</p> <p>Four operations</p> <p>Fractions</p> <p>Imperial and Metric Measures</p>	<p>Ratio and Proportion</p> <p>Algebra</p> <p>Decimals</p> <p>Percentages</p>	<p>Statistics</p> <p>Revision and Consolidation</p>

	Geometry units will be taught weekly, across the year- Perimeter, Area & Volume; Properties of Shapes; Position & Direction		
<b>Religious Education</b>	Islam The Gospels	Creation & Caring for the Environment Good Friday & Easter	Local Religious Diversity Christianity- Four Concepts
<b>Science</b>	<p><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.</p> <p><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.</p>	<p><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.</p> <p><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.</p>	<p><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.</p>
<b>Art and Design</b>	Japanese art – paint and print	Robot kitbashing sculpture – draw and 3D	Forest landscapes – sketch and water colour, textile collage
<b>Computing</b>	<p>Computing Systems and Networks - Communication and Collaboration</p> <p>Creating Media – Web page Creation</p>	<p>Physical Computing – Programming A – Selection in Physical Computing.</p> <p>Data and Information – Introduction to spreadsheets</p>	<p>Creating Media – 3D Modeling</p> <p>Physical Computing – Programming B – Sensing movement</p> <p>Using the Micro Bit for Primary to Secondary Transition.</p>
<b>Design &amp; Technology</b>	Digital World: Monitoring Devices	Mechanical Systems: Automata Toys	Cooking & Nutrition: Come Dine with Me
<b>French</b>	<p><u>Phonetics 4</u> An introduction to the fourth set of phonemes.</p> <p><u>At School</u> Expressing what they like and don't like at school, with justifications.</p> <p><u>Around Town</u> Navigating around town using directions and prepositions. Performing an extended role-play as tour guides.</p>	<p><u>Healthy Lifestyle</u> Expressing what they eat and do not eat to stay healthy, using accurate articles/determiners.</p> <p><u>At the Weekend</u> Writing detailed and personalised responses about what they may do at the weekend.</p>	<p><u>Habitats</u> Creating written and spoken presentations about plants and animals living in 5 different habitats.</p> <p><u>Me in the World</u> Learning about other French-speaking countries around the world and consolidating all the language covered.</p>
<b>Geography</b>	Why does population change?	Where does our energy come from?	
<b>History</b>	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?
<b>Music</b>	<u>Hey, Mr. Miller</u>	<u>Dona Nobis Pacem</u>	<u>Race</u>

	<p>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.</p> <p><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.</p>	<p>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.</p> <p><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'.</p>	<p>This unit uses clips from Chariots of Fire to inspire students to create new soundtracks by composing melodies, harmonies, and accompaniments for moving images.</p> <p><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, bhangra, Bollywood, and classical styles, while composing their own rhythmic percussion piece.</p>
<b>Physical Education</b>	<p>Wide attack Grid rugby Tag rugby Group gymnastics</p>	<p>Making the grade Long and thin or short and fat?</p>	<p>Developing athletics Athletics scores</p>
<b>PSHE</b>	<p><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.</p>	<p><u>Relationships</u> Children will learn about the nature and consequences of discrimination, the differences between groups of people (including the protected characteristics).</p>	<p><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.</p>

## 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. Spellings will be given out on a Wednesday and tested the following Wednesday.

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 a Forest School session once per term. 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 8<sup>th</sup> September** – Year 6 Forest School session
- **Tuesday 16<sup>th</sup> September** – Flu immunisation, KS2 Colour Fun Run
- **Thursday 18<sup>th</sup> September** - House Cross Country
- **Wednesday 24<sup>th</sup> September** – Individual photographs
- **Friday 26<sup>th</sup> September** – European Day of Languages
- **Friday 24<sup>th</sup> October** – Half-term
- **Monday 3<sup>rd</sup> November** – Return to school
- **Week beginning 3<sup>rd</sup> November** – Parents Evening
- **Friday 7<sup>th</sup> November** – Year 6 worship
- **Monday 10<sup>th</sup> November** – Year 6 Forest School session
- **Tuesday 18<sup>th</sup> November** – Year 6 PHSE session with County Durham Drugs and Alcohol Team
- **Thursday 20<sup>th</sup> November** - UK Parliament Education Team visit for Y4/5/6
- **Thursday 11<sup>th</sup> December** – Christmas dinner and jumper day
- **Friday 19<sup>th</sup> December** – Christmas Church Service, last day of term

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