




Corsham Primary School







Parent/Carer Curriculum Newsletter





Year: 6 Class Teachers: Mrs Vines and Mr Biddall

Spring Term 2024 (04/01/24 – 28/03/24)

The following information will provide you with an overview of the objectives the children will be focusing on this term. We hope you will find it useful.

<p>Being a Mathematician</p> 	<ul style="list-style-type: none"> • Reading, understanding and calculating using decimal measures • Interpreting and solving word problems using decimals • Multiplying and dividing decimal numbers • Solving simple problems involving ratio and proportion • Understanding equivalent fractions and reducing fractions • Converting fractions to decimals • Understanding percentage • Expressing simple fractions or decimals as percentages • Using negative numbers confidently • Understanding imperial units • Recognising properties of 2D and 3D shapes • Calculating perimeters and areas of shapes • Understanding reflective symmetry • Understanding translation and rotation • Calculating angles of shapes • Subtracting numbers up to 1000 • Understanding chance or likelihood • Identifying co-ordinates in all four quadrants • Calculating, estimating and comparing volume • Constructing and reading pie/line charts • Expressing missing number problems algebraically • Using simple formulae • Using and calculating ratio • Scale drawing • Calculating scale factors
<p>Being an Author – Writer</p> 	<ul style="list-style-type: none"> • Using descriptive effects • Writing non-chronological reports • Writing short stories • Using dialogue to shift formality • Writing narrative descriptions • Punctuation and grammar skills • Using inference and deduction to identify underlying themes • Confidently discussing layout and structures of different text types.
<p>Being an Author – Reader</p> 	<ul style="list-style-type: none"> • Variety of different texts • Non-chronological reports • Discussing author's word choices and techniques • Retrieving information from a piece of text • Summarising a piece of text • Answering reading comprehension questions

<p>Being a Scientist</p> 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> • Describing how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals • Giving reasons for classifying plants and animals based on specific characteristics <p>Evolution and inheritance</p> <ul style="list-style-type: none"> • Recognising that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago; • Recognising that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Identifying how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
<p>Being an Engineer (Design Technology)</p> 	<ul style="list-style-type: none"> • Understanding and applying the principles of a healthy and varied diet • Preparing and cooking a variety of predominantly savoury dishes using a range of cooking techniques • Understanding seasonality, and knowing where and how a variety of ingredients are grown, reared, caught and processed
<p>Being a Musician</p> 	<ul style="list-style-type: none"> • Identifying features of a variety of songs • Collaborating to write lyrics with rhyme and rhythm • Listening and appraising songs
<p>Being an Historian</p> 	<ul style="list-style-type: none"> • Noting connections, contrasts and trends over time and developing the appropriate use of historical terms • Understanding how our knowledge of the past is constructed from a range of sources
<p>Being a Geographer</p> 	<p>Locational knowledge</p> <ul style="list-style-type: none"> • Locating the world's countries, using maps, concentrating on environmental regions, key physical and human characteristics, countries, and major cities • Identifying the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere. <p>Human and physical geography</p> <ul style="list-style-type: none"> • Describing and understanding key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
<p>Being an Artist</p> 	<ul style="list-style-type: none"> • Improving mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learning about great artists, architects and designers in history • Botanical drawings <p>Artists:</p> <ul style="list-style-type: none"> • Various great artists

<p>Being an Athlete</p> 	<ul style="list-style-type: none"> • Learning the Haka dance and choreographing own dance in a group • Handball • Health and fitness skills • Netball or basetball
<p>Being a Philosopher (Religious Education)</p> 	<ul style="list-style-type: none"> • Fairness and justice • Leaders • Christianity • Thinking about what is eternal and what that means to me
<p>Being a Philosopher (PSHE)</p> 	<ul style="list-style-type: none"> • Making short and long-term goals • E-safety • Assertiveness
<p>Being a Linguist</p> 	<ul style="list-style-type: none"> • Continuing to build on our Spanish skills

Other Information:

Home learning will be set weekly on a Friday (via Seesaw), to be completed and uploaded by the following Friday. Each week there will be a maths activity and an activity based around our Enquiries or Authors. In addition, we will set ten spellings every two weeks.

There will be two PE sessions a week, inside and outside. Please ensure your child has a complete labelled PE kit, including some tracksuit bottoms for outdoor games.

Children can bring daily tuck of plain biscuits or fruit. Please can they also bring in a water bottle to have on their desk at school. These will need to go home daily for washing.

We are looking forward to the term ahead. If you have any questions then please do ask.

Many thanks,

The 6 Team at Pound Pill.